

Course
Enjoyment and Entertainment II
ENG 2101-2
Secondary Cycle One



“Read as you taste fruit or savour wine, or enjoy friendship, love or life.”

George Holbrook Jackson (1874 – 1948)

Presentation of the Course *Enjoyment and Entertainment II*

The goal of the course *Enjoyment and Entertainment II* is to help adult learners use oral and written discourse to deal competently with real-life situations related to exploring and appreciating the creative potential of language.

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 where they discover and appreciate literary works and experiment with language imaginatively.

By the end of the course, adult learners will be able to understand and produce a variety of informative, expressive and aesthetic texts related to the creative aspect of language. They will, for example, create short stories, skits or poems, write simple reviews of aesthetic texts, respond to short plays, tales or myths, give oral readings and understand interviews. They will also be able to tell stories and anecdotes and share views and responses to aesthetic texts.

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: *Exploring and appreciating the creative potential of language*.

The class of situations *Exploring and appreciating the creative potential of language* includes a range of real-life situations in which adults discover and experience the ingenious promise of oral and written language. Dealing competently with these situations requires the ability to respond to and create simple fictional texts, such as short stories or skits, share views and responses to aesthetic texts and appreciate language as a tool for creative self-expression.

Some examples of these real-life situations include participating in a community theatre group, giving a book or poetry reading, entering a writing contest, belonging to a book club, and entertaining others in social situations.

Class of Situations	Examples of Real-Life Situations
Exploring and appreciating the creative potential of language	<ul style="list-style-type: none"> ▪ Taking part in book or poetry readings ▪ Participating in a community theatre group ▪ Exploring popular culture ▪ Telling stories ▪ Entering writing contests ▪ Participating in literary festivals ▪ Belonging to a book club ▪ Attending films, plays ▪ Entertaining others in social situations ▪ Relaxing with a book

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"> ▪ Interacting orally to explore and appreciate the creative potential of language 	<ul style="list-style-type: none"> ▪ Recounts stories, tales, legends, myths, poems, song lyrics ▪ Tells jokes, anecdotes ▪ Gives oral readings (e.g. poems, book excerpts) ▪ Acts in skits and plays (e.g. in community theatre) ▪ Shares views and responses to aesthetic texts (e.g. stories, poems, plays) ▪ Discusses interpretations (e.g. of films, song lyrics)
<ul style="list-style-type: none"> ▪ Listening to informative and aesthetic texts to explore and appreciate the creative potential of language 	<ul style="list-style-type: none"> ▪ Listens to stories, tales, legends, myths, poems, song lyrics (e.g. for aesthetic elements) ▪ Listens to jokes, anecdotes (e.g. puns, word play) ▪ Listens to films, plays (e.g. dialogue, sound effects) ▪ Listens to interviews, reviews and discussions (e.g. at literary festivals/competitions) ▪ Listens to comedy shows, television sitcoms or dramas
<ul style="list-style-type: none"> ▪ Reading informative, expressive and aesthetic texts to explore and appreciate the creative potential of language 	<ul style="list-style-type: none"> ▪ Reads tales, legends, myths, poems, song lyrics ▪ Reads stories ▪ Reads personal responses ▪ Reads articles and reviews (e.g. in literary magazines) ▪ Reads instructions (e.g. creative writing tips)
<ul style="list-style-type: none"> ▪ Writing expressive and aesthetic texts to explore and appreciate the creative potential of language 	<ul style="list-style-type: none"> ▪ Writes short stories ▪ Writes jokes, anecdotes ▪ Writes skits ▪ Writes poems, song lyrics ▪ Writes notes, e-mails, letters expressing personal responses ▪ Writes journal entries

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

Exploring and appreciating the creative potential of language

Categories of Actions

- Interacting orally to explore and appreciate the creative potential of language
- Listening to informative and aesthetic texts to explore and appreciate the creative potential of language
- Reading informative, expressive and aesthetic texts to explore and appreciate the creative potential of language
- Writing expressive and aesthetic texts to explore and appreciate the creative potential of language

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 an aesthetic text
- Experiments with literary elements to enhance the aesthetic quality of a 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

Essential Knowledge

- Types of discourse (informative, expressive and aesthetic)
- Discourse cues and features
- Speaking, listening, reading and writing strategies, techniques and procedures
- The sound system
- 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 *Exploring and appreciating the creative potential of language*, adults experiment and respond to the aesthetic and imaginative aspects of language and its potential to create new meanings and novel associations. Their purpose in speaking, listening, reading or writing is to enjoy and appreciate the aesthetic experience of creative language use.

