

Programme d'études

English as a Second Language

Domaine des langues



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

FBC

FORMATION DE BASE COMMUNE

Direction de la formation générale des adultes

Québec 

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English as a Second Language

Subject Area: Language

Courses

Presecondary

Opening New Doors — ANG-P101-4

Secondary Cycle One

Satisfying Consumer Needs — ANG-1101-4

Establishing Connections — ANG-2101-4

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Presentation of the Program of Study

The *English as a Second Language* program of study totals 300 hours covering presecondary and the first cycle of secondary. As for all other programs in the Common Core Basic Education Program, its goal is to help adult learners to competently deal with real-life situations.

The program fosters the development of adult learners' capacity to use oral and written language in order to function competently in the classes of situations targeted by the program.

This program of study groups together real-life situations encountered in an English-speaking environment that presents certain challenges for adult learners. They include real-life situations related to work, consumerism, socializing, travelling and entertainment.

Orientations of the Program of Study

In the context of a clientele which is largely francophone living in a francophone surrounding community, it could be argued that there is very little "need" for the English language to communicate in real-life situations related to the satisfaction of essential needs in Québec; they can be addressed quite adequately through the mother tongue. Nevertheless, a long-term fundamental orientation presented in the Inschaupté report¹, clearly indicates that the English language is very important for adults in Québec society today for several

reasons such as: Québec's situation in Canada and North America, globalization and universal communication, the fact that learning another language leads to a better understanding of the mother tongue and the benefits of contact with the cultural heritage of the second language. In order to create an authentic English-speaking environment, teachers are encouraged to use English media (radio, television, the Internet, etc.), which are pervasive, even in the far reaches of the province.

This program, based on research in the field of acquisition of a second language, encourages adult learners to discover and use effective strategies that will help them learn how to learn and that will be useful throughout their lives. A methodical approach, communication skills, introspection and self-evaluation form integral parts of the *English as a Second Language* program of study. These skills, knowledge and metacognitive strategies will encourage adults to value learning and to become lifelong learners.

1. Québec, Ministère de l'Éducation, *Reaffirming the Mission of Our Schools*, (Québec : Gouvernement du Québec, 1997), p.47.

Language Benchmarks

This program of study is using the *Canadian Language Benchmarks 2000 for English as a Second Language for Adults* as reference points. The benchmarks are standards used to measure language acquisition in a manner which is accepted throughout Canada. Each

Benchmark describes the knowledge the adult should construct in the four skill areas – listening, speaking, reading and writing. By the end of the Secondary, Cycle One, adult learners will have reached Benchmark Four, therefore completing *Stage One: Basic Proficiency*.

The Courses of the Program of Study

The table below lists the courses in the program of study *English as a Second Language*.

English as a Second Language

Presecondary Course	Duration	Secondary Cycle One Courses	Duration
Opening New Doors	100 hrs	Satisfying Consumer Needs	100 hrs
		Establishing Connections	100 hrs

There are three *English as a Second Language* courses helping adult learners to competently deal with a variety of increasingly complex real-life situations encountered when they come into contact with an English-speaking environment.

The adult learner beginning the first course is literate in the same alphabet but a different language. At the presecondary level, adult learners are introduced to English through very simple real-life situations they may encounter when first arriving in an English-speaking environment. The course *Opening New Doors* aims to develop the adult learners' ability to communicate in a very limited way in real-life situations related to the satisfaction of essential needs such as getting food and accommodations. Although these interactions can be very stressful for non-English speakers, adults progressively overcome their reluctance to use English and therefore adopt a positive attitude towards the English language. This course sets the basis for more interactive communication with English-speakers in the subsequent courses.

In Secondary, Cycle One, adult learners develop self-confidence and deal with real-life situations of increasing complexity. The first course *Satisfying Consumer Needs* aims to develop the adult learners' ability to competently deal with real-life situations they may encounter when acquiring goods or making use of services when they find themselves in an English-speaking environment. These contacts occur primarily in a commercial context and on an impersonal level. This course also allows adult learners to develop a sense of self-confidence when communicating with English-speakers, therefore preparing them to exchange ideas and interests in the next course.

The next course *Establishing Connections* aims to develop the adult learners' ability to competently deal with real-life situations they may encounter when exchanging ideas and interests with English-speakers. They begin to establish connections at a more personal level, creating an opening into a new culture. They share their interests with English-speakers, explore the job market and enjoy entertainment products therefore enhancing their appreciation of knowing English as a second language.

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

English language is a very useful tool in virtually all areas of life in today's world of mass communication. People read, write, speak and listen in order to learn and to communicate with each other about any number of topics. The *English as a Second Language* program of study reflects this reality explicitly by addressing classes of situations that are associated with the broad areas of learning. As a whole, this program contributes to the achievement of the educational aims of all the broad areas of learning identified in the curriculum.

Health and Well-Being

The *English as a Second Language* program of study exposes adult learners to real-life situations where they may be required to communicate about their own and their family's comfort and security in an English-speaking environment. Enhancing the adult learners' abilities to address real-life situations that may affect their own and their family's well-being, this program of study sensitizes them to their own needs and to those of others as specified in the educational aim of the *Health and Well-Being* broad area of learning.

Environmental and Consumer Awareness

This program helps adult learners to search and obtain information from English-language media on various consumer goods and

services, and therefore adopt discerning behaviour towards consumerism. This program helps adults to achieve the educational aim of the *Environmental and Consumer Awareness* broad area of learning.

The World of Work

The *English as a Second Language* program of study is composed of work-related situations, enabling adults to realize the importance of the English language in forming a career plan, and meeting the requirements of the job market in the global context of the twenty-first century. The educational aim of *The World of Work* broad area of learning clearly indicates the importance of choosing and initiating a career plan according to one's needs, interests and abilities.

Citizenship

The program of study links adult learners to their responsibilities as citizens of a multicultural society by creating an opening to English-speaking communities and various cultures that share the English language. When exposed to the values of other cultures, adults become more aware of their own values, and they understand that the knowledge of a second language constitutes an integral part of their own identity as citizens of the world. This opening opportunity is closely related to the educational aim of the *Citizenship* broad area of learning.

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

This program of study addresses the orientations of the *Government Policy on Adult Education and Continuing Education and Training* by promoting cultural awareness, improvement in the quality of language, the exercise of citizenship rights and responsibilities, and the integration of information and communications technology.

Cultural Awareness

In the *English as a Second Language* program of study, the idea of teaching culture has often meant focusing a few lessons on holidays, clothing and food. While these topics may be useful, they offer little in the way of enriching one's cultural insight and allowing adults to function in an English-speaking environment. Understanding the culturally appropriate ways to greet people, express gratitude, make requests, give and receive compliments, and agree or disagree with someone means understanding the cultural values represented by the language. From this understanding emerges a culturally appropriate behaviour that will help adult learners to establish relationships with English-speakers.

Learning English offers adults the opportunity to gain a better understanding of their own culture and to discover the cultures of English-speaking communities in Québec, throughout Canada and around the world.

Quality of Language

The *English as a Second Language* program of study contributes to the quality of the English language across the curriculum by

providing multiple opportunities for appropriate language use in diverse real-life situations. Learning English also helps improve the comprehension of the structures of the French language.

Learning the structures of a second language offers adults the possibility to gain a better understanding of their own mother tongue and the opportunity to share their culture through exchanges with English-speakers.

Citizenship

Culture and citizenship are closely related when it comes to using English as a second language. Indeed, adult learners, discovering the diverse cultures of English-speaking communities are more inclined to understand the particularities of members of a multicultural society. Such understanding encourages acceptance of all cultures and broadens their view of the world. It also develops adult learners' sense of personal, social, professional and cultural identity, and their capacity to participate in society beyond their immediate environment.

Learning English encourages adults to communicate and respect English-speaking people of different nationalities and, in doing so, to become citizens of the world.

