

LANGUAGE COMPETENCE

Language competence is a broad term which includes linguistic or grammatical competence,* discourse competence,* sociolinguistic or socio-cultural competence,* and what might be called textual competence. The specific learning outcomes under the heading Language Competence deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of learning activities or tasks where the language is used for real purposes, in other words, in practical **applications**.

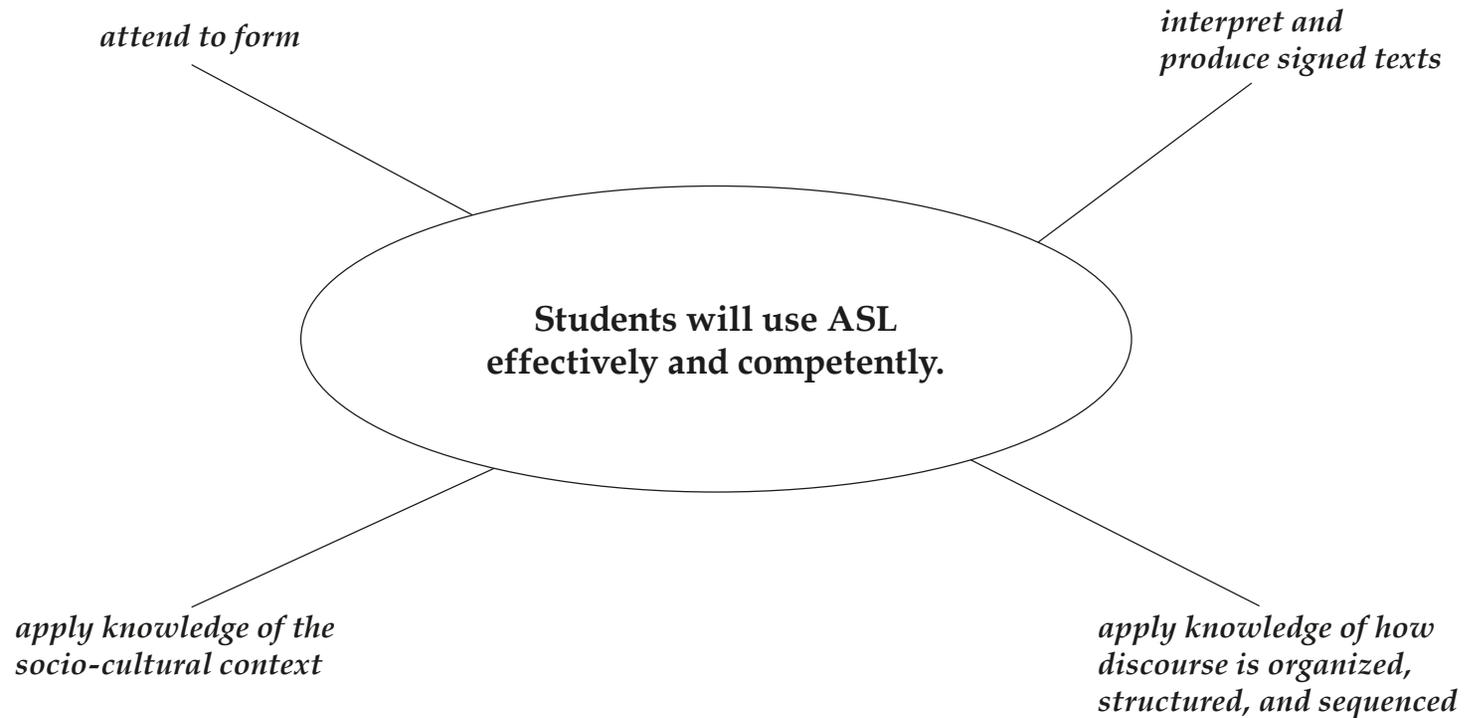
The various components of language competence are grouped under four cluster headings (see illustration). Under each of these cluster headings there are several strands (identified by strand headings for the bulleted SLOs) that show the developmental flow of learning from level to level. Each strand deals with a single aspect of language competence.

Although the learning outcomes isolate these components, language competence should be developed through classroom learning activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests, and experiences of students. The vocabulary, grammatical structures, text forms, and social conventions necessary to carry out each task will be taught, practised, and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to use language for authentic communication from the beginning. This component is included in the language use strategies in the Strategies section.

* Words followed by an asterisk [*] are defined in the Glossary.

Language Competence





General Learning Outcome for Language Competence: Students will use ASL **effectively** and **competently**.

