

# **A GUIDE TO CUSTOMIZED LITERACY TRAINING**

---

Third edition

---

Québec 

**A GUIDE**  
**TO CUSTOMIZED**  
**LITERACY TRAINING**

---

Third edition

Direction de la formation générale des adultes

© Gouvernement du Québec  
Ministère de l'Éducation, 1998 — 98-0959

ISBN 2-550-34010-8

Dépôt légal — Bibliothèque nationale du Québec, 1998

## **ACKNOWLEDGMENTS**

We would like to thank the members of the provincial consultation committee for their cooperation and their recommendations for this updated version of the *Guide*. We would also like to thank everyone who helped produce the *Guide*.

### **Book 1: Coordination, Supervision of the Updated Version and Writing**

Margot Désilets, Commission des écoles catholiques de Québec  
Jean Patry, Commission scolaire Jacques-Cartier

### **Book 2: French Version**

Micheline Landry, trainer, Commission scolaire Jacques-Cartier  
Ghislaine Gauthier, trainer, Commission scolaire Jacques-Cartier

### **Coordination and Supervision of English Adaptation**

Patti L. Moore, Eastern Québec Regional School Board

### **Book 2: English Literacy Objectives**

Ann Fairhurst-Lozyk, Commission scolaire Jérôme le Royer  
Judith Kelley, Lakeshore/Baldwin-Cartier School Boards  
Judy Purcell, Commission scolaire Jérôme-Le Royer

### **Book 2: Word Processing**

Cynthia Michaud, Eastern Québec Regional School Board

### **Book 3: Arithmetic**

Doris St-Pierre, trainer, Commission scolaire Jacques-Cartier

### **Functional Learning**

Brigitte Arsenault, literacy consultant  
Ginette Arbour, pedagogical consultant, Commission des écoles catholiques de Québec, with the assistance of Jocelyne Gratton for two functional learning situations

### **Learner's Notebook**

André Revert, pedagogical evaluation consultant, with the assistance of Micheline Landry, Ghislaine Gauthier, Doris St-Pierre and Francine Boivin, Commission scolaire Jacques-Cartier

### **Coordination and Standardization of Codes for Books 2 and 3, and the Functional Learning Situations**

Jean-Yves Desjardins, education consultant, Commission scolaire Thetford-Mines

### **Person Responsible at the Direction de la formation générale des adultes**

Margot Désilets, Commission des écoles catholiques de Québec

### **Coordinator, Direction de la formation générale des adultes**

Lino Mastriani

### **Translation**

Direction de la production en langue anglaise

## FOREWORD

We are pleased to present the third edition of the *Guide to Customized Literacy Training*. The second edition of the *Guide* had to be revised primarily because the *Basic school regulation respecting educational services for adults in general education*, Order in Council 732-94, 18 May 1994 (*Basic school regulation*) prescribed a reorganization of education services. The changes made and the reasons for these changes are discussed later in the *Guide*.

The first edition of the *Guide* was prepared by a team of literacy specialists. After in-field testing, it was revised by the same team, and the new version became the second edition. The present updated version was also produced by a team of literacy specialists, according to the suggestions of a committee made up of representatives from every region of Québec.

The *Guide to Customized Literacy Training* contains guidelines, banks of objectives for English and Arithmetic, which may be divided into four learning phases, and functional situations, which should facilitate a learning approach that may be adapted to the needs of every literacy group in Québec. The banks of objectives and the functional situations correspond to the competencies which the adults enrolled in the program must have in order to *function in a satisfying way* in real-life situations. The *Guide* also provides information on preparing workshops, but resources suited to each group should be added to this information.

The *Guide to Customized Literacy Training* has been written according to the concept of functional learning. This type of learning may prepare adult learners for carrying out a project which they define or may help them prepare for pre-secondary studies. Depending on the prerequisites required, functional learning may provide learners with access to career counselling and life skills training.

The *Guide to Customized Literacy Training* is the official literacy program of the ministère de l'Éducation. It is provided to all Québec school boards offering literacy training in English or in French. It is also provided to any community organizations that request it. Instructional materials based on the *Guide* have also been produced. A list of these is given in Appendix 1.

We wish you every possible success in your literacy activities and hope that the third edition of the *Guide to Customized Literacy Training* will prove useful to you.

Alain Mercier, Director  
Direction de la formation générale des adultes  
Ministère de l'Éducation du Québec

## TABLE OF CONTENTS

	Page
INTRODUCTION	1
<b>BOOK 1: BASIC ASPECTS OF THE <i>GUIDE</i></b>	5
GENERAL ORIENTATIONS	7
Goal	7
Purpose	8
Objectives	8
Integration of Learning	9
THE MODEL AND THE APPROACH	10
Model: Customized Training Approach	11
• Presentation of the Approach	11
• Schematic Description of the Approach	11
Table 1	13
Approach: Functional Learning Process (FLP)	17
• Presentation of the Process	17
• Schematic Description of the Process	20
Table 2	21
Table 3	22
Table 4	23
Table 5	24
BIBLIOGRAPHY	25
ADDENDA: LIST OF DOCUMENTS AND PUBLICATIONS	28
<b>BOOK 2: ENGLISH</b>	
<b>BOOK 3: ARITHMETIC</b>	
<b>APPENDIX 1: LEARNER'S NOTEBOOK</b>	
<b>APPENDIX 2: FUNCTIONAL LEARNING SITUATIONS</b>	
<b>APPENDIX 3: FUNCTIONAL LEARNING SITUATIONS FOR IMMIGRANTS</b>	

## INTRODUCTION

The third edition of the *Guide to Customized Literacy Training* became necessary in order to comply with the *Basic school regulations respecting educational services for adults (Basic school regulations)*. It constitutes an updated version of the second edition, which has been used by the literacy services of Québec school boards since the fall of 1989. The results of in-field testing on the use of the *Guide*, conducted with 240 literacy teachers, indicate that 90 percent follow the orientations contained in the *Guide*.