Integration of Information and Communication Technology

All information and communication technologies (ICT) are useful tools, but the Internet is especially so for the *English as a Second Language* learners. In fact, the idea of using the Internet is not new to *English as a Second Language* teachers. As it has transformed communication around the world, it is not surprising that the Internet should play a major role in providing access to authentic materials in the *English as a Second Language* classroom, whether for communication or information purposes, or for obtaining goods and services. It brings the world to the adult learners' fingertips.

A number of tools can be used, such as:

- Electronic Mail: E-mail-based activities can be of interest to many adult learners and the requirements are minimal, making it the most available of all Internet tools.
- Online Communities: Blogs, chat rooms, message/discussion boards and electronic lists provide a forum where people with similar interests can participate. When participating in this type of communication, certain rules and protocols (netiquette) should be observed.
- World Wide Web: The multimedia nature of the web is essential for the delivery of authentic materials, including texts, images, sound recordings, video clips and interactive presentations.

Course
Opening New Doors
ANG-P101-4
Presecondary



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

Ludwig Wittgenstein (1889-1951)

Presentation of the Course *Opening New Doors*

The goal of the course *Opening New Doors* is to help adult learners deal competently with real-life situations that might be encountered when making initial contact with an English-speaking environment.

This course helps adult learners to develop the language proficiency required to communicate effectively and satisfy essential needs when they are in an English-speaking environment.

By the end of this course, adult learners will be able to make use of essential elements of language such as vocabulary, language functions, grammar, and strategies in order to communicate, in a very limited way, some immediate and personal information and essential needs, read very short texts and fill out simple forms.

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 one class of situations: *Satisfying essential needs in an English-speaking environment*.

This class of situations includes real-life situations requiring non-native English speakers to communicate on a very basic level in predictable contexts. In order to deal effectively with the challenge of oral communication at this early stage of using a second language, adult learners need to improve their language ability.

Some examples of real-life situations include meeting people, getting around, shopping for groceries, inquiring about accommodations and making reservations.

Class of Situations	Examples of Real-Life Situations
Satisfying essential needs in an English-speaking environment	▪ Meeting people ▪ Getting around ▪ Shopping for groceries ▪ Going to a restaurant ▪ Inquiring about accommodations ▪ Making reservations

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
Interacting orally	- Greets people and takes leave - Introduces oneself - Understands and responds to requests for personal information (name, address, postal code, telephone number, date of birth, nationality, family, etc.) - Expresses language capabilities - Asks for and responds to spoken directions and instructions - Obtains information about means of transportation (routes, prices, etc.) - Inquires about places to obtain food (grocery stores, restaurants, etc.) - Makes simple requests at a restaurant or at the grocery store - Asks about different payment options - Obtains information about accommodations (price, location, availability, etc.) - Makes reservations (campsite, hotel, etc.) - Specifies needs (ice, towels, firewood, etc.)
Making use of written language	- Reads schedules (time, departure, arrival, destinations, etc.) - Reads and responds to written directions and instructions - Obtains information from flyers, brochures, menus, etc. - Fills out registration forms - Locates places on a city map

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

Satisfying essential needs in an English-speaking environment

Categories of Actions

- Interacting orally
- Making use of written language

Operational Competencies

Acts methodically

- Adjusting and adapting strategies on an ongoing basis
- Establishing a specific identifiable short-term goal
- Thinking about the nature of the anticipated situation
- Using material resources to prepare for the situation
- Using retrospection and self-evaluation

Communicates

- Adjusting and adapting strategies on an ongoing basis
- Establishing a positive rapport between conversation partners
- Respecting social codes
- Decoding
- Using nonverbal language

Essential Knowledge

- Language functions
- Vocabulary
- Grammar
- Strategies

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 function competently in the class of situations *Satisfying essential needs in an English-speaking environment*, adult learners interact orally and make use of written language. They prepare for the situation by establishing a specific identifiable short-term goal and thinking about the nature of the anticipated situation. They also use material resources such as dictionaries to prepare for the situation and reactivate prior knowledge useful for the situation.

Interacting orally, adult learners ask and answer simple, routine, predictable questions, using a limited set of learned and rehearsed words and phrases. Decoding and using nonverbal language, they understand and respond to a limited number of words, simple phrases, and short sentences on topics of immediate relevance such as personal information, within predictable contexts. They also understand straightforward commands, directions and instructions related to essential needs. Making use of the written language, adults satisfy their immediate needs by filling out simple identification forms and reading place names, common and familiar public signs and other short, simple texts with common vocabulary within predictable contexts.

When interacting orally or making use of written language, they establish a positive rapport between conversation partners and respect social codes. They use language functions, vocabulary, grammar and strategies that are appropriate to the situation and to their level of language development. Errors of formulation may be present and are normal at this stage of the adult learners' language development. These errors, however, do not impede communication.

Adult learners use retrospection and self-evaluation to reflect on the effectiveness of their communication by comparing results to previously set goals.

Evaluation Criteria

- Interacts adequately in simple conversations within predictable contexts
- Interprets short simple informative texts within predictable contexts
- Fills out simple forms within predictable contexts

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: *Acts methodically* and *Communicates*.

Contribution of the Operational Competency *Acts methodically*

The operational competency *Acts methodically* involves the effective identification, selection and use of appropriate strategies in order to achieve a specific purpose. This competency is particularly important at this stage of learning a second language as adult learners use it to increase their level of self-confidence when communicating with English-speakers in situations related to *Satisfying essential needs in an English-speaking environment*.

Adult learners exercise their competency to act methodically when they carefully prepare each interaction with English-speakers. In order to facilitate the communication, they think about the nature of the situation and establish a specific goal. They also determine a series of actions that are most effective to attain their goal, such as using material resources to prepare for the situation. Adults adjust and adapt their strategies on an ongoing basis as the situation evolves and afterwards use retrospection and self-evaluation to reflect on the quality of their communication.

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. Communicating in a second language is a long-term undertaking and the operational competency *Communicates* is closely linked with second language development. This competency enables adult learners to minimize barriers to the interlocutor's comprehension when *Satisfying essential needs in an English-speaking environment*. Establishing a positive rapport between conversation partners facilitates better communication and a growing sense of confidence in using English.

Adult learners exercise their competency to communicate in all situations, whether through communication technologies or in person-to-person interactions. In order to ensure the efficacy of the communication, they respect social codes appropriate to the communicative context and decode and use nonverbal language (e.g. facial expression, gestures). They adjust and adapt their strategies on an ongoing basis as the situation evolves.

Essential Knowledge

Language Functions

- Apologizing
- Asking for and giving information
- Asking for directions and instructions
- Asking for assistance
- Expressing language ability
- Expressing comprehension/lack of comprehension
- Expressing gratitude
- Expressing wants and needs
- Greeting and leave-taking
- Introducing oneself and responding to introductions
- Requesting

Vocabulary

- Meeting people/social codes (expressions of courtesy, personal identity, occupations, nationalities, countries, languages, titles (*Mr.*, *Mrs.*, etc.))
- Getting around areas in the city (downtown, suburbs, etc.), buildings (floor, elevator, etc.) directions, location, distance, means of transportation, time of day, public places/landmarks/roads/signs/warnings in public places
- Food-related needs (grocery store/market, restaurant prices/,money/payment, quantities and units of measure)
- Accommodations (types of accommodations and related services (camping, B&B, etc.))
- Reservations (days, months, years, numbers)

Grammar

- Word Classes
 - Adverbs
 - Adverbs of interrogation (*Who*, *What*, *Where*, *When*, *How*)
 - Articles
 - Definite
 - Indefinite
 - Nouns
 - Proper
 - Common
 - Prepositions
 - Prepositions of place (*in*, *on*, *at*)
 - Prepositions of time (*in*, *on*, *at*)
 - Pronouns
 - Subject pronouns
 - Verbs
 - Tenses: Present progressive, Simple present
 - Modality: Capability (*can*, *be + able to*), Polite requests with “*can*”
 - Mood: Imperative
- Sentence Structure
 - Types of sentences
 - Word order
- Phonology
 - Pronunciation
 - Stress patterns

Grammar (continuation)

- Graphology
 - Punctuation
 - Spelling

Strategies

(Common to all courses of the program of study, the strategies are chosen according to the situation)

- Speaking and Listening Strategies
 - Asking speaker to slow down/repeat/rephrase
 - Concentrating
 - Focusing on a specific goal
 - Guessing from context
 - Listening for key words
 - Not worrying about errors/pronunciation
 - Paraphrasing
 - Recognizing cognates
 - Simplifying/using short sentences
 - Understanding the global meaning
 - Using what you know
- Reading and Writing Strategies
 - Guessing from context
 - Making a first draft
 - Making word lists
 - Observing visual clues (pictures, graphs, etc.)
 - Reading out loud
 - Rereading
 - Simplifying
 - Using formulas and models

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.

