

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





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

Mortimer J. Adler (1902-2001)

## Presentation of the Course *Enjoyment and Entertainment I*

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

This course develops adult learners' language proficiency by involving them in a variety of speaking, listening, reading and writing activities that provide adults with an opportunity to put language skills into practice in situations related to exploring the artistic heritage of Québec and Canada.

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

## Dealing with Real-Life Situations

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

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



## Class of Situations Addressed by the Course

This course addresses a single class of situations: *Using language to explore Québec and Canadian cultural expression*.

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

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

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

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

## Categories of Actions

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

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

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

## Compulsory Elements and End-of-Course Outcomes

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

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

### Class of Situations

Using language to explore Québec and Canadian cultural expression

### Categories of Actions

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

### Operational Competencies

#### Communicates

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

#### Uses creativity

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

#### Exercises critical and ethical judgment

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



### Essential Knowledge

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

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

### End-of-Course Outcomes

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

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

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

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

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

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

## Evaluation Criteria

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

## Operational Competencies

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

In this course, only the following operational competencies are addressed: *Communicates*, *Uses creativity* and *Exercises critical and ethical judgment*

### Contribution of the Operational Competency *Communicates*

The operational competency *Communicates* is the capacity to express meaning intelligibly and to understand the meaning that is expressed by others. It is solicited in all real-life situations in which people exchange meaning and is linked to the class of situations *Using language to explore Québec and Canadian cultural expression*.

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

### Contribution of the Operational Competency *Uses Creativity*

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

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

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

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

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

## Essential Knowledge

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

## Attitudes

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

Openness	Respect
<p>Adult learners manifest openness when they show interest in learning and accept new situations without making any assumptions based on values or beliefs. By questioning and challenging different interpretations and points of view, adults explore and integrate aspects of language in a variety of real-life situations in order to further develop their understanding of themselves and others. Openness empowers language learners to expand their cultural and linguistic horizons.</p>	<p>This attitude allows adults to construct language knowledge in a safe learning environment, one that encourages tolerance, acceptance, and common decency to all. It provides for concrete, practical outcomes that build and implement strategies for expanding and diversifying communication across new linkages with the workplace, the local community, and the wider environment.</p>

## Complementary Resources

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

Social Resources	Material Resources
<ul style="list-style-type: none"><li>▪ Community centres</li><li>▪ Libraries</li><li>▪ Theatres</li></ul>	<ul style="list-style-type: none"><li>▪ Dictionaries</li><li>▪ Thesauri</li><li>▪ Glossaries</li><li>▪ Grammar reference books</li><li>▪ Other reference materials (e.g. encyclopaedias, maps)</li><li>▪ Web sites</li><li>▪ Authentic teaching materials</li><li>▪ Multimedia materials (print and non-print)</li></ul>



## Andragogical Context

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

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

In this learning context, teachers play the role of facilitator, mediator and guide. They establish a safe learning environment for adult learners where mutual respect and trust create a climate conducive to learning. With the support of the teacher, adult learners share responsibility for their learning. They define their learning needs, taking into consideration their existing knowledge and experience. Emphasis is placed on the learning process used to construct the essential language knowledge and to develop the operational competencies. It is therefore important that the learning situation be linked to the needs of the adult learners. By participating in the

learning situation that is linked to a real-life situation, adult learners perceive the relevance of their learning to their life, which in turn stimulates their motivation and involvement.

The learning situation occurs in the adult's place of learning. It is not specific to the needs of a particular adult; rather it is sufficiently open and global to allow all adults to explore important aspects of language related to dealing competently with the real-life situation. Throughout the learning situation, teachers observe the adult learners in action, whether they are in small or large group discussions or interacting with peers. They guide and advise them on the appropriate strategies for constructing the necessary resources and give specific instruction to individuals and groups as needed. The teacher encourages the learners to make links between new knowledge and existing knowledge, and to reflect on and evaluate their learning process and the degree to which they have developed their competencies. At the secondary cycle one level, an example of a learning situation is provided in the course *Enjoyment and Entertainment II*. It demonstrates the possible interaction between a teacher and learner(s) and the integration of the compulsory elements pertinent to the learning situation.

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