The revised edition of the *Guide* does not include changes to the orientations of literacy training. It is rather the presentation of the *Guide* which has been improved so that it is easier to use. Furthermore, the *Basic school regulations* require educators to place certain aspects of literacy training within the context of the other adult education services. The results of a study conducted by the Direction de la formation générale des adultes (DFGA) in 1994-95 on the application of the *Basic school regulations* in five school boards will aid in determining the elements that may be integrated with the other services.

To facilitate the task of updating the *Guide*, a committee composed of representatives from every region in Québec was struck in 1992-93. Its mandate was to make recommendations to the Service de l'alphabétisation on the main elements to be updated. In 1994-95, a working group updated the second edition according to the recommendations made. Presented below is a brief description of the major changes.

- Book 1, on the basic aspects of the *Guide*, has been improved in the following ways:
  - simplified presentation of the customized literacy training approach - the general framework of literacy training - and of the functional learning process, suggested as an approach for preparing and carrying out training activities in phases 2 and 3 of the process;

- illustration of how to apply the four phases of the customized training approach and the four modes of the functional learning process as shown in the video, "La formation en alphabétisation selon le *Guide*";
- presentation of the concept of integration of learning, which ensures that the general orientations are put into practice; the integration of learning is a fundamental characteristic of the *Guide to Customized Literacy Training*;
- replacement of the "Reception" and "Transition" stages with basic learning services as defined in the *Basic school regulations*. In literacy training, the "Reception" stage helped prepare adult learners for the learning approach undertaken and helped them plan their learning project; the "Transition" stage helped them progress to another stage of learning or carry out their projects. Preparation for literacy training and other types of training is now provided by basic learning services, which must accomplish goals such as:
  - producing the adult learners' entry training profiles;
  - developing a life skills plan for adult learners;
  - introducing adult learners to andragogy;
  - evaluating adult learners' motivation;<sup>1</sup>

---

<sup>1</sup> Basic learning services have not yet been implemented in the school boards; in the meantime, the codes for the "Reception" and "Transition" stages may still be used.

- fusion of the orientation towards pre-secondary studies and the functional orientation; according to the *Basic school regulations*, "[...]literacy services are designed to enable an adult to increase his functional abilities<sup>1</sup> through the acquisition of listening, oral expression, reading, writing and arithmetic skills based on his everyday activities and needs and, where applicable, to make it possible for him to pursue further studies."
- The Book of Themes (formerly Book 2) is not included in the third edition, but may still be consulted in the second edition.

The ten functional learning situations which, according to a survey carried out in some twenty school boards, are most often experienced by literacy learners in Québec have been grouped into four learning phases to facilitate dealing with certain themes. Objectives in English and Arithmetic have also been clearly defined and integrated at each phase, to enable learners to function well in these situations. The ten functional learning situations are listed in Appendix 3.

Other functional learning situations have been prepared for immigrant literacy learners. These situations are listed in Appendix 4.

---

<sup>1</sup> In the *Guide*, the term *functional* must be understood as it is used in pedagogy and functional psychology drawing on functionalist thought.

In setting goals, purposes and objectives, training based on functional learning places considerable emphasis on individuals and what characterizes them: their needs, motivations and goals, the meaning events have for them, and their level of adaptation.

Training based on functional learning aims to integrate learning (functional integration) and, in a practical and realistic context, promotes harmony between an individual's characteristics and the opportunities offered by his or her personal and social environment (see note on p. 18). In this sense, all education should be functional.

- The Books on English and Arithmetic have become Books 2 and 3, respectively.

Instructional notes have been added to Book 2 (English). In 1993-94, English and Arithmetic programs were developed for the pre-secondary stage; however, the literacy objectives in phases 3 and 4 have been determined within a functional learning context to enable adult learners to attain them according to their own learning needs. Nevertheless, special attention is given to phase 3 and 4 objectives to establish the required links between literacy and pre-secondary studies.

The instructional notes for Arithmetic, phases 3 and 4, have been revised to take into account pre-secondary studies objectives.

The objectives for English and Arithmetic have been grouped in a table. Asterisks indicate the phase 3 and 4 objectives which also apply in pre-secondary studies.

Books 3 and 4 of the *Guide*, second edition, present the objectives by module and provide content elements for each intermediate objective. These objectives are still available in the second edition.

- Book 5 in the second edition has been replaced by the Learner's Notebook (Appendix 2). This book was revised to take into account the changes made to the Books on English and Arithmetic.<sup>1</sup>

---

<sup>1</sup> It was decided not to include Book 6 (see Addenda), which was part of the second edition, in the third edition. However, it may be used as a reference since it contains information about the application of learning orientations in literacy.