Positive attitude	Realism
Positive attitude as a second language is a general attitude useful to adult learners throughout their learning experiences.	Realism helps adults establish short-term obtainable goals and accept their own limitations.
Willingness to accept help	
Willingness to accept help improves adult learners' ability to communicate and to appreciate the help that is offered.	

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
	▪ Dictionaries ▪ Grammar and reference books ▪ The Internet (search engines, online dictionaries, etc.) ▪ Thesaurus ▪ Various documents: directions/instructions, maps, menus, advertisements, schedules, signs, simple information forms, tickets

Andragogical Context

This program of study encourages adult learners to develop their English as a second language proficiency and to adopt a methodical way of acting, to participate in learning activities, and to practise introspection and self-evaluation. The following principles may serve as guidelines for the teacher in developing learning situations.

Language is acquired in a meaningful context

When learning situations present interesting, clear, meaningful and achievable activities, adult learners are ready and willing to engage and carry out learning tasks. The increasingly demanding learning activities should be consistent with the adult learners' interests, and therefore motivate them to construct knowledge and mobilize it as they practise with their peers.

Teachers should provide stimulating and motivating learning activities, and these activities should draw on adult learners' experience, knowledge and interests as starting points.

Learning is based on experience and prior learning

Adult learners bring with them a wealth of life experience. This includes preconceptions and personal past experiences involving the use of the English language and prior learning that influence what they want to learn and how they want to learn it.

Teachers should allow adult learners to articulate their concerns about second language acquisition and encourage them to focus on their strengths and to be open to different approaches to learning.

Adults learn better when they take responsibility for their own learning

Adult learners have diverse characteristics, needs and interests, and different reasons for coming to school. By taking responsibility for their own learning and establishing explicit learning goals, they become directed and focused and thus maintain their motivation to learn.

To help adults become actively engaged in their learning process, teachers should guide them to clearly identify their goals and encourage them to use introspection and self-evaluation to measure their progress.

Learning a second language is influenced by the quality of the classroom atmosphere

"Language learning does not occur as a result of the transmission of facts about language or from a succession of rote memorization drills. It is the result of opportunities for meaningful interaction with others in the target language."²

English is the language used in exchanges between teachers and adult learners. To further encourage the use of English by adults, it is important to enhance their self-esteem and create a respectful atmosphere where they can safely make mistakes and express differing opinions.

2. Walqui, Aida. *Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary Schools* (Mc Henry, IL: Delta Systems, 2000).

It is, therefore, left to teachers to create a nonthreatening atmosphere, and act as guides and facilitators, becoming partners in the dynamic process of constructing knowledge.

Teachers should help create a relationship of trust in a safe environment, and provide opportunities for cooperative learning activities that promote mutual respect, interaction and collaboration. The more secure adult learners feel, the more confident they will be about taking risks and using English in real-life situations.

Learning a second language is facilitated through the effective use of strategies

In this course, adult learners are encouraged to discover and use effective strategies that will help them learn how to learn and that will be useful throughout their lives. Adults will select and use a variety of strategies related to the operational competencies *Acts methodically* and *Communicates* as well as a range of strategies related to the four language skills-reading, listening, writing and speaking.

Teachers should explicitly demonstrate a variety of strategies and also explain how to choose the strategy with the best chance of success in a given real-life situation. Once adult learners have selected specific strategies, they need to ask themselves whether or not they are still using these strategies as intended, and they also need to periodically evaluate the effectiveness of the chosen strategies.

Acting methodically, using communication strategies, introspection and self-evaluation are an integral part of the *English as a Second Language* program of study. The skills, knowledge and metacognitive strategies developed will encourage adult learners to value learning and become lifelong learners.

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 strategies—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

Inquiring about Accommodations

One of the real-life situations suggested in the class of situations *Satisfying essential needs in an English-speaking environment* is *Inquiring about accommodations*. In order to help adults deal competently with this real-life situation, the teacher prepares various learning activities related to this situation. Adults will be asked to role-play the situation at the end of the learning situation.

The first learning activity is a warm-up activity. To arouse learners' interest, the teacher brings in a brochure about a beautiful vacation place. This will encourage adults to share their past experiences about finding accommodations in an English-speaking environment. A short discussion conducted by the teacher is followed by a brainstorming activity helping adults reactivate prior knowledge such as language functions and vocabulary related to the real-life situation.

The next learning activity is one of anticipation for the role-playing activity. Once the teacher has demonstrated some ways to act methodically, such as establishing a specific identifiable short-term goal, using material resources in order to prepare vocabulary related to the situation, and thinking about the nature of the anticipated situation, the learners, in pairs, experiment with the strategies. With the help of the teacher, who circulates in the classroom, they validate the strategies they used. Adult learners also choose appropriate strategies for oral communication such as respecting social codes and using nonverbal language.

Adults refer to the teacher for explanations of linguistic elements such as language functions, vocabulary, grammar and language strategies. The teacher can use different learning activities, such as demonstrations and written exercises to make sure everybody has understood the linguistic elements related to the role-playing activity. Then, with peers adults practise the language functions such as greeting and leave-taking, asking for assistance, asking for and giving information, expressing language ability, comprehension/lack of comprehension, gratitude and wants and needs.

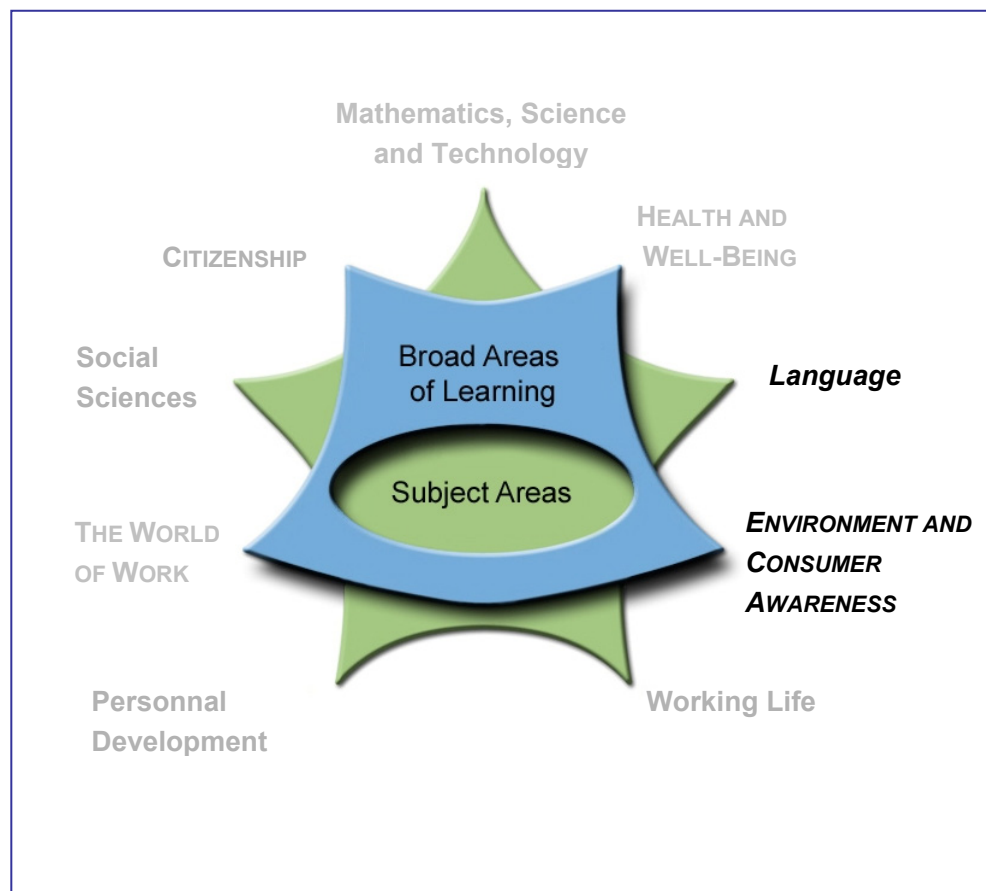
The next learning activity is role-playing the situation *Inquiring about accommodations*. In pairs in their respective roles, adults greet each other, introduce themselves, express their language ability and obtain information about accommodations (price, location, availability, etc.). Throughout the activity they employ language strategies such as concentrating and listening for key words. The teacher supervises this role-playing activity and evaluates learners using an evaluation grid.

