

Supplemental Tasks for Practitioners

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Supplemental Tasks for Practitioners

The primary purpose of *Supplemental Tasks for Practitioners* is to extend the curriculum framework by providing practitioners with additional tasks for use with learners in the Literacy and Basic Skills (LBS) Program. Organized by competency, task group, culture, language, and level, these tasks complement the example tasks in the Curriculum Framework.

The supplemental tasks support task-based programming within the Ontario Adult Literacy Curriculum Framework (OALCF) by providing you with

- tasks for anglophone, Deaf, francophone, and Native learners
- cultural considerations for program delivery

The tasks are organized and presented by task group and level for the following four competencies:

1. Competency A. Find and Use Information
2. Competency B. Communicate Ideas and Information
3. Competency C. Understand and Use Numbers
4. Competency D. Use Digital Technology

Competencies *E. Manage Learning* and *F. Engage with Others* do not have supplemental tasks.

Whereas the example tasks in the Curriculum Framework illustrate what a learner can do at the end of a level, the supplemental tasks illustrate what a learner can do within a level.

The Supplemental Tasks are not meant to be prescriptive; rather they are a source of ideas to help you create tasks that reflect a learner's cultural and linguistic background. By looking at these tasks along with the task and performance descriptors from the Curriculum Framework, you will be able to see how the tasks differ from level to level within a task group.

The Cultural Considerations section will guide you as you develop tasks for learners from different cultural and linguistic backgrounds and show you how to support this diversity in your programming.

How were the supplemental tasks developed?

The supplemental tasks were created by practitioners working with anglophone, Deaf, francophone, and Native learners in community-, school board-, and college-based programs. The following parameters were used:

- adherence to the task and performance descriptors in the Curriculum Framework
- cultural relevance
- representation of the five goal paths within the Ontario Adult Literacy Curriculum Framework
- contextualization
- authentic application

During the process of developing and reviewing the tasks, developers representing Deaf, francophone, and Native learners indicated that many of the tasks listed for anglophone learners could also be used by, or adapted for, their cultural groups. Therefore, additional tasks for a particular cultural or linguistic group were included only where more cultural context was necessary.

In the future, practitioners will further develop and share tasks that relate to learners' cultural and linguistic backgrounds, interests, needs, and goal paths.



Find and Use Information

A

Competency A:
Find and Use Information

Cultural Considerations

Deaf	<p>Activities related to the task should always be discussed in appropriate ASL discourse.</p> <p>Encourage Deaf learners to be balanced bilinguals, through the use of both ASL and English.</p> <p>The activities can be made appropriate for Deaf learners by contacting a local Deaf centre or agency to find accessible events that are either facilitated or presented by a Deaf person, or that will be interpreted.</p> <p>If learners are auditing a class in a training or postsecondary program for which they might register, they can contact the accessibility office of the college or university to arrange for an interpreter for the class.</p> <p>Any of the activities either would need to be performed in ASL or would require an ASL-English interpreter or a Deaf interpreter.</p>
Francophone	<p>Francophone learners attend training in order to improve the skills required to achieve their long-term goals. Participating in French-language training helps them gain confidence in their use of French and to take pride in their francophone identity.</p> <p>They face a challenge, however, as they transition towards their goals. In an anglophone society, francophones may have to learn functional English-language elements in order to integrate into the new environment (employment, apprenticeship, etc.). Although many francophones have some proficiency in English, this does not mean that they meet the linguistic and cultural requirements to perform the necessary tasks in an anglophone integration setting.</p> <p>Francophone learners must have the benefit of an adult education approach that recognizes their reality as a minority group. Developing functional English-language skills is clearly different from learning in French as a first language and from developing general skills in English as a second language. The OALCF approach is based on a learning and skills development process that is completed in French, but which provides the opportunity, for some authentic tasks, to develop functional and contextual English (or bilingual) skill components to make authentic task performance easier and to support learners' long-term goal completion.</p> <p>While preparing francophone learners in French to perform authentic tasks, the practitioner may include activities that will help them understand how the tasks</p>

	<p>would be different when performed in an anglophone setting, as well as help them actually perform the tasks in an anglophone setting. Those tasks, when completed in French with some English (or bilingual) elements where required, will help learners achieve their long-term goals.</p> <p>If the English-language skill needs of a francophone learner exceed the minimum requirements to perform the task at hand, the practitioner will refer him or her to the appropriate service.</p>
Native	<p>Traditional and cultural information is often passed down without written record from one generation to another, by word of mouth or through songs, chants, music, and storytelling.</p> <p>The eagle feather is significant to all First Nations tribes across Canada. The eagle feather is a way of delivering a message to the Creator. It is an honour to receive an eagle feather in recognition of helping one's people.</p>

A1.1

Competency A:
Find and Use Information

Task Group A1:
Read continuous text

Level 1

At this level, learners:

Read brief texts to locate specific details

Stream	Examples of tasks for learners
Anglophone	<p>Read a brief email from a customer who has a question or a concern</p> <p>Read instructions from a drug insert to find out the correct dosage</p> <p>Read and follow the instructions for cooking a frozen dinner</p> <p>Read a newspaper ad to find a used kitchen appliance or power tool</p> <p>In a child’s journal, read a brief teacher’s note about an upcoming appointment</p> <p>Read an email to view the agenda for an upcoming meeting</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Read the instruction label about how to use a TTY or how to use a text-enabled telephone</p> <p>Read an email from an interpreter to confirm an appointment</p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p> <p>Read a brief teacher’s note in a child’s journal in order to understand what support is required.</p> <p>Read simple instructions on a familiar drug label in order to understand its proper use.</p> <p>Read a brief, one-paragraph memo from your francophone employer in order to confirm the date of a meeting.</p>

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive.

A1.2

Competency A:
Find and Use Information

Task Group A1:
Read continuous text

Level 2

At this level, learners:

Read texts to locate and connect ideas and information

Stream	Examples of tasks for learners
<p>Anglophone</p>	<p>Read a brochure from a utility company describing changes in service</p> <p>Read a recall memo about a faulty appliance from a manufacturer so that you can take the required action</p> <p>Read a pamphlet about a local attraction to plan a family outing</p> <p>Read an email outlining upcoming community events to choose those that best suit your schedule</p> <p>Read a job description to determine your suitability for the position</p>
<p>Deaf</p>	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Read a Deaf newsletter from a local, provincial, or national organization to learn about current topics and upcoming events</p> <p>Find a list of volunteer or employment opportunities within local Deaf community organizations to determine which opportunities match your previous experience and interests</p>
<p>Francophone</p>	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p> <p>Read several pamphlets about vacation spots in order to identify and evaluate which ones have the features you are looking for.</p> <p>Read the requirements of a job posting on the Internet to decide whether you should apply for the job.</p>

Read various pamphlets from a variety of postsecondary programs to identify your career choice.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive.

A1.3

Competency A:
Find and Use Information

Task Group A1:
Read continuous text

Level 3

At this level, learners:

Read longer texts to connect, evaluate and integrate ideas and information

Stream	Examples of tasks for learners
Anglophone	<p>Read three to four letters of complaint from customers to identify problems and possible solutions</p> <p>Read three different news accounts of the same event and compare the similarities and differences</p> <p>Read at least three different sources to gather information for a research report</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners.</i></p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p> <p>Read several long articles from francophone news magazines in order to stay current on a social event.</p> <p>Read aloud several news articles from various sources in order to share and justify your opinion about a controversial topic.</p> <p>Read several material safety data sheets to find, evaluate and integrate information regarding fire and explosion hazards.</p> <p>Read chapters in various user and maintenance manuals for a specific machine in order to find information on the location of a specific part.</p> <p>Read a contract of apprenticeship at the secondary, pre-apprenticeship or postsecondary level in order to understand the terms and conditions of the apprenticeship.</p>

Read a collective agreement manual of many pages to learn about the rights of workers in the workplace.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive.