## **BOOK 1: BASIC ASPECTS OF THE *GUIDE***

## GENERAL ORIENTATIONS

### Goal

The goal of literacy training is to provide the tools so that adult learners are able to direct their development, on their own, using real-life situations as opportunities for learning.<sup>1</sup>

The training is given in an andragogical and metacognitive perspective. Andragogy may be defined as the art and science of helping adults to learn. It aims to develop in adults the functional competencies necessary to solve the various problems that they face. The first and broadest of the competencies adult learners must master is *LEARNING TO LEARN* so that they can direct their own development.

With respect to metacognition,<sup>2</sup> adults develop the general competency *LEARNING TO LEARN* by acquiring or improving their metacognitive knowledge, which consists of things adults know about their own cognitive mechanisms and learning strategies and the variables which hinder their effectiveness. Metacognitive knowledge directly influences adult learners' control over their learning process, which in turn influences and enriches metacognitive knowledge.

---

<sup>1</sup> Facilitated learning aims to increase adult learners' autonomy by providing them with the necessary learning tools and competenciesCknowledge and skillsCto function in everyday life.

<sup>2</sup> Metacognition is a recent and important area of cognitive psychology.

## **Purpose**

The purpose of literacy training is to help adult learners become capable of functioning effectively and satisfyingly in real-life situations by allowing them to acquire functional competence in skills such as listening, speaking, reading, writing and calculating.

## **Objectives<sup>1</sup>**

The objectives reflect the expected outcomes at the end of training. Adult learners try to attain the objectives in order to meet their own needs and, in this sense, the objectives are of a highly subjective nature.

Bearing in mind the subjective nature of the expected outcomes, it is possible to state the competencies which adults skilled in literacy should possess. Most of these competencies are formulated in accordance with the learning objectives for English and Arithmetic, which are found in Books 2 (English) and 3 (Arithmetic) of the *Guide*.

The rigorous formulation of objectives most likely to interest adult learners enables the instructor to systematically evaluate the extent to which each learner is attaining the objectives. Evaluation is carried out with the adult. The Learner's Notebook (see Appendix 1) is a practical means of collecting data that may be used for evaluation purposes.

In literacy training, other types of objectives must be sought. These objectives are absolutely essential and they transcend conceptual, theme-related learning. Without in any way minimizing the importance of the latter, we must recognize that illiteracy - which

---

<sup>1</sup> All objectives in literacy training are intended to help learners interact with their personal and social environments (see note on page 18). Activities enabling adult learners to develop good citizenship should reflect the attainment of the objectives. These competencies include responsibility, participation, sharing, tolerance and helping others.

deprives people of the skills indispensable to communication (listening, speaking, reading, writing and calculating) - also deprives them of the skills necessary to function effectively and satisfyingly in real-life situations. It is therefore essential for adult learners to acquire these missing skills. To do so, it is important that they define, seek and attain **functional learning objectives**.

Three types of functional learning objectives have been selected:

1. Theme or situational objectives, which involve the acquisition of practical functional competencies usable in real-life situations.
2. Objectives linked to the customized training approach, which involve the acquisition of practical functional competencies usable in a training project.
3. Objectives linked to the learning process, which involve the acquisition of practical functional competencies usable in various learning situations.

The attainment of functional objectives can definitely be evaluated. However, evaluation can be done only in a subjective manner. The Learner's Notebook is, therefore, an effective tool on which to base an evaluation of both functional and theme-related objectives. The andragogical helping relationship is valuable and highly educational for adult learners.

### **Integration of Learning**

The integration of learning is a basic characteristic of the *Guide to Customized Literacy Training*. Its purpose is the unification of learning and it is a determining factor in the learner's attainment of the program's goal. Integrated learning occurs when the learning

content proposed to learners (English, Arithmetic, themes, customized learning approach and the learning process) is interrelated. In integrated learning, learners must realize that everything they learn supports their learning project.

In the *Guide*, integrated learning is facilitated in two ways:

1. through the use of instructional notes accompanying the objectives, which are likely to interest learners, in English (Book 2) and Arithmetic (Book 3);
2. through functional learning situations in which both functional and theme-related learning are carried out (see Appendix 3); these situations illustrate how theme-related learning is inextricably linked to concrete situations in everyday life, especially since every functional learning situation is connected to a general functional theme selected by the adult learners; for example, the skill required to correctly read the dosage of a medicine is linked to a knowledge of English, while the functional theme is physical and mental health.

## **THE MODEL AND THE APPROACH**

The value accorded by literacy trainers to the needs formulated by adult learners determines the nature of the training. Any training is thus planned not only so that the adult learners can satisfy their needs, but also so that they take an active and critical part in determining how to do so. For these reasons, specific types of training were selected and are proposed as both approach and model: the customized learning approach and the functional learning process.

## **Model: Customized Training Approach**

### Presentation of the Approach

"One of the surest methods in adult education in Québec is the customized approach to learning. . . . This approach . . . makes it possible to recognize the capacity of each adult learner, or each group of learners, to participate in deciding on their educational needs, defining their learning objectives, and choosing methods to apply to accomplish their goal."<sup>1</sup>

Customized literacy training thus seemed an appropriate model because it best meets learners' needs, encourages them to participate and take responsibility during their training and, finally, it is as close as possible to learners' life situations and allows them to transfer their learning to these situations.