The last learning activity is one of retrospection and self-evaluation. Using an evaluation (checklist) prepared by the teacher, adult learners evaluate the quality of their communication by comparing previously set goals to results obtained. They also verify the effectiveness of the strategies they have employed to attain their goals. After completing the evaluation form, adult learners are invited to prepare a diagram representing the newly

constructed knowledge. This diagram will later help them to mobilize the newly constructed knowledge in real-life situations. Finally, they are invited to share their likes and dislikes about this learning situation with the class.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Satisfying essential needs in an English-speaking environment	
Learning Situation	
Inquiring about Accommodations	
Categories of Actions	
- Interacting orally - Making use of written language	
Operational Competencies	Essential Knowledge
- Acts methodically - Communicates	- Language functions - Vocabulary - Grammar - Strategies
Complementary Resources	
- Dictionaries - Grammar and reference books - The Internet (search engines, online dictionaries, etc.) - Thesaurus	Various documents: directions/instructions, maps, menus, advertisements, schedules, signs, simple information forms, tickets



Course
Satisfying Consumer Needs

ANG-1101-4

Secondary Cycle One



Presentation of the Course *Satisfying Consumer Needs*

The goal of the course *Satisfying Consumer Needs* is to help adult learners deal competently with real-life situations that might be encountered when acquiring goods or making use of various services in an English-speaking environment.

This course helps adult learners to develop the language proficiency required to communicate effectively to obtain and give basic information pertaining to acquiring everyday consumer goods and services. It also helps adults to develop the ability to request assistance and state their basic needs in emergency situations.

By the end of this course, adult learners will be able to make use of essential elements of language such as vocabulary, language functions, grammar and strategies in order to participate in short, informal conversations (even though some difficulties may still be experienced), read and comprehend simple short informative texts, write short notes and fill out forms.

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 one class of situations: *Obtaining goods and services in an English-speaking environment*.

This class of situations includes real-life situations requiring non-native English speakers to communicate on a basic level, in familiar contexts, to obtain the desired goods or services, be it orally or in writing. Although adults function in these situations on a person-to-person basis, the situations do not require establishing personal relationships with English-speakers for they are of a more neutral or impersonal nature. The real-life situations in this class of situations may be encountered by adults when satisfying consumer needs or utilizing services in order to ensure their own and their family's comfort and security.

Some examples of the real-life situations include shopping for basic necessities, using roadside assistance, experiencing technology-related problems, satisfying basic health-related needs and obtaining emergency assistance.

Class of Situations	Examples of Real-Life Situations
Obtaining goods and services in an English-speaking environment	▪ Shopping for everyday necessities ▪ Using roadside assistance ▪ Experiencing technology-related problems ▪ Satisfying basic health-related needs ▪ Obtaining emergency 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
Interacting orally	- Expresses wants and needs (size, brand, quantity, etc.) - Requests information related to modes of payment - Expresses dissatisfaction related to merchandise - Makes requests for an exchange or refund - Answers customs-related questions, and follows instructions - Asks for emergency assistance - Requests repairs at a service-station (gas fill-up, oil change, changing a flat tire, etc.) - Describes a problem - Gives facts to authorities (loss of documents or luggage, break-ins, fire, car accident, etc.) - Gives information about common health problems (cold, insect bite, etc.) - Expresses himself in order to satisfy basic health-related needs (purchasing cough syrup, asking for bandages, etc.) - Asks for and responds to simple instructions concerning treatment of common illnesses or injuries (apply ice, take two pills every 6 hours, etc.) - Requests help by phone (911) or in person - Identifies himself and people who need assistance
Making use of written language	- Follows instructions on gas pumps, ATMs, payphones, appliances in a laundromat, etc. - Uses simple written texts (ads, brochures, labels, catalogues, etc.) to obtain information on goods and services - Locates goods in a store by reading signs and store directory

Categories of Actions	Examples of Actions
	▪ Makes requests for an exchange or refund ▪ Fills out simple forms ▪ Researches a variety of Web sites in order to find information ▪ Orders merchandise, and makes payment on-line

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

Obtaining goods and services in an English-speaking environment

Categories of Actions

- Interacting orally
- Making use of written language

Operational Competencies

Acts methodically

- Adjusting and adapting strategies on an ongoing basis
- Establishing a specific identifiable short-term goal
- Rehearsing/practising
- Using prior knowledge and experience of the situation to anticipate
- Using retrospection and self-evaluation

Communicates

- Adjusting and adapting strategies on an ongoing basis
- Establishing a positive rapport between conversation partners
- Not worrying about errors/pronunciation
- Respecting social codes
- Using ritualized ways of saying things

Essential Knowledge

- Language functions
- Vocabulary
- Grammar
- Strategies

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 *Obtaining goods and services in an English-speaking environment*, adult learners interact orally and make use of written language. They prepare for the situation by establishing a specific identifiable short-term goal and using prior knowledge and experience of the situation to anticipate. They also rehearse and practise whenever possible.

Interacting orally, adult learners ask and answer simple, familiar questions, using single words and short sentences. Whenever possible, they use ritualized ways of saying things. They understand and respond to explanations, instructions, requests and short questions in simple conversations within familiar contexts, not worrying about errors or pronunciation.

Making use of the written language, adults satisfy their consumer needs: they read and comprehend short simple texts within a familiar context such as descriptions of places and things, write short notes using mainly familiar vocabulary, and fill out forms.

When interacting orally or making use of written language, they establish a positive rapport between conversation partners and respect social codes. They use language functions, vocabulary, grammar and strategies that are appropriate to the situation and to their level of language development and adjust and adapt their strategies on an ongoing basis. Errors of formulation may be present and are normal at this stage of the adult learners' language development. These errors, however, do not impede communication.

Adult learners use retrospection and self-evaluation to reflect on the effectiveness of their communication by comparing results to previously set goals.

Evaluation Criteria

- Interacts adequately in simple conversations within familiar contexts
- Interprets short simple informative texts within familiar contexts adequately
- Writes short simple informative notes within familiar contexts 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: *Acts methodically* and *Communicates*.

Contribution of the Operational Competency *Acts methodically*

The operational competency *Acts methodically* involves the effective identification, selection and use of appropriate strategies in order to achieve a specific purpose. This competency is particularly important at this stage of learning a second language as adult learners use it to increase their level of self-confidence when communicating with English-speakers in situations related to *Obtaining goods and services in an English-speaking environment*.

Adult learners exercise their competency to act methodically when they carefully prepare each interaction with English-speakers. In order to facilitate the communication, they use their prior knowledge and experience of the situation to anticipate and they establish a specific goal. They also determine a series of actions that are most effective to attain their goal, such as rehearsing and practising. Adults adjust and adapt their strategies on an ongoing basis as the situation evolves and afterwards they use retrospection and self-evaluation to reflect on the quality of their communication.