A2.1

Competency A:
Find and Use Information

Task Group A2:
Interpret documents

Level 1

At this level, learners:

Interpret very simple documents to locate specific details

Stream	Examples of tasks for learners
Anglophone	<p>Follow an illustration that outlines proper hand-washing techniques at work</p> <p>Locate arrival times on a bus schedule to meet a friend</p> <p>Look at the label on a food product to find the nutrition facts, such as the calories per serving and the vitamin content</p> <p>Identify the telephone number for the poison control centre in a list of emergency contacts</p> <p>Look at a sign to find out the business hours of a store or an office</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Recognize familiar symbols to be able to locate a public TTY</p> <p>Identify from a flyer whether or not an event is ASL interpreted</p> <p>Look at a DVD label to see if the DVD has closed captioning</p> <p>Look at a videophone list of local interpreters to select one to call</p> <p>Read a list of emergency contacts to find out the TTY number for the poison control centre</p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p> <p>Interpret a graph with a simple format to identify the salesperson who made the most sales.</p>

Look for the number and price of an item on a sale contract in order to refund a client.

Locate departure and arrival times on a bus map in order to meet a friend.

Interpret a very simple pay stub to verify the accuracy of income and deductions.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners.

Obtain a list of events happening at a community powwow to choose one for which you would like to volunteer

Consult a list of plants and herbs that your elders recommend for health to make suggestions to a friend

Review a list of the four plants used in a smudging ceremony to make sure they are on hand for an upcoming community event

Refer to a list of people from other bands and clans to find the phone numbers of several people you want to invite to an upcoming event

A2.2

Competency A:
Find and Use Information

Task Group A2:
Interpret documents

Level 2

At this level, learners:

Interpret simple documents to locate and connect information

Stream	Examples of tasks for learners
<p>Anglophone</p>	<p>Read a simple map that provides directions to your child’s sports game or activity</p> <p>Look at a pie chart to determine the cost of books and housing to help plan your child’s first year of postsecondary education</p> <p>Refer to a municipal organizational chart to locate the supervisor of a department</p> <p>Use a transportation schedule listed on a website to find out the cost and travel times for a weekend trip</p> <p>Verify information on a personal, work, or school form to make sure all the information is complete</p> <p>As research for an upcoming project, review a chart in a consumer guide outlining the various features of a product</p>
<p>Deaf</p>	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Plan your route to an appointment or Deaf club event using a public transportation map</p> <p>On a municipal website, find contact information for the supervisor of the accessibility office and, if possible, for the Deaf and Hard of Hearing Services office</p> <p>On a floor plan of a building you intend to visit, such as a sports stadium, airport, or shopping mall, find the location of TTYs to help plan your trip</p> <p>In a book or catalogue, look at tables of assistive technical devices, such as a doorbell system, to choose which devices you need to include in an ODSP application form</p>
<p>Francophone</p>	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could</i></p>

be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.

Interpret a simple colour code chart to determine the amount of chemicals required to remove stains.

Interpret fuel consumption charts to identify the average fuel consumption for a specified number of kilometres.

Interpret a pie graph to determine the cost of books and housing for your child's first year of postsecondary education.

Refer to train, bus and flight schedules and fares to identify the most economical way to make a trip.

Follow a set of illustrated steps with a few terms in order to assemble a piece of furniture.

Interpret simple safety inspection forms to identify which workplace is not accessible.

Interpret simple assembly graphics, tables, charts or diagrams in manuals to determine which tools are required to assemble an object.

Interpret a simple flowchart to use proper hand-washing techniques at work.

Scan a simple municipal organizational chart to identify the supervisor of a department.

Review quantities, products and prices on an order form and an invoice to make sure everything matches.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive.

A2.3

Competency A:
Find and Use Information

Task Group A2:
Interpret documents

Level 3

At this level, learners:

Interpret somewhat complex documents to connect, evaluate and integrate information

Stream	Examples of tasks for learners
Anglophone	<p>Interpret a report that uses both charts and graphs to identify monthly and annual sales targets</p> <p>Review a customer service flowchart to evaluate and revise the process within your organization to deal with customer complaints</p> <p>Use a postal rate chart to identify the cost of sending a package to a particular location</p> <p>Compare quantities, products, and prices in an order form and corresponding invoice to make sure the invoice is accurate</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below is a sample of a specific task that addresses the reality of Deaf learners.</i></p> <p>Review your completed ODSP application and expense form to make sure all your information is correct</p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p> <p>Interpret a bilingual matrix for a complex recruiting and screening process in order to hire staff for a business.</p> <p>Interpret a spreadsheet that uses both charts and graphs to identify monthly and annual sales targets at work.</p>

Interpret all WHMIS (Workplace Hazardous Materials Information System) symbols and labels in a francophone workplace to understand the procedures to follow in the event of an accident.

Verify the accuracy of dimensions on a structural steel sketch to make sure that you cut a specific object properly.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive.

A3

Competency A:
Find and Use InformationTask Group A3:
Extract information from films, broadcasts, lectures and observations

Stream	Examples of tasks for learners
Anglophone	<p>Obtain a phone number from a television commercial to order an advertised product</p> <p>Attend a brief team meeting to obtain information that you need to be aware of to do your job</p> <p>Attend a short presentation at the library to learn about programs for children or seniors</p> <p>Watch a brief promotional video to learn about becoming a volunteer with a local community organization</p> <p>Watch a first aid training video to be able to identify the five common signs of stroke</p> <p>Attend a workshop at a local hardware store to learn how to perform a household repair</p> <p>Watch a video on a library website to learn how to use an electronic article database to locate resources for a project</p> <p>Accurately report detailed observations to your health and safety representative if you witness a workplace accident</p> <p>Attend a job fair about apprenticeship opportunities in Ontario to help you decide which trade you should pursue</p> <p>As research for a presentation, watch documentary, film, or a news programs that offer differing perspectives on a specific topic</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Watch a closed-captioned public service announcement to find out how to volunteer for an organization that offers activities in the Deaf community</p> <p>Go to a Deaf website to find out when the next event is happening, and share this information with peers in your ASL learning environment</p> <p>Watch a closed-captioned vlog on how to find resources for a project</p>

Attend an information session at an employment resource centre, such as the Canadian Hearing Society or Silent Voice, to become familiar with the career planning process

Attend a public debate about a local issue, such as a rally for Sign Language Rights

Watch various media reports to critically analyze the most controversial news events happening in Deaf/Deaf-Blind communities

Francophone

Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.

Watch a video to learn how to safely use a ladder.

Watch videos on the website <http://foodsafety.gc.ca/english/fssa/prepare.asp> to learn about food safety.

Study for the Ontario G1 test online to prepare to pass the test.

Navigate online to find a SMART SERVE training course in Ontario (Responsible Alcohol Beverage Service Training).

Obtain “Prevention of Falls” certification in order to meet the requirements of your employer or your apprenticeship.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners.