**CUSTOMIZED TRAINING IS LEARNING BASED ON ADULT LEARNERS' PARTICIPATION, FOUNDED ON REAL NEEDS AND ON A CONCRETE SITUATION TO BE CHANGED.**

### Schematic Description of the Approach

The model is presented in the following table, in which the four phases of the customized training approach and its constituent stages are shown. In every phase and stage, the video "La formation en alphabétisation selon le *Guide*" serves as an example of a learning activity carried out according to the customized training approach. This example will be discussed again during the presentation of the functional learning process.

---

<sup>1</sup> Québec, ministère de l'Éducation, *Continuing Education Program. Policy Statement and Plan of Action* (Québec, 1984). Code 55-1317A.

**TABLE 1**

**CUSTOMIZED LITERACY TRAINING APPROACH**

**PHASE 1: NEEDS ANALYSIS**

<b>STAGE 1</b>	<b>STAGE 2</b>	<b>STAGE 3</b>
<p>Identifying the learners' needs, prior learning, aptitudes and motivations</p> <p><i>In the video(*), Jocelyne, the trainer, introduces the adult learners, showing a picture of each of them. In the following sequence, she asks why they want to learn to read and write. Each adult describes his or her plan: "I want to go to high school," "I want to raise my daughter properly," and so on.</i></p>	<p>Analyzing the situation and developing a group profile</p> <p><i>In the video, Jocelyne thinks out loud about each of the learning projects proposed by the learners and creates an entry training profile for accomplishing the learners' goals.</i></p>	<p>Defining themes in relation to the learners' needs</p> <p><i>In the video, after the learners expressed their needs, Jocelyne created a list of themes based on the needs expressed, to help the learners decide which themes to choose.</i></p>

## PHASE 2: DEVELOPMENT OF A TRAINING STRATEGY

STAGE 1	STAGE 2	STAGE 3
<p>Presenting and selecting themes</p> <p><i>In the video, Jocelyne suggests that the adults learn to read, write and calculate by using themes which interest them. To begin, she proposes a few themes and the adults continue. (Jocelyne established a link between the themes to be chosen and the needs expressed in Stage 1 of the Needs Analysis.)</i></p> <p><i>The adults discuss the choice of a theme. Once there is a consensus, Jocelyne reassures those whose theme was not chosen by saying that the other themes will be studied later if necessary.</i></p>	<p>Formulating learning objectives: objectives related to the theme chosen by the learners and to the subjects (English and Arithmetic)</p> <p><i>In the video, Jocelyne refers to the book, Les objectifs en français, les compétences minimales et les compétences préalables to determine the objectives which will be sought using the theme.</i></p> <p><i>She determines them on the basis of the group profile she made in Stage 2 of the Needs Analysis. Jocelyne also could have set objectives in Arithmetic using the book, Les objectifs d'arithmétique, les compétences préalables et les compétences minimales.</i></p>	<p>Choosing the learning activities and planning the learning process using the four modes of the functional learning process.</p> <p><i>In the video, Jocelyne tells the learners that the learning activities will be based on the functional learning process (FLP). (See Tables 2, 3, 4 and 5.)</i></p>

### PHASE 3: IMPLEMENTATION AND TRANSFER OF LEARNING

STAGE 1	STAGE 2	STAGE 3
<p>Implementing the learning activities, using the four modes of the functional learning process</p> <p><i>In the video, the learning activity is carried out using the four modes of the functional learning process, integrating the learning into English. (See Tables 2, 3, 4 and 5.)</i></p>	<p>Evaluating the learning activities on an ongoing basis</p> <p><i>In the video, Jocelyne suggests an exercise for understanding the information just provided. This exercise enables her to check whether or not the learners have truly understood, which will help them avoid mistakes when it is time to act.</i></p>	<p>Applying the learning</p> <p>In the customized training approach, there is an ongoing emphasis on applying the learning.</p> <p><i>In the video, the learning activities are designed using the four modes of the functional learning process to ensure the transfer of learning.</i></p> <p><i>In the fourth mode, Jocelyne asks the learners to decide how they will apply what they have just learned. Talking together, the learners eventually choose someone to explain to her the functional learning process (theme chosen), using what they have just learned in English while studying the theme.</i></p>

## PHASE 4: EVALUATION AND FOLLOW-UP OF LEARNING

STAGE 1	STAGE 2	STAGE 3
<p>Identifying the objectives attained and yet to be attained in the project</p> <p><i>In the video, evaluation is done at the end of the learning project, one year after it has begun. Jocelyne asks the learners what they have learned and whether or not they have met the objectives they had set for themselves.</i></p>	<p>Deciding on follow-up</p> <p><i>In the video, Daniel says that he can read and write a little better, but that he still does not have the skills to properly raise his daughter. Jocelyne recommends that he follow up his learning project by registering for the next session. His objectives will be clearer then.</i></p>	<p>Assessing the training</p> <p>Assessing the training is sometimes difficult to do, but it is best, when possible, to check whether or not the learners who have left the centre have really attained their learning objectives, whether or not the literacy training is useful to them in their everyday lives and whether or not they still lack some elements to accomplish their goals. If necessary, they may be encouraged to enroll in other activities to complete their training.</p> <p><i>This step is not presented in the video.</i></p>

## **Approach: Functional Learning Process (FLP)**

### Presentation of the Process

It is in the third phase of the customized training that language and arithmetic skills are actually learned. It is therefore in this phase that the adult learners really put theory into practice.

Based on the goals of literacy training, a study was undertaken on the learning processes which were likely to facilitate the systematic training and empowerment of learners. Among these learning processes, the functional learning process (FLP) was selected for use and is being proposed. This choice does not exclude the possibility of using other processes, provided the goals are achieved.