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. Communicating in a second language is long-term undertaking, and the operational competency *Communicates* is closely linked with second language development. This competency enables adult learners to minimize barriers to the interlocutor's comprehension when *Obtaining goods and services in an English-speaking environment*. Establishing a positive rapport between conversation partners facilitates better communication and a growing sense of confidence in using English.

Adult learners exercise their competency to communicate in all situations, whether through communication technologies or in person-to-person interactions. In order to ensure the efficacy of the communication they respect social codes appropriate to the communicative context, use ritualized ways of saying things and do not worry about errors/pronunciation. They adjust and adapt their strategies on an ongoing basis as the situation evolves.

Essential Knowledge

Language Functions

- Asking for and giving information
- Asking for and responding to directions and instructions
- Asking for or granting permission
- Asking for repetition/clarification
- Complaining
- Describing
- Expressing gratitude
- Expressing likes and dislikes
- Expressing satisfaction/ dissatisfaction
- Expressing wants and needs
- Making appointments/arrangements
- Requesting
- Requesting/accepting/declining assistance

Vocabulary

- Basic health needs (common illnesses/symptoms/injuries, medical professionals, parts of the body, needs (syrup, bandages, pacifier, etc.)
- Consumerism (expressions of courtesy, goods, services, descriptions, methods of payment, places to obtain goods (shopping centre, flea market, Web sites, etc.), sections in a department store, service station and car repairs, types of stores, etc.)
- Emergency (emergency services, safety instructions)
- Technology-related vocabulary found on common devices

Grammar

- Word Classes
 - Adjectives
 - Adjectives of quality
 - Adjectives of quantity (*too much, too many*)
 - Indefinite adjectives (*some, any*)
 - Possessive adjectives
 - Adverbs
 - Adverbs of degree
 - Adverbs of interrogation (*How much, How many*)
 - Adverbs of quantity
 - Adverbs of time (*yesterday, last week*)
 - Articles
 - Definite
 - Indefinite
 - Nouns
 - Countable, uncountable
 - Singular, plural
 - Possessive case
 - Prepositions
 - Prepositions of place
 - Prepositions of time
 - Pronouns
 - Demonstrative pronouns
 - Object pronouns

Grammar (continuation)

- Verbs
 - Tense: Simple past
 - Modality: Permission (*can/may*), Polite requests with “*can*,” “*could*,” “*would*”
- Linguistic Structure
 - *Need/want*+infinitive
 - Polite requests with “*would like*”
- Sentence Structure
 - Types of sentences
 - Word order
- Phonology
 - Pronunciation
 - Stress patterns
- Graphology
 - Punctuation
 - Spelling

Strategies

(Common to all courses of the program of study, the strategies are chosen according to the situation)

- Speaking and Listening Strategies
 - Asking speaker to slow down/repeat/rephrase
 - Concentrating
 - Focusing on a specific goal
 - Guessing from context
 - Listening for key words
 - Not worrying about errors/pronunciation
 - Paraphrasing
 - Recognizing cognates
 - Simplifying/using short sentences

- Understanding the global meaning
- Using what you know
- Reading and Writing Strategies
 - Guessing from context
 - Making a first draft
 - Making word lists
 - Observing visual clues (pictures, graphs, etc.)
 - Reading out loud
 - Rereading
 - Simplifying
 - Using formulas and models

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.

Positive attitude	Cooperation
Positive attitude as a second language is a general attitude useful to adult learners throughout their learning experiences.	Cooperation is necessary when working with peers and useful in many areas of life in society.
Willingness to take risks	Perseverance
Willingness to take risks improves adult learners' ability to communicate and, in so doing, their self-confidence.	Perseverance is much needed at this early stage of learning for acquisition of a second language is a long-term undertaking.
Tolerance for ambiguity	
Tolerance for ambiguity helps adult learners accept the fact that they can understand a spoken or written message without knowing the meaning of every single word in it.	

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
	▪ Dictionaries ▪ Grammar and reference books ▪ The Internet (search engines, online dictionaries, etc.) ▪ Thesaurus ▪ Various documents: catalogues, e-mail messages about consumer products, order and refund forms, panels/displays on technology, advertisements, public signs, telephone mediated messages

Andragogical Context

This program of study encourages adult learners to develop their English as a second language proficiency and to adopt a methodical way of acting, to participate in learning activities, and to practise introspection and self-evaluation. The following principles may serve as guidelines for the teacher in developing learning situations.

Language is acquired in a meaningful context

When learning situations present interesting, clear, meaningful and achievable activities, adult learners are ready and willing to engage and carry out learning tasks. The increasingly demanding learning activities should be consistent with the adult learners' interests, and therefore motivate them to construct knowledge and mobilize it as they practise with their peers.

Teachers should provide stimulating and motivating learning activities, and these activities should draw on adult learners' experience, knowledge and interests as starting points.

Learning is based on experience and prior learning

Adult learners bring with them a wealth of life experience. This includes preconceptions and personal past experiences involving the use of the English language and prior learning that influence what they want to learn and how they want to learn it.

Teachers should allow adult learners to articulate their concerns about second language acquisition and encourage them to focus on their strengths and to be open to different approaches to learning.

Adults learn better when they take responsibility for their own learning

Adult learners have diverse characteristics, needs and interests, and different reasons for coming to school. By taking responsibility for their own learning and establishing explicit learning goals, they become directed and focused and thus maintain their motivation to learn.

To help adults become actively engaged in their learning process, teachers should guide them to clearly identify their goals and encourage them to use introspection and self-evaluation to measure their progress.

Learning a second language is influenced by the quality of the classroom atmosphere

"Language learning does not occur as a result of the transmission of facts about language or from a succession of rote memorization drills. It is the result of opportunities for meaningful interaction with others in the target language."³

English is the language used in exchanges between teachers and adult learners. To further encourage the use of English by adults, it is important to enhance their self-esteem and create a respectful atmosphere where they can safely make mistakes and express differing opinions.

It is, therefore, left to teachers to create a nonthreatening atmosphere, and act as guides and facilitators, becoming partners in the dynamic process of constructing knowledge.

3. Ibid.

Teachers should help create a relationship of trust in a safe environment, and provide opportunities for cooperative learning activities that promote mutual respect, interaction and collaboration. The more secure adult learners feel, the more confident they will be about taking risks and using English in real-life situations.

Learning a second language is facilitated through the effective use of strategies

In this course, adult learners are encouraged to discover and use effective strategies that will help them learn how to learn and that will be useful throughout their lives. Adults will select and use a variety of strategies related to the operational competencies *Acts methodically* and *Communicates* as well as a range of strategies related to the four language skills-reading, listening, writing and speaking.

Teachers should explicitly demonstrate a variety of strategies and also explain how to choose the strategy with the best chance of success in a given real-life situation. Once adult learners have selected specific strategies, they need to ask themselves whether or not they are still using these strategies as intended, and they also need to periodically evaluate the effectiveness of the chosen strategies.

Acting methodically, using communication strategies, introspection and self-evaluation are an integral part of the *English as a Second Language* program of study. The skills, knowledge and metacognitive strategies developed will encourage adult learners to value learning and become lifelong learners.

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 strategies—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

Obtaining Emergency Assistance

One of the real-life situations suggested in the class of situations *Obtaining goods and services in an English-speaking environment* is *Obtaining emergency assistance*. In order to help adults deal competently with this real-life situation, the teacher prepares various learning activities related to this situation. Adults will be asked to role-play the situation at the end of the learning situation.

The first learning activity is a warm-up activity. To arouse the adult learners' interest, the teacher brings in a picture of a flat tire or an empty gas tank. This will encourage adults to share their past experiences about needing assistance on the road in an English-speaking environment. A short discussion conducted by the teacher is followed by a brainstorming activity helping adults reactivate prior knowledge such as language functions and vocabulary related to the real-life situation.