When interacting orally, adults use a variety of language functions such as narrating, recounting, entertaining, describing a person, place or event, and expressing personal responses and interpretations. When doing so, they determine a purpose for communicating and recognize the other speaker's purpose. Taking the characteristics and interests of their audience into consideration, they respond appropriately to their interlocutor's interventions. When recounting stories, reciting poems or telling jokes, they use features of the sound system, such as intonation and rhythm, and discourse cues, such as body language and gestures, to enhance the quality of their discourse.

When listening to aesthetic texts, they respond imaginatively to the images, sounds, rhythms and associations suggested by such texts and apply criteria, such as the use of sound effects, colour or camera work, to evaluate the aesthetic appeal and entertainment value of the texts. When listening to informative texts, such as discussions and interviews, they assess the quality of the interpretations and reviews by evaluating the accuracy of information, clarity of expression and word choice in the text.

Adults read a variety of informative, expressive and aesthetic texts, such as short plays, literary articles, reviews and responses. When reading an aesthetic text, they interpret it beyond its literal meaning and respond imaginatively to the literary elements employed, such as imagery and personification. They also share and refine their personal response in order to enhance their appreciation of texts.

Using writing techniques, such as free-writing and outlining, adults write expressive and aesthetic texts. They express their personal responses in journal entries and compose short stories, skits or poems for pleasure and self-expression. They experiment with literary elements, such as similes and metaphors to enhance the aesthetic quality of the texts they produce. They share their creative efforts with others and make revisions on the basis of the responses they receive, observing conventions of the writing system and using correct grammar and syntax.

When speaking or writing, adults use language appropriate to the degree of formality and the topic of the exchange and respect the sociolinguistic features by adapting their language to the roles, status, characteristics and needs of their audience.

Evaluation Criteria

- Interacts effectively in a moderate range of familiar and unfamiliar situations using a variety of oral texts
- Understands a variety of oral texts in a moderate range of familiar and unfamiliar situations effectively
- Reads a variety of texts effectively
- Writes a moderate range of texts effectively for a variety of purposes

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 *Exploring and appreciating the creative potential of language*.

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 and appreciating the creative potential of language.

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 *Exploring and appreciating the creative potential of language*.

Whether they are acting as speakers, listeners, readers or writers, adult learners exercise their creativity when they share a personal response to 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. As speakers or writers, they experiment with language, using a variety of literary elements; for example, similes, metaphors and imagery to enhance the aesthetic quality of texts such as poetry, stories and song lyrics. Thus, the operational competency *Uses creativity* is exercised whenever adults are involved in real-life situations where they explore and appreciate the creative potential of language.

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 *Exploring and appreciating the creative potential of language*.

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 imagery, metaphors, sound effects and colour. When evaluating informative texts, they use criteria such as accuracy of information, clarity of expression and word choice. Thus, the operational competency *Exercises critical and ethical judgment* is used whenever adults are involved in real-life situations where they explore and appreciate the creative potential of language.

Essential Knowledge

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

Attitudes

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

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

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

Andragogical Context

It is understood that for learning to take place, adults must be perceived 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 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 the significant actions associated with them by engaging the adults in meaningful speaking, listening, reading and writing learning 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 choosing 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.

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.

Learning Situation

The learning situation that follows is provided as an example to show teachers how the principles of pedagogical renewal can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation, taken from the class of situations in the course in which adults may find themselves. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop pertinent learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, namely:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of pedagogical renewal insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies solicited by the categories of actions.

The example provided also refers to certain teaching strategies—pedagogical methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Creating a Children's Story

In the class of situations *Exploring and appreciating the creative potential of language*, one of the examples of real-life situations is *Participating in literary festivals*.

In order to increase the number of children's books available in its daycare centre, the local community has launched a literary festival, inviting "budding authors" to create stories for young children. One class in the local adult education centre has decided to participate by submitting a number of short children's stories. In order to deal competently with this real-life situation, adult learners engage in different learning activities to create and illustrate stories destined to augment the supply of books in the daycare centre library. To do so, they use speaking, listening, reading and writing resources and reinvest essential knowledge, such as literary structure (plot, setting, character, conflict), that pertains to aesthetic texts learned in previous learning situations. In this learning situation, adult learners engage primarily in two categories of actions: reading and writing to explore and appreciate the creative potential of language. They will also call upon and further develop their operational competencies *Uses creativity* and *Exercises critical and ethical judgment* by undertaking the significant actions associated with them.