In the following pages, important information is presented on the functional learning process. To know more about the nature of the process, its theoretical and empirical bases, how it may be used in a literacy workshop and the reasons for our proposing it, readers may consult the document entitled *Le processus d'apprentissage fonctionnel ou le PAF en long et en large*.<sup>1</sup>

The functional learning process was developed about ten years ago. It was formulated on the basis of direct observation of the behaviour of adult learners in learning situations. The process was subsequently revised and is still being improved, mainly in literacy workshops. The process is the result of ongoing, systematic thinking in and on action.

---

<sup>1</sup> Québec, ministère de l'Éducation, Direction de la formation générale des adultes, *Le processus d'apprentissage fonctionnel ou le PAF en long et en large* (1993). The English version of this document, *The Functional Learning Process*, will be published in 1998-99.

The functional learning process does not describe how knowledge is acquired. Rather, it describes how learning takes place when it is facilitated. If the context were different, a different process would likely have been proposed.

Functional learning takes place when a person - with his or her biological potential and innate sensitivity to reinforcement and to basic learning principles (indissociable respondent and operant conditioning) - interacts with the environment in the four basic learning modes: emotion, perception, cognition and action. Concretely, this person:

- wants to learn something that is meaningful to him or her since this enables him or her to expect reinforcement;
- explores his or her environment to gather and organize information in relation to his or her goals;
- analyzes the information and assimilates it into his or her cognitive structure;
- uses the information acquired to change his or her life situation in accordance with his or her initial expectation.

Basically, the functional learning process, which requires a special andragogic organization of the individual's personal and social environment,<sup>1</sup> corresponds to the spontaneous unfolding of experience, **enriched by the effort** made by the individual to ensure his or her functional control. The process thus constitutes a correctible learning method, which is **adapted** to natural functioning, as is the scientific approach.

---

<sup>1</sup> *An individual's personal and social environment determines his or her personal and social behaviour. The **social**, or external, **environment** is made up of people, ideas, events and things. The **personal**, or internal, **environment** is made up of psychological and physiological phenomena.*

The functional learning process is put forward not only because it represents an important element of facilitating learning - the goal of the training - but also because it makes possible the type of learning proposed in the *Guide to Customized Literacy Training*. In other words, functional learning is:

- a type of learning in which the basic aspects of the personality all play a role: emotion (feelings, impressions, intuitions), perception (the five senses), cognition (thoughts, images, diagrams) and action. The whole person is involved in the learning;
- a type of learning which promotes - simultaneously with the acquisition of specific competencies such as listening, speaking, reading, writing and calculating - **the acquisition and development of learning strategies** which can be used in real-life situations (life skills). In this sense, the functional learning process - included in the context of facilitating learning - makes it possible to put into effect the famous principle formulated by Skinner in 1968 - learning to learn - which has been adopted in different research and practical contexts. As we have seen in the presentation of the goals, setting this principle in motion is exactly what is sought in teaching adults.

There are other reasons for the choice of the functional learning process:

- The functional learning process takes into account the major research done on learning - particularly the social behaviourism of Arthur Staats - and integrates the emotional and cognitive aspects of learning.
- The functional learning process comprises four modes, which may be linked to four characteristics of adult learners identified in andragogic research: motivation, perception of time, self-concept and experience.

- The functional learning process is consistent with the learning process shown in the professional development plan for trainers of adult learners.<sup>1</sup>
- Finally, the functional process is consistent with the customized training approach of this *Guide*.

### Schematic Description of the Process<sup>2</sup>

Table 2, entitled "The Functional Learning Process: a System," indicates descriptive elements of each of the four modes of the FLP, namely the characteristics, main difficulty, four basic prerequisites to competencies and supercompetencies. This table will be especially useful when considering learning content sequentially. Table 3, entitled "The Functional Learning Process: a Spiral," is more suitable for considering learning content simultaneously.

Table 4 indicates, for each mode, the basic elements found in the video, "La formation en alphabétisation selon le *Guide*." For each mode, Jocelyne, the trainer, promotes the development of supercompetencies by placing the learners in the situation of exercising and developing the four prerequisite competencies for the mode. She also promotes learning by integrating theme-related and functional content. Throughout the learning activity, Jocelyne helps the learners understand that the FLP is operating and explains how it is operating.

Table 5 indicates how the functional learning process is integrated into customized literacy training.

---

<sup>1</sup> Québec, ministère de l'Éducation, Direction générale de l'éducation des adultes. *S'entraîner à former des adultes : Connaissance du milieu et des pratiques dans les commissions scolaires.* (Québec, 1988).

<sup>2</sup> A detailed description of the functional learning process is given in the document cited in the note on page 17.