The next learning activity is one of anticipation for the role-playing activity. Once the teacher has demonstrated some ways to act methodically, such as establishing a specific identifiable short-term goal, using prior knowledge and experience of the situation to anticipate, the learners, in pairs, experiment with the strategies. With the help of the teacher, who circulates in the classroom, they validate the strategies they used. Adult learners also choose appropriate strategies for oral communication such as respecting social codes and using ritualized ways of saying things.

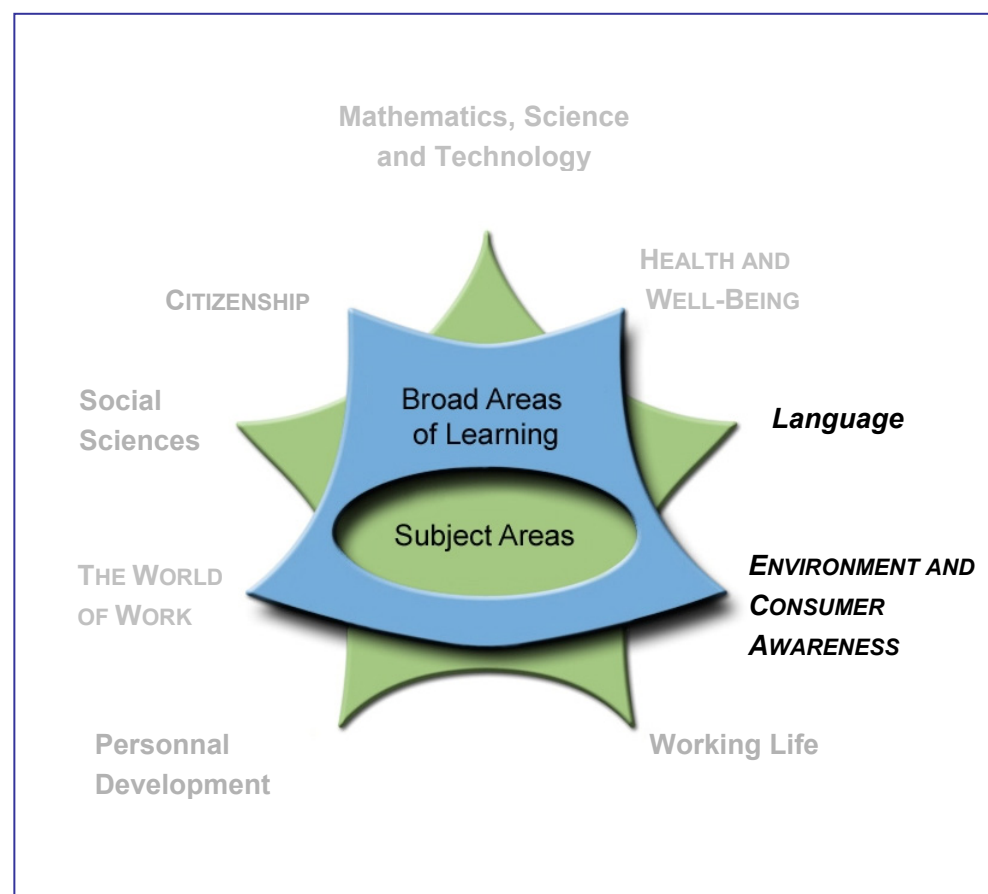
Adults refer to the teacher for explanations on linguistic elements such as language functions, vocabulary, grammar and language strategies. The teacher uses demonstrations and written exercises to make sure everybody has understood the linguistic elements related to the role-playing activity. Then, with peers, adults practise the language functions such as requesting and accepting assistance, describing and expressing wants, needs and gratitude.

The next learning activity is role-playing the situation *Obtaining emergency assistance*. In pairs in their respective roles, adults ask for assistance, describe a problem, request repairs and fill out forms. Throughout the activity they employ language strategies such as paraphrasing and asking the speaker to slow down/repeat/rephrase. The teacher supervises this role-playing activity and evaluates learners using an evaluation grid.

The last learning activity is one of retrospection and self-evaluation. Using an evaluation (checklist) prepared by the teacher, adult learners evaluate the quality of their communication by comparing previously set goals to results obtained. They also verify the effectiveness of the strategies they have employed to attain their goals. After completing the evaluation form, adult learners are invited to prepare a diagram representing the newly constructed knowledge. This diagram will later help them to mobilize the newly constructed knowledge in real-life situations. Finally, they are invited to share their likes and dislikes about this learning situation with the class.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Obtaining goods and services in an English-speaking environment	
Learning Situation	
Obtaining Emergency Assistance	
Categories of Actions	
- Interacting orally - Making use of written language	
Operational Competencies	Essential Knowledge
- Acts methodically - Communicates	- Language functions - Vocabulary - Grammar - Strategies
Complementary Resources	
- Dictionaries - Grammar and reference books - The Internet (search engines, online dictionaries, etc.) - Thesaurus	Various documents: catalogues, e-mail messages about consumer products, order and refund forms, panels/displays on technology, advertisements, public signs, telephone mediated messages



Course
Establishing Connections
ANG-2101-4
Secondary Cycle One



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

Rita Mae Brown (1944-)

Presentation of the Course *Establishing Connections*

The goal of the course *Establishing Connections* is to help adult learners deal competently with real-life situations when interacting with English-speaking people and exchanging ideas and interests with them.

This course helps adult learners to develop the language proficiency required to communicate effectively with English-speakers when sharing ideas and interests in a formal or informal context.

By the end of this course, adult learners will be able to make use of essential elements of language such as vocabulary, language functions, grammar and strategies in order to participate in short formal and informal conversations (even though some difficulties may still be experienced), comprehend the general idea of simple noninteractive listening products, read and comprehend narrative and informative texts, write short texts such as e-mails or notes, and fill out forms.

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 one class of situations: *Relationships in an English-speaking environment*.

This class of situations includes real-life situations requiring non-native English speakers to communicate on a basic level with English-speakers to establish connections and socialize. These situations require adults to communicate on a more personal level because they are exchanging ideas and interests. The real-life situations in this class of situations may be encountered by adults in formal or informal familiar contexts.

Some examples of the real-life situations include participating in recreational activities, sharing interests in entertainment products and exploring the job market.

Class of Situations	Examples of Real-Life Situations
Relationships in an English-speaking environment	▪ Discussing recreational activities ▪ Practising an activity ▪ Enjoying entertainment products ▪ Sharing interests pertaining to entertainment products ▪ Preparing for a short, simple job interview or part of a job interview in English ▪ Undergoing a short, simple job interview or part of a job interview in English ▪ Anticipating one's second-language needs at work

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
Interacting orally	- Inquires about possible activities - Expresses intentions, likes and dislikes - Obtains information on selected activities (time, place, price, age limit, appropriate clothing, equipment needed, weather forecasts, etc.) - Asks questions about procedures and safety measures - Makes arrangements (rents equipment, makes reservations, etc.) - Invites others and gives directions orally - Greets, introduces oneself and others, and asks about others - Follows oral instructions related to the safe practice of the activity - Uses entertainment products (songs, films, TV programs, etc.) - Narrates personal experiences related to entertainment products - Makes recommendations on entertainment products - Respects the social conventions applicable to a job interview (expressions of courtesy, expressing interest in a job, etc.) - Discusses tasks related to future work - Inquires about the importance of English in future work
Making use of written language	- Researches information on chosen activities (ads, flyers, etc.) - Makes arrangements (fills out registration forms) - Invites others and gives directions in writing - Follows written instructions related to the safe practice of the activity - Obtains information on entertainment products by exploring English-language media (Web sites, e-zines, magazines, etc.)