To introduce the learning situation, the teacher leads a brainstorming activity with the class in which the adult learners are asked to recall their favourite story books from childhood and explain what made them so memorable. The teacher encourages the adult learners to activate their existing knowledge in order to elicit the characteristics of a good story and to think about possible ideas that would help them get started writing one of their own.

For the first learning activity, the teacher divides the class into three groups, giving each group a specific short children's story. The adult learners read the assigned story individually. They develop an initial response to the images, sounds, rhythms and associations suggested by the text and share it with the other members of the group. Using reading techniques such as skimming, scanning, and summarizing, each member of the group then discusses the structure of the story in terms of its plot, setting, characters and conflict. The teacher circulates among the adults, asking questions to individual learners or addressing them to a particular group, always allotting enough time for them to reflect. The teacher asks different types of questions such as diverging questions (e.g. "How else might the main character have solved the conflict?") or reverted questions (e.g. "What brought you to this conclusion?"), which require learners to return to the text to confirm and refine their interpretations.

For the second learning activity, the teacher asks each group to reread their children's story to develop a list of criteria that would best describe the literary structure and special literary elements used in writing stories intended for children four- to- five years old. One person from each group acts as the secretary and records the ideas. The teacher then asks a spokesperson from each group to share the items on the group's list with the other adult learners. Next, the teacher leads a discussion with the whole class, eliciting the following information:

1. The story must have a clear plot.

2. The story should have no more than three characters.
3. The main character solves his or her own problems.
4. The story is told from a single point of view.
5. The sentence structure is simple.
6. The author must make use of literary elements such as alliteration (e.g. “*Harriet’s Horrible Hair Day*”); rhythm and rhyme (e.g. *I’ll huff and I’ll puff and I’ll blow your house down.*”).

To prepare for the writing activity, the teacher organizes the adult learners in pairs and explains that they will write a short children’s story. The adult learners begin by exploring ideas for the story, including the story line and characters, using prewriting techniques such as brainstorming, mapping, clustering and outlining. They also discuss their ideas regarding the structure of the text they intend to compose, keeping in mind its audience. The teacher circulates around the class encouraging them to express and share their ideas orally and to consider the use of discourse features such as illustrations and layout. As they compose, they may refer to their outline and to children’s stories as models, but adapt them to their own purposes as the story evolves. As well, they experiment with a variety of literary elements suitable to their audience to enhance the aesthetic quality of their text. The teacher takes this opportunity to draw their attention to the function and use of literary elements, such as alliteration, metaphors and personification, and asks students to give examples of each. They also create a catchy title for the story.

Finally, they edit their writing for spelling, punctuation and grammar, referring to dictionaries and grammar reference books when necessary.

In the final activity, they read three other stories written by their classmates, using the previously developed list of criteria to evaluate the appeal and suitability of the story for four- or five- year old children. They also do some peer editing to correct any outstanding errors of form. They write their comments either within the text itself or on a separate sheet of paper. When they receive their work back from the three peer readers, the writers make their final revisions and decide on the illustrations and layout. They submit their work to the teacher who readies the books for the library.

At the end of the learning situation, adult learners come together in one large group and discuss with the teacher the value of the learning situation. They discuss the information they learned, the strategies they applied, and the problems they encountered. Individually, each learner verifies the achievement of the task by filling out an evaluation grid previously prepared by the teacher. The learner also reflects on the knowledge gained and on the effectiveness of the strategies used. They then record their reflections in their journals so as to facilitate any reinvestment and adaptation of constructed language knowledge to a real-life creative writing situation.

Elements of the Course Addressed by the Learning Situation

Class of Situations

Exploring and appreciating the creative potential of language

Learning Situation

Creating a Children's Story

Categories of Actions

- Reading informative, expressive and aesthetic texts to explore and appreciate the creative potential of language
- Writing expressive and aesthetic texts to explore and appreciate the creative potential of language

Operational Competencies

- Uses creativity
- Exercises critical and ethical judgment

Essential Knowledge

- Types of discourse (aesthetic)
- Discourse cues and features
- Reading and writing strategies, techniques and procedures
 - The sound system
 - The writing system
 - Literary elements
 - Language functions
 - Sociolinguistic features
 - Grammar and syntax

Complementary Resources

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| <ul style="list-style-type: none"> ▪ Dictionaries ▪ Thesauri | <ul style="list-style-type: none"> ▪ Children's stories ▪ Grammar reference books |
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