Listen to an elder speak about traditional methods of healing to learn more about self-care and living well

Listen to traditional stories about Nanabush or other tricksters to learn more about how to live wisely and avoid conflict



Communicate Ideas and Information

B

Competency B:
Communicate Ideas and Information

Cultural Considerations

Deaf	<p>Activities related to the task should always be discussed in appropriate ASL discourse.</p> <p>Encourage Deaf learners to be balanced bilinguals, through the use of both ASL and English.</p> <p>The major differences in body language between Deaf people and hearing people must be discussed at all levels. For example, Deaf people tap on the shoulder to get someone's attention and tend to greet by hugging.</p> <p>It is important to discuss the differences between social conventions in the Deaf world and in the hearing world. For example, it is critical to discuss actions that would be inappropriate in contexts in which a Deaf person and a hearing person were together, such as banging on a table to get attention.</p> <p>Discuss learners' rights in requesting an ASL-English interpreter or a Deaf interpreter.</p> <p>Use paper and pen or pencil to communicate with hearing people when an interpreter is not present.</p> <p>Encourage the use of gestures with those who do not know ASL, whether they are Deaf or hearing people.</p> <p>Encourage Deaf learners to be conscious about their word choice and slang usage while communicating with a hearing person through pen and paper.</p> <p>Have Deaf learners consider the appropriate level of formality while using ASL when presenting their visual representations.</p> <p>Have Deaf learners consider the appropriate level of formality while using ASL when presenting their creative expressions.</p>
Francophone	<p>Francophone learners attend training in order to improve the skills required to achieve their long-term goals. Participating in French-language training helps them gain confidence in their use of French and to take pride in their francophone identity.</p> <p>They face a challenge, however, as they transition towards their goals. In an anglophone society, francophones may have to learn functional English-language elements in order to integrate into the new environment (employment, apprenticeship, etc.). Although many francophones have some proficiency in English, this does not mean that they meet the linguistic and cultural requirements to perform the necessary tasks in an anglophone integration setting.</p>

	<p>Francophone learners must have the benefit of an adult education approach that recognizes their reality as a minority group. Developing functional English-language skills is clearly different from learning in French as a first language and from developing general skills in English as a second language. The OALCF approach is based on a learning and skills development process that is completed in French, but which provides the opportunity, for some authentic tasks, to develop functional and contextual English (or bilingual) skill components to make authentic task performance easier and to support learners' long-term goal completion.</p> <p>While preparing francophone learners in French to perform authentic tasks, the practitioner may include activities that will help them understand how the tasks would be different when performed in an anglophone setting, as well as help them actually perform the tasks in an anglophone setting. Those tasks, when completed in French with some English (or bilingual) elements where required, will help learners achieve their long-term goals.</p> <p>If the English-language skill needs of a francophone learner exceed the minimum requirements to perform the task at hand, the practitioner will refer him or her to the appropriate service.</p> <p>Specifically, this may mean that practitioners need to reflect on the following:</p> <ul style="list-style-type: none"> • The small group approach provides a learning setting that facilitates the development of skills and attitudes in successful interactions. • The whole question of major differences in body language between francophones and anglophones must be discussed at all levels, e.g., francophones greet each other with hugs and kisses even in formal settings, but anglophones tend not to; there are differences in personal space and in using hands; anglophones use fewer facial expressions in formal settings than francophones, etc. This information is helpful to prepare francophones to work in anglophone settings. • The use of the appropriate level of formality depends on the language chosen to interact with others. • The learner must be aware of cultural subtleties used when thanking someone—this can vary between Eastern and Western Canada. • To exercise their leadership, francophone learners who want to integrate into an anglophone setting will need a lot of self-confidence. They will need to acquire specific behaviours to show such self-confidence.
<p>Native</p>	<p>Use Sharing Circle practice in group interactions, with an elder present, where possible.</p> <p>When in talking circles, the option of passing must be present. The person talking should hold an object that informs others not to interrupt the person with the object. No one should be forced to speak.</p>

Use clear instructions and establish rules of conduct for personal talking-circle discussions, especially where group learners are demographically diverse. Have learners decide the rules of conduct.

Cultural considerations are required where demographic differences occur. Where possible, use band affiliation in order to group learners.

Respect individuals by obtaining their permission to have their names and contact information included on an activities list before it is circulated.

Non-verbal communication is predominant in Native culture. Visual representations can depict first languages.

When suggesting “family” activities, be sure to clarify this term with learners, as this task can become complex without set limits.

When appropriate, encourage the use of a Native language in group discussions where learners speak the same language.

Introduce unfamiliar audiences before presentations or other interactions.

Have students find a place that inspires them, such as the outdoors, where it is calm and serene.

Invite elders into the classroom to describe the Sacred Teachings or Medicine Wheel.

Encourage learners to experience sweat lodge, smudge, dancing, singing, drumming, or feasting ceremonies so that they learn to respect Native traditions as a valid form of expression and communication.

B1.1

Competency B:
Communicate Ideas and InformationTask Group B1:
Interact with others

Level 1

At this level, learners:

Participate in brief interactions to exchange information with one other person

Stream	Examples of tasks for learners
Anglophone	<p>Greet a regular volunteer at the learning environment, community centre, or workplace</p> <p>Make plans with a friend to see a movie together</p> <p>Show a peer where the lunchroom is located</p> <p>Let your child's school secretary know the best dates for your parent-teacher interview</p> <p>Give instructions to a child about how to play a simple game</p> <p>Teach a friend how to do a craft</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Use pen and paper to ask a family member for directions to the hospital</p> <p>Make an appointment using a videophone or a TTY</p> <p>Request an interpreter for a meeting with a doctor</p> <p>Make plans with a friend to go to a Deaf event</p> <p>Interact with a hearing person using gestures to ask for the time</p> <p>Use a pen and paper and gestures, along with the menu, to order a meal at a restaurant</p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p>

Call to book a doctor's appointment.

Call to request more information based on an ad in a francophone newspaper (e.g., apartment rental, refrigerator for sale).

Interact with a co-worker you meet at the grocery store.

Interact with a new francophone co-worker by showing him around the facilities.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners.

Welcome an elder to the learning environment

Make an appointment by phone with your Health Access Centre

Make plans with a friend to go to the Friendship Centre

B1.2

Competency B:
Communicate Ideas and InformationTask Group B1:
Interact with othersLevel **2**

At this level, learners:

Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions

Stream	Examples of tasks for learners
Anglophone	<p>Explain to a small group how to play a short game, such as Hangman, Old Maid, Scrabble, Bingo, or Boggle</p> <p>Share opinions with your peers to generate solutions to a problem</p> <p>Explain to your supervisor why you need to request a day off for a non-statutory religious holiday</p> <p>Introduce yourself to a new instructor or a new supervisor at work, and express your opinions about the work you will be doing</p> <p>Participate in a group discussion to determine roles and responsibilities in a group project</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Use ASL to engage in a discussion with your peers, and share your opinions</p> <p>Use formal ASL to introduce yourself to a potential employer at a Deaf agency, and explain your interest in the position</p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p> <p>Justify a direct request to your francophone supervisor for a day off.</p> <p>Begin an informal conversation with a francophone co-worker at lunch time.</p> <p>Discuss with a francophone client the reasons why he should buy the product he wants.</p>

Interact with a new francophone co-worker to give explanations and answer questions about her new workplace.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive.