**ASL and DC
10F**

**ASL and DC
20F**

LC-1 attend to form

Hand Shapes and Sign Vocabulary (Phonology) (LC-1.1)

- produce complete manual alphabet and basic ASL hand shapes

Lexicon (LC-1.2)

- recognize and use a repertoire of simple sign vocabulary and set phrases in familiar contexts, including the following areas of experience:
 - people around us
 - seasons
 - school
 - food
 - sports
 - fashion
 - any other areas that meet the needs and interests of the students

Hand Shapes and Sign Vocabulary (Phonology) (LC-1.1)

- combine learned sign vocabulary and phrases to fulfill simple purposes

Lexicon (LC-1.2)

- experiment with and use sign vocabulary and expressions in a variety of familiar contexts, including the following areas of experience:
 - home and its layout
 - careers
 - community
 - senses and feelings
 - social life
 - any other areas that meet the needs and interests of the students



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**ASL and DC
30S**

**ASL and DC
40S**

LC-1 attend to form

Hand Shapes and Sign Vocabulary (Phonology) (LC-1.1)

- use ASL creatively and for aesthetic purposes

Hand Shapes and Sign Vocabulary (Phonology) (LC-1.1)

- use complex ASL creatively and for aesthetic purposes

Lexicon (LC-1.2)

- use an expanded repertoire of sign vocabulary and expressions in a variety of familiar contexts, including the following areas of experience:
 - technology
 - vacations and travel
 - leisure activities
 - fine arts
 - current events
 - any other areas that meet the needs and interests of the students

Lexicon (LC-1.2)

- use an expanded and detailed repertoire of sign vocabulary and expressions in a variety of familiar contexts, including the following areas of experience:
 - unforgotten moments
 - interesting facts
 - rules
 - accidents
 - money
 - major decisions
 - health conditions
 - storytelling
 - any other areas that meet the needs and interests of the students



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LC–1 attend to form (continued)

Grammatical Structures (LC–1.3)

- use, in **modelled situations**,* the following grammatical elements:
 - finger spelling
 - gender signs
 - yes/no questions
 - wh- questions: What? Where? How many? Who? When?
 - personal pronouns
 - possessive pronouns
 - cardinal and ordinal numbers
 - topicalization
 - simple classifiers/location
 - body/gaze shifting
 - singular/plural nouns
 - singular/plural verbs
 - tense
 - directional
 - negation/assertion
 - adjectives

Grammatical Structures (LC–1.3)

- use, in **modelled situations**,* the following grammatical elements:
 - loan signs
 - wh- questions: How? How long? Why? What are you doing?
 - yes/no questions
 - pronouns:
 - collective
 - demonstrative
 - emphatic
 - classifier
 - basic classifiers/location
 - continuous/repetitious
 - adverbs
 - numerical adjectives
 - ASL compounds
 - time regularity, duration, and approximation

* **Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.



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LC-1 attend to form (*continued*)

Grammatical Structures (LC-1.3)

- use, in **modelled situations**,* the following grammatical elements:
 - loan signs
 - wh- questions
 - rhetorical questions
 - relative pronouns
 - indefinite pronouns
 - cardinal/ordinal numbers
 - advanced classifiers/location
 - singular/plural nouns
 - singular/plural verbs
 - tense
 - directional
 - relative clauses (understand)
 - simple conditional sentences
 - role shifting
 - comparatives/superlatives
 - reflexive pronouns

Grammatical Structures (LC-1.3)

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 - loan signs
 - wh- questions
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 - relative pronouns
 - indefinite pronouns
 - cardinal/ordinal numbers
 - complex classifiers/location
 - singular/plural nouns
 - singular/plural verbs
 - tense
 - directional
 - relative clauses
 - basic conditional sentences
 - role shift variations
 - comparatives/superlatives
 - reflexive pronouns

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LC–1 attend to form (*continued*)

Grammatical Structures (LC–1.3)

Grammatical Structures (LC–1.3)

- use, in **structured situations**,** the following grammatical elements:
 - finger spelling
 - gender signs
 - wh- questions: What? Where? How? Who? How many? When?
 - yes/no questions
 - personal pronouns
 - possessive pronouns
 - cardinal and ordinal numbers
 - topicalization
 - simple classifiers/location
 - body/gaze shifting
 - singular/plural nouns
 - singular/plural verbs
 - tense
 - directional
 - negation/assertion
 - adjectives

** **Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.



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LC–1 attend to form (*continued*)

Grammatical Structures (LC–1.3)