**TABLE 2: THE FUNCTIONAL LEARNING PROCESS: A SYSTEM**

<b>LEARNING MODE 1</b>	<b>LEARNING MODE 2</b>	<b>LEARNING MODE 3</b>	<b>LEARNING MODE 4</b>
Characteristics: Emotion	Characteristics: Perception	Characteristics: Cognition	Characteristics: Action
<b>FEELING</b>	<b>EXPLORING</b>	<b>UNDERSTANDING</b>	<b>ACTING</b>
→ <b>I feel.</b>	↕ <b>I explore.</b> ↕ <b>I feel.</b>	↕ <b>I understand.</b> ↕ <b>I explore.</b> ↕ <b>I feel.</b>	↕ <b>I act.</b> ↕ <b>I understand.</b> ↕ <b>I explore.</b> ↕ <b>I feel.</b>
Main difficulty: Avoiding	Main difficulty: repeating	Main difficulty: reasoning	Main difficulty; compensating
Basic Competencies:  1.I am able to live in the present ( ). 2.I am able to be open to experience ( ). 3.I am able to get involved emotionally ( ). 4.I am able to trust my impressions and my intuition ♦ ( ).	Basic Competencies:  5.I am able to gather information ( ). 6.I am able to select information ( ). 7.I am able to organize information ( ). 8.I am able to describe information ♦ ( ).	Basic Competencies:  9.I am able to use words and concepts ( ). 10.I am able to make judgments ( ). 11.I am able to reason ( ). 12.I am able to make decisions and plan my actions accordingly ♦ ( ).	Basic Competencies:  13.I am able to take risks ( ). 14.I am able to take initiative ( ). 15.I am able to assume responsibilities ( ). 16.I am able to evaluate my effectiveness and my satisfaction ♦ ( ).
Supercompetency: MOTIVATION	Supercompetency: ATTENTION	Supercompetency: GENERALIZATION	Supercompetency: APPLICATION

♦Key competencies

**The functional learning approach is learned by conditioning,**  
 which gives rise to respondent behaviours [S2-(S1) → R±] and operant behaviours [R → S±] which are indissociable.  
 S = Stimulus                      R = Response