Participate in a talking circle, and make suggestions to improve a situation in your learning environment or at work

Take the classroom lunch order for a community day, and place the order by telephone

B1.3

Competency B:
Communicate Ideas and InformationTask Group B1:
Interact with others

Level 3

At this level, learners:

Initiate and maintain lengthier interactions with one or more persons on a range of topics

Stream	Examples of tasks for learners
Anglophone	<p>Mentor a peer who is having difficulty with his or her work</p> <p>Participate in a panel discussion on an educational, a work, or a community topic</p> <p>Make a 15-minute presentation to peers on career research</p> <p>Propose a change to a by-law for a community organization</p> <p>Present a report at a meeting, such as a public meeting about a local issue or a parents' meeting about a school issue</p> <p>Negotiate budget requirements as part of a proposal for funding for your small business or community group</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Use formal ASL to give a 15-minute presentation to your peers</p> <p>Participate in a volunteer or job interview through the use of an ASL-English interpreter</p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p> <p>Negotiate with a francophone landscaping expert in order to get a better price.</p> <p>Present the results of a report at a francophone public meeting.</p>

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners.

Make a presentation asking for a new resolution at a Band Council meeting

Negotiate with your Education Counselor for off-reserve living expenses so that you can attend school or a training program

B2.1

Competency B:
Communicate Ideas and InformationTask Group B2:
Write continuous text

Level 1

At this level, learners:

Write brief texts to convey simple ideas and factual information

Stream	Examples of tasks for learners
Anglophone	<p>Write a get-well card to a friend who has been ill, and include a short note</p> <p>Write an email to another learner about the due date for a learning activity</p> <p>Write a paragraph to update your instructor on your progress or to express concern about an issue</p> <p>Write an email or a note to a friend informing her or him about an upcoming community event</p> <p>Write a brief set of instructions for your child to carry out household chores</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Write an email to Ontario Interpreting Services at the Canadian Hearing Society to request an ASL-English interpreter</p> <p>Use a smartphone to compose a message to meet a friend</p> <p>Write down a TTY message for a co-worker</p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p> <p>Write a brief note to a francophone co-worker to remind him of the date and time of an important meeting.</p> <p>Write down a telephone message for a francophone co-worker.</p>
Native	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to</i></p>

be more culturally inclusive. Below is a sample of a specific task that addresses the reality of Native learners.

Write an email to your Band Education Authority to inform them that you are registered in school

B2.2

Competency B:
Communicate Ideas and InformationTask Group B2:
Write continuous text

Level 2

At this level, learners:

Write texts to explain and describe information and ideas

Stream	Examples of tasks for learners
Anglophone	<p>Write a letter to a local business thanking them for their excellent customer service</p> <p>Write a letter to your child's teacher explaining difficulties that he or she is having, and requesting additional help</p> <p>Write a journal entry describing a recent visit, conversation, or disagreement you had with a friend or family member</p> <p>Write a memo to other employees outlining the clean-up routine in the coffee room, and assign duties</p> <p>Write an email to another learner explaining the steps involved in a project</p> <p>Write a three- to four-paragraph composition describing your reasons for pursuing further education</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Write a letter to your local movie theatre to request that a movie be Rear Window Captioned (RWC)</p> <p>Write a letter to the superintendent of your building requesting that a fire alarm flashing system be installed in your apartment</p> <p>Write a short letter of thanks to supporters of the Deaf community</p> <p>Create a short letter via webcam or vlog, using ASL, to thank your first ASL teacher, mentor, tutor, or interpreter</p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p>

Write a more formal e-mail to a francophone co-worker to update her by summarizing the highlights of a meeting held in English.

Write an e-mail in English to a co-worker to explain how to activate the Out-of-Office auto-reply feature or “Réponse automatique” in a French version of MS Outlook.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners.

Write a story describing the meaning of your traditional name

Write a story for the Native community newsletter about how a particular ceremony changed your life

B2.3

Competency B:
Communicate Ideas and InformationTask Group B2:
Write continuous text

Level 3

At this level, learners:

Write longer texts to present information, ideas and opinions

Stream	Examples of tasks for learners
Anglophone	<p>Write a cover letter for a resumé</p> <p>Write an incident report about an accident that happened at work</p> <p>Write a letter to the editor or to your mayor expressing your opinion about an environmental or safety issue</p> <p>Write a research paper for a school assignment</p> <p>Write a letter to a public official to ask for a donation to your community group or charity</p> <p>Write an essay related to a career choice based on both primary and secondary research</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Write a letter of petition requesting accessibility, such as the provision of an ASL-English interpreter, or the captioning or subtitling of an event</p> <p>Write a letter to a disability counselor at a postsecondary institution to request accommodations in the classroom</p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p> <p>Write a formal letter to a local unilingual francophone company to ask for a donation.</p> <p>Write a bilingual sponsorship letter to promote fundraising for your child's sports team.</p>

Write a clear, organized and structured bilingual set of procedures for programming a new electrical device in order to effectively guide others who want to use it.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners.

Write a memo to the Band Office advising on how repair work should be carried out in the community school

Prepare a written speech for a community meeting or event to convince others of an important issue

B3.1

Competency B:
Communicate Ideas and InformationTask Group B3:
Complete and create documents

Level 1

At this level, learners:

Make straightforward entries to complete very simple documents

Create very simple documents to display and organize a limited amount of information

Stream	Examples of tasks for learners
Anglophone	<p>Fill in a visitor log book in a company's front office</p> <p>Complete a simple pledge form to sponsor someone for a walk-a-thon</p> <p>Complete a brief comment card for a business or service</p> <p>Complete an application for membership at a local public library</p> <p>Subscribe to a magazine using a paper-based form</p> <p>Register for a general interest or fitness class</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Complete an interpreter booking form at the Canadian Hearing Society</p> <p>Indicate accessibility preferences on a room service card at a hotel</p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p> <p>Complete the information portion of a ticket in order to participate in a draw.</p> <p>Complete a simple personal information form in French to register for training at work.</p> <p>Make a list of work duties to inform a francophone co-worker.</p>

Using spreadsheet software use a simple spreadsheet to make a list of work duties organized by deadlines and outlining who is responsible for carrying out the duties.

Create a bilingual poster to indicate the hours of operation of a business.

Add free-hand drawings to a poster without text in order to indicate that perfume is forbidden in the workplace.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners

Complete a retail sales tax exemption form

Complete an inventory for a community swap and shop

Complete or update your status card with a recent photo

B3.2

Competency B:
Communicate Ideas and InformationTask Group B3:
Complete and create documentsLevel **2**

At this level, learners:

Use layout to determine where to make entries in simple documents

Create simple documents to sort, display and organize information

Stream	Examples of tasks for learners
Anglophone	<p>Complete a peer evaluation for an oral presentation</p> <p>Complete a medical history form for a doctor or a dentist</p> <p>Fill out a maintenance request form to ask for a repair in your residence or at work</p> <p>Complete a survey about a product or service</p> <p>Fill out a tuition refund request</p> <p>Create a chart for organizing duties for three to four people, such as for carpooling to work or for housecleaning duties</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below is a sample of a specific task that addresses the reality of Deaf learners.</i></p> <p>Complete documents needed to apply for a volunteer position to help out a local community organization</p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p> <p>Complete a medical history form for a doctor or dentist prior to an appointment.</p> <p>Create a bilingual schedule showing two menu options for lunch per day in a restaurant or a daycare centre.</p> <p>Create a floor plan with text in order to reorganize a work space to make it more efficient.</p>

Complete an application form to reserve a book at a francophone municipal library.