- use, in **structured situations**,** the following grammatical elements:
 - loan signs
 - wh- questions: How long? Why? When? What are you doing?
 - yes/no questions
 - pronouns:
 - collective
 - demonstrative
 - emphatic
 - classifier
 - ordinal numbers
 - basic classifiers/location
 - adverbs
 - continuous/repetitious
 - numerical adjectives
 - ASL compounds
 - time regularity, duration, and approximation

Grammatical Structures (LC–1.3)

- use, in **structured situations**,** the following grammatical elements:
 - loan signs
 - wh- questions
 - rhetorical questions
 - relative pronouns
 - indefinite pronouns
 - cardinal/ordinal numbers
 - advanced classifiers/location
 - singular/plural nouns
 - singular/plural verbs
 - tense
 - directional
 - relative clauses (understand)
 - simple conditional sentences
 - role shifting
 - comparatives/superlatives
 - reflexive pronouns

** **Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.



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LC-1 attend to form (*continued*)

Grammatical Structures (LC-1.3)

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ASL and DC
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LC–1 attend to form (*continued*)

Grammatical Structures (LC–1.3)

- use, **independently and consistently**,^{***} the following grammatical elements:
 - finger spelling
 - gender signs
 - wh- questions: What? Where? How? Who? How many? When?
 - yes/no questions
 - personal pronouns
 - possessive pronouns
 - cardinal and ordinal numbers
 - topicalization
 - simple classifiers/location
 - body/gaze shifting
 - singular/plural nouns
 - singular/plural verbs
 - tense
 - directional
 - negation/assertion
 - adjectives

Grammatical Structures (LC–1.3)

- use, **independently and consistently**,^{***} the following grammatical elements:
 - loan signs
 - wh- questions: How long? Why? When? What are you doing?
 - yes/no questions
 - pronouns:
 - collective
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 - ordinal numbers
 - basic classifiers/location
 - adverbs
 - continuous/repetitious
 - numerical adjectives
 - ASL compounds
 - time regularity, duration, and approximation

^{***} **Independently and Consistently:** This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.



General Learning Outcome for Language Competence: Students will use ASL **effectively** and **competently**.

ASL and DC 10F	ASL and DC 20F
LC–1 attend to form (<i>continued</i>)	
<i>Non-manual Features* (LC–1.4)</i> <ul style="list-style-type: none">imitate and experiment with basic non-manual features with guidance	<i>Non-manual Features* (LC–1.4)</i> <ul style="list-style-type: none">practise basic non-manual features with and without guidance
LC–2 interpret and produce signed texts	
<i>Sign Reading (LC–2.1)</i> <ul style="list-style-type: none">watch and understand simple signed sentences in familiar contexts	<i>Sign Reading (LC–2.1)</i> <ul style="list-style-type: none">watch and understand a series of simple signed sentences in familiar contexts
<i>Signing (LC–2.2)</i> <ul style="list-style-type: none">imitate and produce simple signed sentences in familiar contexts	<i>Signing (LC–2.2)</i> <ul style="list-style-type: none">produce a series of simple signed sentences in familiar contexts
<i>Viewing (LC–2.3)</i> <ul style="list-style-type: none">view and understand a variety of visuals and other media and communication forms, in guided situations	<i>Viewing (LC–2.3)</i> <ul style="list-style-type: none">view and understand a variety of visuals and other media and communication forms, in guided and unguided situations
<i>Representing (LC–2.4)</i> <ul style="list-style-type: none">use a variety of visuals and other media and communication forms to express meaning, in guided situations	<i>Representing (LC–2.4)</i> <ul style="list-style-type: none">express meaning through the use of visual elements in a variety of media, in guided and unguided situations
<i>Interactive Fluency (LC–2.5)</i> <ul style="list-style-type: none">engage in simple interactions, using short phrases	<i>Interactive Fluency (LC–2.5)</i> <ul style="list-style-type: none">engage in simple interactions using simple sentences