Categories of Actions	Examples of Actions
	▪ Requests information by e-mail, short letters, etc. ▪ Reads job descriptions ▪ Fills out job applications ▪ Prepares a preformatted résumé ▪ Prepares appropriate questions for the job interview (about salary, hours, functions, etc.) ▪ Prepares personal information for the job interview (qualifications, past work experience, availability, etc.) ▪ Researches work-related tasks and vocabulary

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

Relationships in an English-speaking environment

Categories of Actions

- Interacting orally
- Making use of written language

Operational Competencies

Acts methodically

- Adjusting and adapting strategies on an ongoing basis
- Establishing a specific identifiable short-term goal
- Rehearsing/practising
- Using prior knowledge and experience of the situation to anticipate
- Using retrospection and self-evaluation

Communicates

- Adjusting and adapting strategies on an ongoing basis
- Establishing a positive rapport between conversation partners
- Not worrying about errors/pronunciation
- Respecting social codes
- Using ritualized ways of saying things

Essential Knowledge

- Language functions
- Vocabulary
- Grammar
- Strategies

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 *Relationships in an English-speaking environment*, adult learners interact orally and make use of written language. They prepare for the situation by establishing a specific identifiable short-term goal and using prior knowledge and experience of the situation to anticipate. They also rehearse and practise whenever possible.

Interacting orally, adult learners ask and answer simple questions using a variety of short sentences in formal or informal contexts. They also describe situations, not worrying about errors or pronunciation. Whenever possible, they use ritualized ways of saying things. They understand and respond to simple, short, direct questions related to personal experience and plans and comprehend the general idea of simple noninteractive listening products.

Making use of the written language, adults obtain information and make arrangements: they read and comprehend short to medium length basic texts within a familiar context such as simple narrative, or biographical or descriptive information. They write simple descriptions of events or plans on familiar topics; short texts like notes, invitations and directions; and fill out application forms.

When interacting orally or making use of written language, they establish a positive rapport between conversation partners and respect social codes. They use language functions, vocabulary, grammar and strategies that are appropriate to the situation and to their level of language development and adjust and adapt their strategies on an ongoing basis. Errors of formulation may be present and are normal at this stage of the adult learner's language development. These errors, however, do not impede communication.

Adult learners use retrospection and self-evaluation to reflect on the effectiveness of their communication by comparing results to previously set goals.

Evaluation Criteria

- Interacts adequately in formal and informal conversations within familiar contexts
- Comprehends simple non-interactive listening products globally
- Interprets simple narrative and descriptive texts within familiar contexts adequately
- Writes short simple texts within familiar contexts 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: *Acts methodically* and *Communicates*.

Contribution of the Operational Competency *Acts methodically*

The operational competency *Acts methodically* involves the effective identification, selection and use of appropriate strategies in order to achieve a specific purpose. This competency is particularly important at this stage of learning a second language as adult learners use it to increase their level of self-confidence when communicating with English-speakers in situations related to *Relationships in an English-speaking environment*.

Adult learners exercise their competency to act methodically when they carefully prepare each interaction with English-speakers. In order to facilitate the communication, they use their prior knowledge and experience of the situation to anticipate and they establish a specific goal. They also determine a series of actions that are most effective to attain their goal, such as rehearsing and practising. Adults adjust and adapt their strategies on an ongoing basis as the situation evolves and afterwards they use retrospection and self-evaluation to reflect on the quality of their communication.

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. Communicating in a second language is a long-term undertaking, and the operational competency *Communicates* is closely linked with second language development. This competency enables adult learners to minimize barriers to the interlocutor's comprehension when creating *Relationships in an English-speaking environment*. Establishing a positive rapport between conversation partners facilitates better communication and a growing sense of confidence in using English.

Adult learners exercise their competency to communicate in all situations, whether through communication technologies or in person-to-person interactions. In order to ensure the efficacy of the communication, they respect social codes appropriate to the communicative context, use ritualized ways of saying things and do not worry about errors/pronunciation. They adjust and adapt their strategies on an ongoing basis as the situation evolves.

Essential Knowledge

Language Functions

- Asking for and giving information
- Asking for explanations
- Complimenting
- Congratulating/encouraging
- Describing
- Expressing agreement/disagreement
- Expressing appreciation
- Expressing feelings
- Expressing intentions/goals/plans
- Expressing interests and preferences
- Expressing likes and dislikes
- Expressing possibility
- Expressing wants, needs and plans
- Extending, accepting or declining offers
- Giving directions to a place
- Inquiring about others
- Introducing others and responding to introductions
- Inviting, accepting/refusing
- Making arrangements/ reservations
- Narrating
- Suggesting/advising/recommending

Vocabulary

- Recreational activities (expressions of courtesy, goodwill expressions, mediated telephone messages, types of activities, past experiences, renting equipment, safety instructions, weather conditions)
- Entertainment (descriptions, entertainment products (songs, celebrities/ icons, etc.), feelings, interests, tickets and reservations)
- Job market (CVs, plans/projects, skills/qualifications, vocabulary related to a future job)

Grammar

- Word Classes
 - Adjectives
 - Adjectives of quality
 - Adverbs
 - Adverbs of frequency
 - Adverbs of interrogation (*Why*)
 - Adverbs of manner
 - Adverbs of time (*tomorrow, next year*)
 - Prepositions
 - Prepositions of place
 - Prepositions of time
 - Pronouns
 - Possessive pronouns
 - Verbs
 - Tense: Future forms (*going to, will*)
 - Modality: Uncertainty (*may/might*), recommendation (*should*)

- Linguistic Structure
 - Go+verb+ing
 - Let's+verb
 - Phrasal verbs
- Sentence Structure
 - Types of sentences
 - Word order
- Phonology
 - Pronunciation
 - Stress patterns
- Graphology
 - Punctuation
 - Spelling

Strategies

(Common to all courses of the program of study, the strategies are chosen according to the situation)

- Speaking and Listening Strategies
 - Asking speaker to slow down/repeat/rephrase
 - Concentrating
 - Focusing on a specific goal
 - Guessing from context
 - Listening for key words
 - Not worrying about errors/pronunciation
 - Paraphrasing
 - Recognizing cognates
 - Simplifying/using short sentences
 - Understanding the global meaning
 - Using what you know

- Reading and Writing Strategies
 - Guessing from context
 - Making a first draft
 - Making word lists
 - Observing visual clues (pictures, graphs, etc.)
 - Reading out loud
 - Rereading
 - Simplifying
 - Using formulas and models

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.

Positive attitude	Curiosity
Positive attitude as a second language is a general attitude useful to adult learners throughout their learning experiences.	Curiosity is a useful attitude in this course if adults want to discover various entertainment products of the English-speaking world.
Willingness to take risks	Self-discipline
Willingness to take risks improves adult learners' ability to communicate and, in so doing, their self-confidence.	Self-discipline is much required if adult learners want to attain their goals in learning a second language.
Tolerance for ambiguity	
Tolerance for ambiguity helps adult learners accept the fact that they can understand a spoken or written message without knowing the meaning of every single word in it.	

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
	▪ Dictionaries ▪ The Internet (search engines, online dictionaries, etc.) ▪ Thesaurus ▪ Various documents: brochures/pamphlets, documentaries, films, instructions/directions, job application forms, messages/notes, opinion texts (movie reviews, Internet forums), preformatted CVs, advertisements, reports (weather forecast, newspaper articles), song lyrics, TV programs

Andragogical Context

This program of study encourages adult learners to develop their English as a second language proficiency and to adopt a methodical way of acting, to participate in learning activities, and to practise introspection and self-evaluation. The following principles may serve as guidelines for the teacher in developing learning situations.

Language is acquired in a meaningful context

When learning situations present interesting, clear, meaningful and achievable activities, adult learners are ready and willing to engage and carry out learning tasks. The increasingly demanding learning activities should be consistent with the adult learners' interests, and therefore motivate them to construct knowledge and mobilize it as they practise with their peers.

Teachers should provide stimulating and motivating learning activities, and these activities should draw on adult learners' experience, knowledge and interests as starting points.

Learning is based on experience and prior learning

Adult learners bring with them a wealth of life experience. This includes preconceptions and personal past experiences involving the use of the English language and prior learning that influence what they want to learn and how they want to learn it.

Teachers should allow adult learners to articulate their concerns about second language acquisition and encourage them to focus on their strengths and to be open to different approaches to learning.