Create a simple chart with text to sort information regarding invitations to an event.

Create a simple two-page instruction document to show the procedure for sending a parcel by courier.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners.

Complete application forms for financial assistance to attend school

Complete an application form from the Indian and Northern Affairs website

B3.3

Competency B:
Communicate Ideas and InformationTask Group B3:
Complete and create documents

Level 3

At this level, learners:

Decide what, where and how to enter information in somewhat complex documents

Create more complex documents to sort, display and organize information

Stream	Examples of tasks for learners
Anglophone	<p>Complete an apartment or automobile lease</p> <p>Fill out an application for power of attorney</p> <p>Complete a performance evaluation form</p> <p>Complete an online application form for a postsecondary program</p> <p>Create a chart or table to display the results of a detailed survey or questionnaire</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Complete the Canada Access Grant for Students with Permanent Disabilities form for OSAP (Ontario Student Assistance Program)</p> <p>Complete the Bursary for Students with Disabilities form for OSAP (Ontario Student Assistance Program)</p> <p>Complete an Ontario Disability Support Program (ODSP) application</p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p>

Complete an employee evaluation form to assess an employee's performance at work and include suggestions.

Coin a bilingual slogan to promote public awareness of the particular activities of a business.

Create a budget template to organize categories for monthly income and expenses.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners.

Complete forms for a Band Council resolution

Apply for a scholarship or bursary to continue your education

Complete forms to start a business with Aboriginal Business Canada

B4

Competency B:
Communicate Ideas and InformationTask Group B4:
Express oneself creatively

Stream	Examples of tasks for learners
Anglophone	<p>Make a card for a friend, relative, co-worker, instructor, or guest presenter</p> <p>Create a calendar using original photography or artwork for a personal gift or for a group fundraiser</p> <p>Use an arts or crafts medium of your choice to express your thoughts and experiences</p> <p>Creatively promote your program or business in a display of original photographs</p> <p>Design a bulletin board for your learning centre or workplace to display information</p> <p>Write a skit for a workshop or an event</p> <p>Collect memorabilia to be used at a gathering to honour a valued person or group</p> <p>Compose a story or poem for a program or department newsletter</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Create an ASL poem and record it for a video anthology (collection or album)</p> <p>Create a photographic collage of hands and eyes in the Deaf Culture for a mall display to promote awareness</p> <p>Write a fictional story with a Deaf character</p> <p>Create a vlog and respond to other people's vlogs through ASL</p> <p>Build a sculpture of an ASL hand shape, such as the shape for "hello," for a public display at the local library</p> <p>Develop or use existing ASL raps, poems, or literature to use in your team or group meetings to promote team spirit</p> <p>Compose an original piece of ASL literature, such as a rap, poem, or story, based on your personal feelings towards a particular person or a world event</p>

Francophone

Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.

Make a card for a francophone friend to thank her for having you to dinner.

Write a short text in a francophone daily newspaper to express your opinion on a local event.

Create a calendar using artwork to give as a personal gift to a friend.

Write a short, personal poem to accompany an oral presentation to a francophone audience.

Prepare a portfolio of creative work to prepare for entry in a francophone postsecondary institution.

Be the master of ceremony at a special event at which you have to give an entertaining speech.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners.

Perform an original dance at a community powwow

At a children's assembly, share a traditional legend through storytelling

For a public event, write and re-enact a historic play depicting an event from your community or culture

Write a story describing the meaning of your traditional name

Make a collage expressing who you are, using symbols and colours relating to your cultural identity

Share a talent or gift by giving a demonstration, presentation, or workshop at your learning centre



Understand and Use Numbers



Competency C:
Understand and Use Numbers

Cultural Considerations

Deaf	<p>Activities related to the task should always be discussed in appropriate ASL discourse.</p> <p>Encourage Deaf learners to be balanced bilinguals, through the use of both ASL and English.</p>
Francophone	<p>Francophone learners attend training in order to improve the skills required to achieve their long-term goals. Participating in French-language training helps them gain confidence in their use of French and to take pride in their francophone identity.</p> <p>They face a challenge, however, as they transition towards their goals. In an anglophone society, francophones may have to learn functional English-language elements in order to integrate into the new environment (employment, apprenticeship, etc.). Although many francophones have some proficiency in English, this does not mean that they meet the linguistic and cultural requirements to perform the necessary tasks in an anglophone integration setting.</p> <p>Francophone learners must have the benefit of an adult education approach that recognizes their reality as a minority group. Developing functional English-language skills is clearly different from learning in French as a first language and from developing general skills in English as a second language. The OALCF approach is based on a learning and skills development process that is completed in French, but which provides the opportunity, for some authentic tasks, to develop functional and contextual English (or bilingual) skill components to make authentic task performance easier and to support learners' long-term goal completion.</p> <p>While preparing in French francophone learners to perform authentic tasks, the practitioner may include activities that will help them understand how the tasks would be different when performed in an anglophone setting, as well as help them actually perform the tasks in an anglophone setting. Those tasks, when completed in French with some English (or bilingual) elements where required, will help learners achieve their long-term goals.</p> <p>If the English-language skill needs of a francophone learner exceed the minimum requirements to perform the task at hand, the practitioner will refer him or her to the appropriate service.</p>

	<p>Specifically, this may mean that practitioners must reflect on the following:</p> <ul style="list-style-type: none">• It is imperative that francophone learners be able to master, both in writing and orally, the terminology related to understanding and using numbers in English. For example, francophone learners may have to learn how to give change to an anglophone client for the purchase of an item.
Native	<p>When teaching concepts, use examples that are relevant to a learner's lifestyle and community. Each community is unique and varies in background.</p> <p>When teaching concepts, address various learning styles, such as visual, tactile, and auditory. Use visual aids, demonstrations, drawings, and illustrations.</p>

C1.1

Competency C:
Understand and Use NumbersTask Group C1:
Manage money

Level 1

At this level, learners:

Compare costs and make simple calculations

Stream	Examples of tasks for learners
Anglophone	<p>Fill out twelve postdated cheques to give to a landlord for a one-year lease on an apartment</p> <p>Subtotal the cost of a list of materials for a project</p> <p>Use a food price list in a school newsletter to determine how much money to take to a parent-child event</p> <p>Calculate the cost of using public transit for one month to travel from home to the learning centre or from home to work</p> <p>Calculate the yearly cost of a household utility or a regular expense</p> <p>Use coins and bills (or “mock” money) to count out exact change for the purchase of small items</p>
Deaf	<i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners.</i>
Francophone	<i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i>
Native	<i>Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive.</i>

C1.2

Competency C:
Understand and Use Numbers

Task Group C1:
Manage money

Level 2

At this level, learners:

Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts

Stream	Examples of tasks for learners
Anglophone	<p>Calculate the amount of Canadian money needed to purchase \$500 US at today's exchange rate</p> <p>Calculate the total cost (including HST) for the purchase of three items, such as a piece of clothing, a haircut, and a binder</p> <p>Estimate how much of your tip money goes to your co-workers if they get 25% of your total tips</p> <p>Estimate the labour costs to complete a landscaping job for a customer</p> <p>Look at a local grocery store flyer to calculate the cost of 2.5 kg of produce or meat</p> <p>Refer to a restaurant menu to estimate the total bill based on the cost of food, beverage, tax, and tip</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners.</i></p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p>
Native	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below is a sample of a specific task that addresses the reality of Native learners.</i></p> <p>Determine the amount of HST that you paid on an item and the amount that will be rebated to the 8% portion</p>