**TABLE 3: THE FUNCTIONAL LEARNING PROCESS: A SPIRAL**

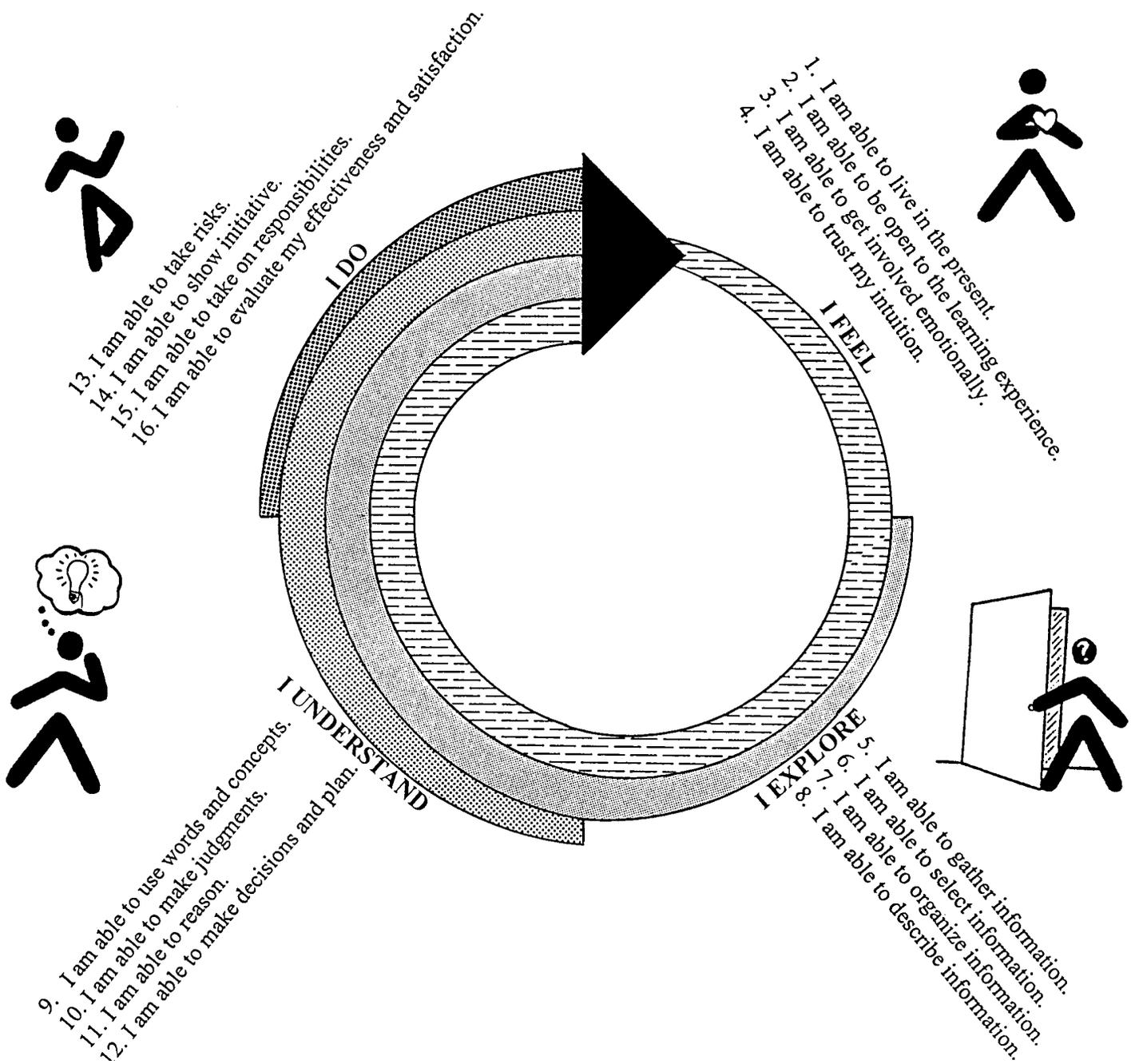


TABLE 4: THE FUNCTIONAL LEARNING PROCESS AND THE VIDEO,  
LA FORMATION EN ALPHABÉTISATION SELON LE GUIDE

FEELING	EXPLORING	UNDERSTANDING	ACTING
<p>Jocelyne helps the learners relate to the FLP. (Mode 1)</p> <p>Jocelyne reviews the chosen theme.</p> <p>Jocelyne presents the lesson.</p> <p>Jocelyne checks the reactions and motivations of the learners (what they <b>feel</b>).</p> <p>Jocelyne shows them the benefits of learning.</p> <p>Jocelyne calms the learners' fears without patronizing them.</p>	<p>Jocelyne helps the learners relate to the FLP. (Mode 2)</p> <p>Jocelyne communicates the content (theme-related and functional) to be learned, using various means.</p> <p>Jocelyne helps the learners <b>explore</b> the content. She has them listen to her presentation <u>passively</u> (she reads aloud, places examples on the board, puts up posters) and <u>actively</u> (she leads discussions, has the learners work in small groups and write on the board).</p>	<p>Jocelyne helps the learners relate to the FLP. (Mode 3)</p> <p>Jocelyne makes sure the learners <b>understand</b> by asking questions, assigning exercises, giving tests and starting discussions.</p> <p>Jocelyne helps the learners find everyday life situations in which their new knowledge may be applied (transfer of learning).</p> <p><b>This means the transfer of learning without which the learners' life situations would remain unchanged and the teacher's and learners' efforts would be, to a great extent, useless.</b></p> <p>Jocelyne helps the learners choose a transfer situation.</p> <p>Jocelyne helps them plan the transfer: who will do what? where? when? how?</p> <p>Jocelyne encourages the learners to act.</p>	<p>Jocelyne helps the learners relate to the FLP. (Mode 4)</p> <p>Jocelyne helps the learners <b>act</b> by building on the knowledge they already have.</p> <p>Jocelyne helps the learners evaluate the total FLP (from mode 1 to mode 4).</p> <p>Jocelyne reviews the FLP, pointing out its effectiveness and the satisfaction it has brought.</p> <p>Jocelyne plays down mistakes without patronizing the learners.</p> <p>Jocelyne reinforces the learners' efforts and achievements.</p> <p>Jocelyne encourages the learners to continue learning.</p> <p>Jocelyne suggests a new learning topic.</p>

**TABLE 5**

**INTEGRATION OF THE FUNCTIONAL LEARNING PROCESS  
INTO THE CUSTOMIZED TRAINING APPROACH**

<b>CUSTOMIZED TRAINING APPROACH</b>		<b>FUNCTIONAL LEARNING PROCESS</b>	
<b>P H A S E S</b>	NEEDS ANALYSIS	X	
	DEVELOPMENT OF A TRAINING STRATEGY The learning activities are planned according to the functional learning process.		
	IMPLEMENTATION AND TRANSFER OF LEARNING  The learning activities are implemented using the functional learning process.	M O D E S	Functional Learning Process  Feeling: 4 competencies Exploring: 4 competencies Understanding: 4 competencies Acting: 4 competencies
	EVALUATION AND CONTINUATION OF LEARNING	X	

## BIBLIOGRAPHY

- Audy, P. *L'actualisation du potentiel intellectuel, API : les composantes et les métacomposantes de l'efficience cognitive*. Basic textbook. Trois-Rivières: Université du Québec à Trois-Rivières, 1989.
- Bandura, A. *L'apprentissage social*. Brussels: Mardaga, 1980.
- Berthiaume, F. *Introduction au behaviorisme*. Montréal: Presses de l'Université de Montréal, 1986.
- Bibeau, M. *Le savoir métacognitif des adultes analphabètes portant sur la compréhension de communications orales*. Master's thesis in psychology. Montréal: Université du Québec à Montréal, 1985.
- Boisvert, J.-M., and M. Beaudry. *S'affirmer et communiquer*. Montréal: Homme/CIM, 1979.
- Boucher, F., and J. Avar. *Réussir ses études*. Boucherville: Éditions de Mortagne, 1981.
- Boucher, F., and A. Binette. *Bien vivre le stress*. Boucherville: Éditions de Mortagne, 1981.
- Bouffard-Bouchard, T. "Métacognition, motivation et enseignement aux adultes." *Élan formateur*, Vol. 2, No. 1 (Oct. 1988).
- Brien, R. *Science cognitive et formation*. Sillery: PUQ, 1991.
- Campeau, D., and J. Leroux. *La formation sur mesure*. Report. Montréal: Fédération des cégeps, 1978.
- Correl, W. *Psychologie de l'apprentissage*. Montréal: Éditions Paulines, 1978.
- Côté, R. L. *Psychologie de l'apprentissage et enseignement : une approche modulaire d'autoformation*. Chicoutimi: Gaëtan Morin Éd., 1986.
- Désilets, J., and D. Roy. *L'apprentissage du raisonnement*. Montréal: HRW, Collection les Éditions parallèles, 1986.
- Dubé, L. *Psychologie de l'apprentissage : de 1880 à 1980*. Québec: PUQ, 1986.
- Dufresne-Tassé, C. *L'apprentissage adulte : essai de définition*. Montréal/Paris: Études vivantes, 1981.