Adults learn better when they take responsibility for their own learning

Adult learners have diverse characteristics, needs and interests, and different reasons for coming to school. By taking responsibility for their own learning and establishing explicit learning goals, they become directed and focused and thus maintain their motivation to learn.

To help adults become actively engaged in their learning process, teachers should guide them to clearly identify their goals and encourage them to use introspection and self-evaluation to measure their progress.

Learning a second language is influenced by the quality of the classroom atmosphere

"Language learning does not occur as a result of the transmission of facts about language or from a succession of rote memorization drills. It is the result of opportunities for meaningful interaction with others in the target language."⁴

English is the language used in exchanges between teachers and adult learners. To further encourage the use of English by adults, it is important to enhance their self-esteem and create a respectful atmosphere where they can safely make mistakes and express differing opinions.

4. Ibid.

It is, therefore, left to teachers to create a nonthreatening atmosphere, and act as guides and facilitators, becoming partners in the dynamic process of constructing knowledge.

Teachers should help create a relationship of trust in a safe environment, and provide opportunities for cooperative learning activities that promote mutual respect, interaction and collaboration. The more secure adult learners feel, the more confident they will be about taking risks and using English in real-life situations.

Learning a second language is facilitated through the effective use of strategies

In this course, adult learners are encouraged to discover and use effective strategies that will help them learn how to learn and that will be useful throughout their lives. Adults will select and use a variety of strategies related to the operational competencies *Acts methodically* and *Communicates* as well as a range of strategies related to the four language skills-reading, listening, writing and speaking.

Teachers should explicitly demonstrate a variety of strategies and also explain how to choose the strategy with the best chance of success in a given real-life situation. Once adult learners have selected specific strategies, they need to ask themselves whether or not they are still using these strategies as intended, and they also need to periodically evaluate the effectiveness of the chosen strategies.

Acting methodically, using communication strategies, introspection and self-evaluation are an integral part of the *English as a Second Language* program of study. The skills, knowledge and metacognitive strategies developed will encourage adult learners to value learning and become lifelong learners.

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 strategies—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

Practising an Activity

One of the real-life situations suggested in the class of situations *Relationships in an English-speaking environment* is *Practising an activity*. In order to help adults deal competently with this real-life situation, the teacher prepares various learning activities related to this situation. Adults will be asked to role-play the situation at the end of the learning situation.

The first learning activity is a warm-up activity. To arouse the adult learners' interest, the teacher brings in a deck of cards or a brochure about a recreational activity. This will encourage adults to share their past experiences about practising an activity in an English-speaking environment. A short discussion conducted by the teacher is followed by a brainstorming activity helping adults reactivate prior knowledge such as language functions and vocabulary related to the real-life situation.

The next learning activity is one of anticipation for the role-playing activity. Once the teacher has demonstrated some ways to act methodically, such as establishing a specific identifiable short-term goal and using prior knowledge and experience of the situation to anticipate, the learners, in pairs, experiment with the strategies. With the help of the teacher, who circulates in the classroom, they validate the strategies they used. Adult learners also choose appropriate strategies for oral communication such as respecting social codes and using ritualized ways of saying things. They also research information on the activity they have

chosen by exploring English-language media. If needed, they request information by e-mails or short letters.

Adults refer to the teacher for explanations on linguistic elements such as language functions, vocabulary, grammar and language strategies. The teacher uses demonstrations and written exercises to make sure everybody has understood the linguistic elements related to the role-playing activity. Then, with peers, adults practise the language functions such as asking for information and explanations, making arrangements, complimenting, congratulating/encouraging and expressing feelings.

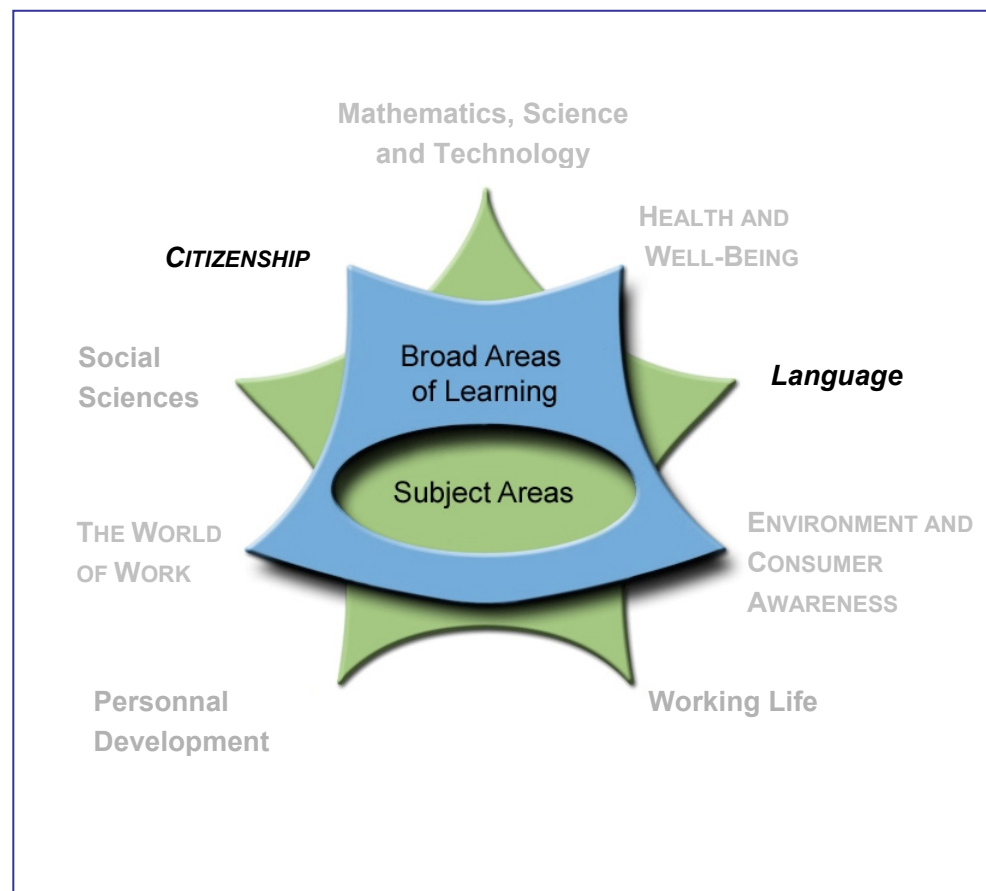
The next learning activity is role-playing the situation *Practising an activity*. In groups of three or four, in their respective roles, adults obtain information on the activity, ask questions about procedures and safety measures and make arrangements by inviting people orally or in writing. Then they greet and introduce themselves and others and ask about others. They follow oral or written instructions related to the safe practice of the activity. Throughout the activity they employ language strategies such as understanding the global meaning and guessing from context. The teacher supervises this role-playing activity and evaluates learners using an evaluation grid.

The last learning activity is one of retrospection and self-evaluation. Using an evaluation (checklist) prepared by the teacher, adult learners evaluate the quality of their

communication by comparing previously set goals to results obtained. They also verify the effectiveness of the strategies they have employed to attain their goals. After completing the evaluation form, adult learners are invited to prepare a diagram representing the newly constructed knowledge. This diagram will later help them to mobilize the newly constructed knowledge in real-life situations. Finally, they are invited to share their likes and dislikes about this learning situation with the class.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Relationships in an English-speaking environment	
Learning Situation	
Practising an Activity	
Categories of Actions	
- Interacting orally - Making use of written language	
Operational Competencies	Essential Knowledge
- Acts methodically - Communicates	- Language functions - Vocabulary - Grammar - Strategies
Complementary Resources	
- Dictionaries - The Internet (search engines, online dictionaries, etc.) - Thesaurus	Various documents: brochures/pamphlets, documentaries, films, instructions/directions, job application forms, messages/notes, opinion texts (movie reviews, Internet forums), preformatted CVs, advertisements, reports (weather forecast, newspaper articles), song lyrics, TV programs



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