C1.3

Competency C:
Understand and Use Numbers

Task Group C1:
Manage money

Level **3**

At this level, learners:

Find, integrate and analyze numerical information to make multi-step calculations to compare cost options and prepare budgets

Stream	Examples of tasks for learners
Anglophone	<p>Estimate labour and material costs for a small renovation job to produce a price quote for a customer</p> <p>Determine how much change will be given back to a customer for a bar bill of \$24.67, when the customer gives you a \$50 bill and asks you to keep a 15% tip</p> <p>Prepare a pay stub (including deductions) to determine net pay</p> <p>Calculate the total interest cost from three financial institutions to determine the most economical choice for borrowing money to purchase a new item or to pay for your college tuition fees</p> <p>Track the progress of a \$1000 stock investment on the TSX (Toronto Stock Exchange) for a specified period to calculate the gain or loss</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners.</i></p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p>

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners.

Create a “want list” and a “need list,” and estimate the total cost of each list, including taxes and rebates, where applicable

Use an online shopping site to get prices for a particular list of items to find the total cost of those items, including applicable taxes and rebates

Calculate the cost of hydro power during peak and off-peak hours to compare the difference

C2.1

Competency C:
Understand and Use NumbersTask Group C2:
Manage time

Level 1

At this level, learners:

Measure time and make simple comparisons and calculations

Stream	Examples of tasks for learners
Anglophone	<p>On your weekly timesheet, add the total number of hours you worked and submit the timesheet to payroll</p> <p>Insert meeting dates with your tutor into your date reminder book</p> <p>Schedule your work day, including two 15-minute breaks and a half-hour lunch break</p> <p>Review the hours a class is offered each week to determine if the course will fit into your present schedule</p> <p>Track the number of minutes per week that you spend doing homework, housework, or another activity</p>
Deaf	<i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners.</i>
Francophone	<i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i>
Native	<i>Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive.</i>

C2.2

Competency C:
Understand and Use Numbers

Task Group C2:
Manage time

Level 2

At this level, learners:

Make low-level inferences to calculate using time

Stream	Examples of tasks for learners
Anglophone	<p>Estimate the length of time to do your grocery shopping and to attend an appointment so you can determine whether or not you will be on time to pick up your children from school</p> <p>Convert the number of hours to complete a project into days, for the purpose of budgeting</p> <p>Determine the time required for a specific job, using established production rates per person</p> <p>Convert a train, bus, or flight schedule from 24-hour time to 12-hour time, indicating a.m. or p.m. so that your departure and arrival times correspond to your analog clocks</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below is a sample of a specific task that addresses the reality of Deaf learners.</i></p> <p>Estimate the time required for tutoring services, taking into consideration your weekly course load and home schedule</p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p>
Native	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive.</i></p>

C2.3

Competency C:
Understand and Use NumbersTask Group C2:
Manage time

Level 3

At this level, learners:

Find, integrate and analyze numerical information to make multi-step calculations using time

Stream	Examples of tasks for learners
Anglophone	<p>Determine the best investment option by calculating the time required for a fixed amount to produce a particular return at three different compounded interest rates</p> <p>Create a schedule for a two-day round-robin hockey tournament with 16 teams, allowing 75 minutes per game, 15 minutes between games for ice flooding, and a two-hour time limit for semifinal and final games</p> <p>Visit online travel sites and use a travel database to plan, schedule, and budget for a trip</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners.</i></p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p>
Native	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive.</i></p>

C3.1

Competency C:
Understand and Use Numbers

Task Group C3:
Use measures

Level **1**

At this level, learners:

Measure and make simple comparisons and calculations

Stream	Examples of tasks for learners
Anglophone	<p>Identify various standard measuring tools to select which ones would be used for different projects or tasks</p> <p>Combine one-quarter cup sugar and 1 cup boiling water to make a hummingbird food mixture</p> <p>Measure the air pressure in bicycle or car tires</p> <p>Use Imperial measurement to calculate the dimensions of a room to see how much of a decorative border would be needed</p> <p>Measure different items to practice reading various measurement tools</p> <p>Estimate the length of a piece of fabric to determine if there is enough material to complete a craft or sewing project</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners.</i></p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p>
Native	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners.</i></p> <p>Create a medicine wheel and divide it into four equal sections</p> <p>Measure ingredients for an Apple Bannock recipe to make for a family gathering</p>

C3.2

Competency C:
Understand and Use NumbersTask Group C3:
Use measures

Level 2

At this level, learners:

Use measures to make one-step calculations

Stream	Examples of tasks for learners
Anglophone	<p>Use ratios to make a correct gasoline-oil mixture for a piece of equipment</p> <p>Estimate the volume of a fish tank or small pool to determine how much water is needed to fill it</p> <p>Calculate the total floor area of the rooms in a residence for a potential rental or sale listing</p> <p>Calculate the kilometres per litre on three different vehicles to determine which vehicle has the best “fuel economy”</p> <p>Leaving a 30-centimetre perimeter from the walls, measure the length and width of a rectangular room and calculate the area to determine what size area rug will best fit the room</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners.</i></p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p>
Native	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners.</i></p> <p>Using the pattern of a birch bark canoe, have learners measure and calculate how much birch bark they would need to make a canoe</p> <p>Calculate the circumference and area of a circle (Mother Earth) to practice using both Imperial and metric measurements</p>

C3.3

Competency C:
Understand and Use NumbersTask Group C3:
Use measures

Level 3

At this level, learners:

Use measures to make multi-step calculations; use specialized measuring tools

Stream	Examples of tasks for learners
Anglophone	<p>Calculate the angle(s) at which lumber would need to be cut to create a raised triangular flowerbed or other similar structure</p> <p>Determine the number of sprinklers required for an in-ground sprinkler system, given lawn dimensions and the area covered by each sprinkler</p> <p>Complete a scale drawing of a birdhouse to submit to a design competition</p> <p>Create a design for a two-level area, such as a deck, and determine how much material you would require for the floor area of this structure</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners.</i></p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p>
Native	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners.</i></p> <p>Create a pattern drawn to scale to construct a tipi that could be built for a ceremony or celebration</p>

C4.1

Competency C:
Understand and Use Numbers

Task Group C4:
Manage data

Level **1**

At this level, learners:

Make simple comparisons and calculations

Stream	Examples of tasks for learners
Anglophone	<p>Count classroom books or supplies to determine if more are needed</p> <p>Do a repeated coin-toss and record the number of “heads” and “tails” in a simple tally chart</p> <p>Use a pictograph to record classmates’ favourite hockey teams</p> <p>Read a simple bar graph to determine the number of jobs in a specified employment sector</p> <p>Order a numerical list from highest to lowest</p> <p>Estimate the amount of cutlery and paper plates needed for an event at the learning centre</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners.</i></p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p>
Native	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners.</i></p> <p>Compare the number of males to females in your extended family</p>

C4.2

Competency C:
Understand and Use Numbers

Task Group C4:
Manage data

Level 2

At this level, learners:

Make low-level inferences to organize, make summary calculations and represent data

Stream	Examples of tasks for learners
Anglophone	<p>Use the previous month’s sales data to determine how many cases and types of soft drinks to purchase for the coming month for your school or community snack bar</p> <p>Calculate the average number of finished products produced per week and per month at your place of work</p> <p>Find the average number of learners per day at your learning centre based on a fixed period of time, for example, one week or one month</p> <p>Collect data on customer traffic patterns for a one-week period in a local restaurant to inform the scheduling of staff</p> <p>Conduct a simple survey of local residents or classmates to determine attitudes about an issue of concern, and display the data on a suitable type of graph</p>
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Survey Deaf/Deaf-Blind community members to determine the range of attitudes about an issue of concern in the community, such as Cochlear Implants, and compile and display the data on a bar graph</p>
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p>
Native	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below are samples of specific tasks that address the reality of Native learners.</i></p>

Survey family members to predict health risks

Compare data from *The First Nations Map of Canada* to show similarities and differences in settlement patterns

C4.3

Competency C:
Understand and Use NumbersTask Group C4:
Manage data

Level 3

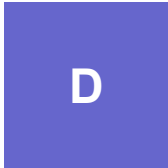
At this level, learners:

Find, integrate and analyze data; identify trends in data

Stream	Examples of tasks for learners
Anglophone	<p>Refer to government graphs of employment data for your region, and compare this data to other government data showing the future outlooks for these areas of employment in the same region</p> <p>Graph graduate placement rates from several colleges for the postsecondary program you are considering to help you decide which college to attend</p> <p>Estimate the time needed to complete your Learner Plan based on the time you attend, the amount of time you spend outside of class on your schoolwork, and the requirements for your goal completion</p>
Deaf	<i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners.</i>
Francophone	<i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i>
Native	<i>Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive.</i>



Use Digital Technology



Competency D:
Use Digital Technology

Cultural Considerations

Deaf	<p>Activities related to the task should always be discussed in appropriate ASL discourse.</p> <p>Encourage Deaf learners to be balanced bilinguals, through the use of both ASL and English.</p>
Francophone	<p>Francophone learners attend training in order to improve the skills required to achieve their long-term goals. Participating in French-language training helps them gain confidence in their use of French and to take pride in their francophone identity.</p> <p>They face a challenge, however, as they transition towards their goals. In an anglophone society, francophones may have to learn functional English-language elements in order to integrate into the new environment (employment, apprenticeship, etc.). Although many francophones have some proficiency in English, this does not mean that they meet the linguistic and cultural requirements to perform the necessary tasks in an anglophone integration setting.</p> <p>Francophone learners must have the benefit of an adult education approach that recognizes their reality as a minority group. Developing functional English-language skills is clearly different from learning in French as a first language and from developing general skills in English as a second language. The OALCF approach is based on a learning and skills development process that is completed in French, but which provides the opportunity, for some authentic tasks, to develop functional and contextual English (or bilingual) skill components to make authentic task performance easier and to support learners' long-term goal completion.</p> <p>While preparing francophone learners in French to perform authentic tasks, the practitioner may include activities that will help them understand how the tasks would be different when performed in an anglophone setting, as well as help them actually perform the tasks in an anglophone setting. Those tasks, when completed in French with some English (or bilingual) elements where required, will help learners achieve their long-term goals.</p> <p>If the English-language skill needs of a francophone learner exceed the minimum requirements to perform the task at hand, the practitioner will refer him or her to the appropriate service.</p> <p>Specifically, this may mean that practitioners need to reflect on the following:</p>

	<ul style="list-style-type: none">It is imperative that francophone learners be able to master, both in writing and orally, the English terminology related to digital technology, including the use of software. For example, a francophone learner may have to select French as the language of use for a device such as a television, a DVD or a cell phone, or check an English website home page for a way to access information in French.
Native	n/a

D.1

Competency D:
Use Digital Technology

Level **1**

At this level, learners:

Perform simple digital tasks according to a set procedure

Stream	Examples of tasks for learners
Anglophone	<ul style="list-style-type: none"> Use a blood pressure sleeve at the pharmacy to monitor your health Save homework assignments to a flash drive Fax a resume and cover letter as part of a job application Use a hand-held device to record voice notes Use keyboarding software to practice keyboarding skills Create a password for access to a personal or work email account Use the calculator on the computer to tally weekly expenses Enter names and phone numbers into a pre-formatted table to make a contact list
Deaf	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <ul style="list-style-type: none"> Adjust various settings on a personal assistive device, such as a smartphone, to personalize it for use Adjust the size and colour of the font in your word processing program to format a document for work, home, or school
Francophone	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p> <ul style="list-style-type: none"> Change the setting on a DVD menu to watch a children’s movie in French.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive. Below is a sample of a specific task that addresses the reality of Native learners.

Insert Native art into a Word document to advertise a community event

D.2

Competency D:
Use Digital Technology

Level 2

At this level, learners:

Perform well-defined, multi-step digital tasks

Stream	Examples of tasks for learners
<p>Anglophone</p>	<p>Transfer and save photos from a digital camera to a computer or an external storage device</p> <p>Connect a projector to a desktop or laptop computer to give a presentation</p> <p>Use a document scanner to scan materials that you want to save electronically, as part of your personal portfolio, such as a PLAR portfolio</p> <p>Videorecord a presentation by a learner or guest speaker</p> <p>Use word processing software to create a simple poster or notice about a community event</p> <p>Create an invoice using a spreadsheet template</p> <p>Using presentation software, create a simple slideshow to accompany an oral presentation</p> <p>Using video-editing software, create a photo loop to present photos at an event or special occasion</p>
<p>Deaf</p>	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Follow a diagram (often colour-coded) to connect a videophone or webcam to a home computer system</p> <p>Use a videophone to make a doctor’s appointment</p> <p>Create a text reminder for an upcoming appointment on a personal assistive device, such as a smartphone</p> <p>Create an e-vite to a Deaf event, such as Mayfest</p> <p>Synchronize a smartphone to download pictures and information to your address book</p> <p>Use video-editing software to create a message in ASL to publicly share information about an event</p> <p>Use software to convert text to Braille</p>

Francophone

Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.

Access community calendars from **francoservice.info** websites to gather information about events and resources available in your area.

Access the website of the Office of francophone Affairs to understand its mission and vision, francophones rights, the access to French-language services, the history of Franco-Ontarians, etc.

Distinguish Canadian “francophonie” websites from international francophonie websites.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive.

D.3

Competency D:
Use Digital Technology

Level 3

At this level, learners:

Experiment and problem-solve to perform multi-step digital tasks

Stream	Examples of tasks for learners
<p>Anglophone</p>	<p>Find and download an e-reader application to a digital device</p> <p>Create an oral book report with a smartpen</p> <p>Install and configure a local computer printer</p> <p>Use a text-to-speech program to proofread an essay</p> <p>Use scan-and-read software to prepare study notes for an exam</p> <p>Use tax preparation software to complete your personal income tax</p> <p>Use a template to produce a multi-page newsletter for an organization or event</p> <p>Use photography software to create a double-sided brochure for a fundraiser</p> <p>Create a spreadsheet for a small business payroll</p> <p>Install and configure a firewall on a personal computer for security protection</p>
<p>Deaf</p>	<p><i>Many of the task examples for the anglophone stream and the francophone stream could be performed in ASL, and some may be adapted to be accessible to Deaf learners. Below are samples of specific tasks that address the reality of Deaf learners.</i></p> <p>Use ASL software to learn and practice sign language</p> <p>Set up a schedule to perform routine maintenance and data backup of a Blackberry on a computer</p>
<p>Francophone</p>	<p><i>Many of the task examples for the anglophone stream could be performed in French. Similarly, many of the task examples for the francophone stream could be performed in English. Below are samples of specific tasks that address the reality of francophone and other (e.g., new Canadians) learners needing to transition in an anglophone environment. These tasks, when done in French with certain elements of English where required, will help the learner reach his or her long-term goal.</i></p> <p>Using spreadsheet software, use a simple spreadsheet to make a list of work duties organized by individual in charge of carrying them out and deadlines.</p>

Create a simple bilingual webpage to promote the products and services of a small business.