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ASL and DC 30S	ASL and DC 40S
LC-1 attend to form (continued)	
<i>Non-manual Features* (LC-1.4)</i>	<i>Non-manual Features* (LC-1.4)</i>
<ul style="list-style-type: none">■ use basic non-manual features with guidance	<ul style="list-style-type: none">■ use complex non-manual features with/without guidance
LC-2 interpret and produce signed texts	
<i>Sign Reading (LC-2.1)</i>	<i>Sign Reading (LC-2.1)</i>
<ul style="list-style-type: none">■ watch and understand short signed texts in familiar contexts	<ul style="list-style-type: none">■ watch and understand lengthy or complicated texts in familiar contexts
<i>Signing (LC-2.2)</i>	<i>Signing (LC-2.2)</i>
<ul style="list-style-type: none">■ produce short signed texts in familiar contexts	<ul style="list-style-type: none">■ produce lengthy or complex texts in familiar contexts
<i>Viewing (LC-2.3)</i>	<i>Viewing (LC-2.3)</i>
<ul style="list-style-type: none">■ view and understand multiple visual elements in a variety of media in guided situations	<ul style="list-style-type: none">■ view and understand multiple visual elements in a variety of media in independent situations
<i>Representing (LC-2.4)</i>	<i>Representing (LC-2.4)</i>
<ul style="list-style-type: none">■ express meaning through the use of multiple visual elements in a variety of media, in guided situations	<ul style="list-style-type: none">■ express meaning through the use of visual elements in a variety of media in independent situations
<i>Interactive Fluency (LC-2.5)</i>	<i>Interactive Fluency (LC-2.5)</i>
<ul style="list-style-type: none">■ manage short interactions with ease, with pauses for planning and repair	<ul style="list-style-type: none">■ manage short interactions with ease without needing to pause for planning or repair

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LC-3 apply knowledge of the socio-cultural context

Register (LC-3.1)

- recognize register of signed communication

Variations in Language (LC-3.2)

- experience a variety of sign styles

Social Conventions (LC-3.3)

- use basic politeness conventions (e.g., greeting, eye contact)

Register (LC-3.1)

- experiment with and use register in a variety of situations

Variations in Language (LC-3.2)

- acknowledge and accept individual differences in signing (e.g., regional and gender variations)

Social Conventions (LC-3.3)

- recognize simple social conventions in everyday situations (e.g., calling for attention, turn-taking, interpersonal space)



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ASL and DC 30S	ASL and DC 40S
LC-3 apply knowledge of the socio-cultural context	
<i>Register (LC-3.1)</i> <ul style="list-style-type: none">■ use register to recognize formal and informal situations	<i>Register (LC-3.1)</i> <ul style="list-style-type: none">■ use register appropriately in formal and informal situations
<i>Variations in Language (LC-3.2)</i> <ul style="list-style-type: none">■ recognize some common variations in signing (e.g., age, gender)	<i>Variations in Language (LC-3.2)</i> <ul style="list-style-type: none">■ recognize several common variations in signing (e.g., age, gender, ethnicity)
<i>Social Conventions (LC-3.3)</i> <ul style="list-style-type: none">■ recognize and use important social conventions in everyday interactions (e.g., turn-taking, calling for attention, interpersonal space)	<i>Social Conventions (LC-3.3)</i> <ul style="list-style-type: none">■ recognize and use appropriate social conventions in everyday interactions with ease (e.g., turn-taking, calling for attention, interpersonal space, sympathy)



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ASL and DC
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20F

LC-4 apply knowledge of how discourse is organized, structured, and sequenced

Cohesion/Coherence* (LC-4.1)

- sequence elements of a simple story, process, or series of events
- link words or groups of words in simple ways

Cohesion/Coherence* (LC-4.1)

- link several sentences coherently
- use common conventions to structure texts

Text Forms* (LC-4.2)

- experience a variety of signed text forms
- recognize some simple text forms

Text Forms* (LC-4.2)

- recognize a variety of signed text forms
- use some simple signed text forms in their own productions

Patterns of Social Interaction (LC-4.3)

- initiate and respond to social interaction patterns

Patterns of Social Interaction (LC-4.3)

- use simple conventions to open and close conversations and to manage turn taking
- initiate interactions, and respond using a variety of social interaction patterns

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General Learning Outcome for Language Competence: Students will use ASL **effectively** and **competently**.

**ASL and DC
30S**

**ASL and DC
40S**

LC-4 apply knowledge of how discourse is organized, structured, and sequenced

Cohesion/Coherence* (LC-4.1)

- organize texts, using common patterns
- interpret simple references within texts
- organize texts to indicate steps in a procedure or directions to follow

Cohesion/Coherence* (LC-4.1)

- organize texts, using appropriate patterns
- interpret basic references within texts
- organize texts to show the sequence of events in a procedure

Text Forms* (LC-4.2)

- recognize a variety of signed text forms delivered through a variety of media
- analyze and identify the organizational structure of a variety of signed text forms

Text Forms* (LC-4.2)

- recognize a variety of signed text forms delivered through a variety of actual events and from experience
- analyze and plan the organizational structure of a variety of signed text forms

Patterns of Social Interaction (LC-4.3)

- initiate interactions, and respond using a variety of social interaction patterns

Patterns of Social Interaction (LC-4.3)

- initiate interactions, and respond using a wide variety of complex social interaction patterns

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