----- . *Les tours de main de l'enseignement aux adultes*. Montréal/Paris: Études vivantes, 1981.

Eysenck, H. J. *Les dimensions de la personnalité*. Paris: PUF, 1959.

Forget, J., R. Otis, and A. Leduc. *Psychologie de l'apprentissage : théories et pratiques*. Brossard: Behaviora, 1988.

Gagné, R. M. *Essentials of Learning for Instruction*. Hinsdale, Illinois: Dryden Press, 1974.

Garneau, J. "L'autodéveloppement : une stratégie d'instrumentation." *Revue québécoise de psychologie*, Vol. 5, No. 3 (1984).

Gauthier, L., and N. Poulin. *Savoir apprendre*. Sherbrooke: Éditions de l'Université de Sherbrooke, 1983.

Girard, L., et al. *Supervision pédagogique et réussite scolaire*. Chicoutimi: Gaëtan Morin Éd., 1992.

Kolb, D. A. *Learning Style Inventory*. Boston: McBer, 1976.

Leduc, A. *Recherches sur le behaviorisme paradigmatique ou social*. Brossard: Behaviora, 1984.

Lefebvre-Pinard, M. "Existe-t-il des changements cognitifs chez l'adulte?" *Revue québécoise de psychologie*, Vol. 1, No. 2 (1980).

Legendre, R. *Dictionnaire actuel de l'éducation*. First edition. Paris/Montréal: Larousse, 1988.

Le Ny, J.-F. *Le conditionnement et l'apprentissage*. Paris: PUF, 1972.

Malcuit, G., A. Pomerleau, and P. Maurice. *Psychologie de l'apprentissage : termes et concepts*. Maloine: Edisem, 1995.

Nuttin, J. *Theorie de la motivation humaine : du besoin au projet d'action*. Paris: PUF, 1985.

Patry, J. *L'évolution de l'identité, comme conscience de soi en interaction avec l'environnement, chez les personnes analphabètes engagées dans une démarche d'alphabetisation*. Doctoral thesis in psychology. Montréal: Université du Québec à Montréal, 1987.

Québec. Ministère de l'Éducation. *Continuing Education Program. Policy Statement and Plan of Action*. Code 55-1317A. Québec, 1984.

Québec. Ministère de l'Éducation. Direction de la formation générale des adultes. *The Functional Learning Process*. Québec, 2000. (Pending)

Québec. Ministère de l'Éducation. Direction générale de la recherche et du développement. Direction de l'Éducation permanente. *Customized Training: A Guide*. Québec, 1986.

Québec. Ministère de l'Éducation. Direction générale de l'éducation des adultes. *A Guide to Customized Literacy Training*. Second edition. Québec, 1991.

Québec. Ministère de l'Éducation. Direction générale de l'éducation des adultes. *S'entraîner à former des adultes : connaissance du milieu et des pratiques dans les commissions scolaires*. Québec, 1988.

Robidas, G. *Psychologie de l'apprentissage : un système d'apprentissage-enseignement personnalisé*. Brossard: Behaviora, 1989.

Skinner, B. F. *The Technology of Teaching*. New York: Appleton-Century-Crofts, 1968.

Staats, A. W. *Social Behaviourism*. Homewood, Illinois: Dorsey Press, 1975.

St-Arnaud, Y. *Connaître par l'action*. Montréal: Presses de l'Université de Montréal, 1992.

St-Yves, A. *Psychologie de l'apprentissage-enseignement : une approche individuelle ou de groupe*. Québec: PUQ, 1982.

Tardif, J. *Pour un enseignement stratégique : l'apport de la psychologie cognitive*. Montréal: Logides (Collection Écoles), 1992.

Wagner, S., and M. Laperrière. *L'alphabétisation à repenser*. Montréal: Le carrefour d'éducation populaire, 1980.

## ADDENDA

### LIST OF DOCUMENTS AND PUBLICATIONS

The documents listed below are related to the *Guide to Customized Literacy Training*. They may be found in Book 6 of the *Guide*, second edition.

- Document 1: Definition of Concepts Related to the Customized Learning Approach and the Functional Learning Process
- Document 2: Facilitating Learning
- Document 3: Theme Selection and Integration of Learning
- Document 4: Planning a Literacy Activity According to the Customized Learning Approach (An Example)
- Document 5: Applying the Functional Learning Process (A Practical Example)
- Document 6: Teaching the Homophones "Too" and "To" According to the Functional Learning Process (A Practical Example)
- Document 7: Trainer Skills Involved in Using the *Guide*
- Document 8: Integrating Arithmetic into Theme Activities (Examples)
- Document 9: Using the Learner's Notebook

The following publications may also be used with the *Guide*.

- *The Functional Learning Process. (Pending)*
- *Alphanumerical Codes for English Literacy Training.*
- The following collections of texts:
  - Collection of general texts plus a universal checklist for use with a text, January 1990
  - Collection of texts on International Literacy Year, February 1990
  - Collection of texts involving a time-space orientation, January 1991
  - Universal checklist for skills development in writing, January 1991

- Collection of texts on learning problems, September 1991
- Collection of texts on learning, January 1993
- Video, "La formation en alphabétisation selon le *Guide*"  
CAPAV. Commission scolaire des Laurentides  
Tel.: (514) 229-7627  
Fax: (514) 229-8131