Use spreadsheet software to create a budget template with categories for income and expenses.

Native

Many of the task examples for the anglophone stream and the francophone stream could be performed in the Native stream, and some may be adapted to be more culturally inclusive.



Manage Learning

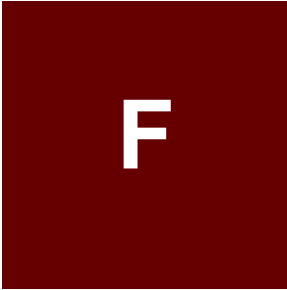


Competency E:
Manage Learning

Cultural Considerations

Deaf	n/a
Francophone	<p>Francophone learners attend training in order to improve the skills required to achieve their long-term goals. Participating in French-language training helps them gain confidence in their use of French and to take pride in their francophone identity.</p> <p>They face a challenge, however, as they transition towards their goals. In an anglophone society, francophones may have to learn functional English-language elements in order to integrate into the new environment (employment, apprenticeship, etc.). Although many francophones have some proficiency in English, this does not mean that they meet the linguistic and cultural requirements to perform the necessary tasks in an anglophone integration setting.</p> <p>Francophone learners must have the benefit of an adult education approach that recognizes their reality as a minority group. Developing functional English-language skills is clearly different from learning in French as a first language and from developing general skills in English as a second language. The OALCF approach is based on a learning and skills development process that is completed in French, but which provides the opportunity, for some authentic tasks, to develop functional and contextual English (or bilingual) skill components to make authentic task performance easier and to support learners' long-term goal completion.</p> <p>While preparing francophone learners in French to perform authentic tasks, the practitioner may include activities that will help them understand how the tasks would be different when performed in an anglophone setting, as well as help them actually perform the tasks in an anglophone setting. Those tasks, when completed in French with some English (or bilingual) elements where required, will help learners achieve their long-term goals.</p> <p>If the English-language skill needs of a francophone learner exceed the minimum requirements to perform the task at hand, the practitioner will refer him or her to the appropriate service.</p> <p>Specifically, this may mean that francophone learners need to reflect on the following:</p> <ul style="list-style-type: none"> • Recognize that they often have to learn some English elements to transition towards their goals (e.g., some jobs, training, and apprenticeships). This may result in a longer path than expected and in

	<p>adjustments to their learning goals and strategies.</p> <ul style="list-style-type: none"> • Recognize that they may learn in French even if they later have to apply their learning in another cultural and linguistic context (i.e., English) because, as francophones, it is easier to learn in French. • Acknowledge that English is often the language that provides access to employment, while recognizing the value of being English-speaking francophones. • Acknowledge that English is often the language that generally enables them to participate in society and their community, while recognizing the value of being English-speaking francophones. • Recognize that they often have to learn formal or standard French to transition towards their goal (e.g., some jobs and trainings). • Be aware that the number of programs and courses available in French can be limited at the secondary, postsecondary and apprenticeship levels in their community and in the rest of the province. • Recognize the lack of educational tools for the training of francophone professionals (in many cases francophone learners must use books written in English). <p>Specifically, this may mean that practitioners need to reflect on the following:</p> <ul style="list-style-type: none"> • Encourage learners to boost their francophone identity. • Encourage francophones to pursue secondary and postsecondary education in French, where possible.
Native	n/a



Engage with Others



Competency F:
Engage with Others

Cultural Considerations

Deaf	n/a
Francophone	<p>Francophone learners attend training in order to improve the skills required to achieve their long term goals. Participating in French-language training helps them gain confidence in their use of French and to take pride in their francophone identity.</p> <p>They face a challenge, however, as they transition towards their goals. In an anglophone society, francophones may have to learn functional English-language elements in order to integrate into the new environment (employment, apprenticeship, etc.). Although many francophones have some proficiency in English, this does not mean that they meet the linguistic and cultural requirements to perform the necessary tasks in an anglophone integration setting.</p> <p>Francophone learners must have the benefit of an adult education approach that recognizes their reality as a minority group. Developing functional English-language skills is clearly different from learning in French as a first language and from developing general skills in English as a second language. The OALCF approach is based on a learning and skills development process that is completed in French, but which provides the opportunity, for some authentic tasks, to develop functional and contextual English (or bilingual) skill components to make authentic task performance easier and to support learners' long-term goal completion.</p> <p>While preparing francophone learners in French to perform authentic tasks, the practitioner may include activities that will help them understand how the tasks would be different when performed in an anglophone setting, as well as help them actually perform the tasks in an anglophone setting. Those tasks, when completed in French with some English (or bilingual) elements where required, will help learners achieve their long-term goals.</p> <p>If the English-language skill needs of a francophone learner exceed the minimum requirements to perform the task at hand, the practitioner will refer him or her to the appropriate service.</p> <p>Specifically, this may mean that francophone learners need to reflect on the following:</p> <ul style="list-style-type: none"> • Identify and assert themselves as francophones; introduce themselves in their own language.

- Request and use French-language services.
- Get involved, if applicable, in a francophone committee in their community.
- Recognize the importance of being able to communicate with others in French or in English at work.
- Be sensitive to cultural differences and adjust, if required, when engaging with others, e.g., personal space, body language, clothing, verbal expression, sense of humour.
- Begin to show their francophone identity (e.g., by wearing a badge or pin saying “Je parle français”) and be leaders in promoting the French language and keeping the francophone community alive.

When working in group, learners may do the following:

- Speak and give their opinion.
- Respect the feelings, opinions and values of others.
- Interrupt or comment at the appropriate time in a discussion.
- Work actively at building team spirit in English in spite of cultural differences.
- Demonstrate an understanding of group dynamics, which may vary based on the culture of participants.
- Demonstrate the ability to participate in different group dynamics and interact properly.
- Make decisions in collaboration with other team members while working on a collaborative project.
- Plan and perform a task with others, while respecting their strengths and weaknesses.
- Accept help or guidance from others to modify their behaviour, thus facilitating group integration and conflict resolution.

Specifically, this may mean that practitioners may do the following:

- Respect and recognize the identity and the particular needs of francophone learners in minority settings.
- Be aware that francophone learners in minority settings will face identity, pride and self-esteem issues. For example, feeling marginalized by the anglophone majority if they show their francophone identity too openly or if they claim French-language services.
- Be aware that francophone learners are exposed to two languages that do not cover the same spheres (public signs, everyday life, media, social life, recreation, economy, politics, etc.).
- Support francophone learners in developing their political skills to make

	them more aware of their ability to contribute to change in their communities.
Native	n/a