Course
ANG-4102-1
Stories

English as a Second Language

Introduction

The goal of this 25-hour course, the second of three courses in Secondary IV (for which adult learners earn credits in second language), is to allow adult learners to develop, through a variety of learning situations and activities, their ability to:

- communicate orally in order to recount stories, exchange personal experiences and share feelings and opinions related to these stories and experiences

- construct the meaning of short narrative texts

By the end of this course, adult learners will be able to apply knowledge of the English language, such as language functions, grammar and vocabulary, to understand and narrate short stories. They will be able to obtain information by reading, listening to and viewing moderately complex narrative and expressive texts. They will be able to understand and participate in conversations or discussions that entail recounting stories, exchanging personal experiences and sharing feelings and opinions related to stories read, listened to or viewed.

Subject-Specific Competencies

The two subject-specific competencies targeted in the course *Stories* are shaded in the table below.

Competencies	Key Features
Interacts orally in English (C1)	– Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator
Reinvests understanding of texts (C2)	– Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer
Writes and produces texts (C3)	– Broadens knowledge of texts – Uses writing and production processes – Monitors own development as a writer/producer

For information on these competencies, please refer to the following sections:

- *Interacts orally in English* (C1), Chapter 3, Section 3.2

- *Reinvests understanding of texts* (C2), Chapter 3, Section 3.3

- *Writes and produces texts* (C3), Chapter 3, Section 3.4

Although only C1 and C2 are targeted in this course, C3 is implicit as writing activities may complement the learning situations.

Competencies are developed and demonstrated through the mobilization and effective use of various resources that include functional, linguistic and textual knowledge as well as language processes, communication and learning strategies.

Processes and Strategies

Language processes are series of actions or operations that support competency development and help adult learners become more effective speakers, listeners, readers, viewers, writers or producers of texts. Although all four language processes (Oral communication, Response, Writing and Production) are important resources for adult learners, the two processes suggested for this course are illustrated in the table below.

Processes	Phases
Oral communication	Planning (tasks)
Response	Mobilizing resources (performing tasks)
	Reflecting (on completed tasks)

Strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. Communication and learning strategies are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts.

The communication and learning strategies suggested for this course are illustrated in the table below.

Strategies		
Communication	**Verbal**	Rephrasing/using circumlocution Simplifying
	Nonverbal	Using facial expressions
Learning	**Cognitive**	Making sense (inferring) Summarizing
	Socioaffective	Asking for and giving constructive feedback
	Metacognitive	Planning steps related to a task Self-monitoring

Additional information on processes and strategies is provided in the following sections:

- Chapter 3, Section 3.5
- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

Cross-curricular competencies are generic skills that can be developed and used outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of this course, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop cross-curricular competencies other than those shaded in the table below.

Cross-Curricular Competencies → Subject-Specific Competencies ↓	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Interacts orally in English	■			■	■				■
Reinvests understanding of texts	■			■	■				■
Writes and produces texts									

For more information on the key features and manifestations of the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

Subject-Specific Content

The subject-specific content includes knowledge and cultural references. The prescribed functional, linguistic and textual knowledge for the development of the competencies targeted in this course is provided below.

Although knowledge from preceding courses may be necessary to carry out the learning tasks for this course, it has not been added here to avoid repetition. The lists and examples below are not restrictive; teachers may complement them with additional or more complex knowledge if they feel it might be beneficial to adult learners. However, it must be understood that any additions to the lists are not subject to evaluation. The tables in Chapter 4, Sections 4.1.1, 4.1.2 and 4.1.3 provide an overview of the knowledge for Secondary III, IV and V.

Functional Knowledge

Families of Learning Situations and Language Functions

Informing

- Gathering/finding out information related to a story/narrative
- Identifying the main idea in a text
- Relaying information from a narrative/story read, viewed or listened to
- Retracing and giving an account of a series of actions in chronological order
- Understanding and reporting on the circumstances leading to an event
- Explaining and discussing outcomes of stories

Expressing

- Bringing up recollections of past experiences
- Entertaining others by recounting incidents (anecdotes)
- Recognizing, expressing and finding out about feelings (e.g. happiness, sadness, love, fear, anger, worry, interest, lack of interest, pleasure, anxiety, pain, relief, surprise, annoyance)
- Understanding and expressing opinions about a story/narrative read, viewed or listened to

Linguistic Knowledge

Grammar and Syntax

Grammar and syntax elements include adjectives, adverbs, conjunctions, modal auxiliaries, nouns, prepositions, pronouns, verb/time references and other linguistic structures needed for the construction of well-formed and grammatically correct utterances and sentences. The list below provides information that is particularly pertinent to this course.

Adjectives
- Compound adjectives/nouns as modifiers (e.g. *a three-year contract*)
- Double comparative (e.g. *more and more polluted; the sooner the better*)

Adverbs
- Placement of adverbs within a sentence
- Manner (e.g. *quickly, carefully*)
- Place (e.g. *far, far away, near, close*)

Conjunctions
- Subordinating
  - cause/effect (e.g. *because, because of, as, since*)

Prepositions
- Relationship: to show subject (e.g. *on, about*)

Pronouns
- Indefinite singular and plural pronouns and agreement (e.g. *something, anything*)
- Reciprocal (e.g. *each other, one another*)
- Reflexive (e.g. *myself, yourself, himself*)

Verb/Time References
- Past progressive

Other Linguistic Structures
- Be+ used to + verb+ -*ing*
- Emphasizing (e.g*. with my own eyes; the very person*)
- Repeated past (*used to*)
- Reported speech (direct and indirect)

Vocabulary (related to)
- Broad areas of learning (e.g. Media Literacy; Citizenship and Community Life)
- Cross-curricular competencies (e.g. *Adopts effective work methods; Cooperates with others; Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. personal experiences; entertainment, recreation, lifestyles; places and travel; relationships)

Semantics
- Antonyms (e.g. *daily/nightly; dawn/dusk; finish/start*) and synonyms (e.g. *weird/strange; foe/enemy; harm/hurt*)
- False cognates (e.g. *location/location; gentle/gentil; relieve/relever*)
- Heteronyms (e.g. *graduate; insult; extract*)
- Phrasal verbs with *get* + preposition (e.g. *get in, get up, get out, get along, get away*)
- Phrasal verbs: separable (e.g. *find out; leave out; point out*)
- Prefixes/suffixes (e.g. *pre*-: *precede*, *preface*; -*less*: *speechless*; -*al*: *nationa*l; -*ous*: *famous*)
- Similes (e.g. *to cry like a baby; to act like a fool; to look like an idiot*)

Phonology
- Intonation (emphasizing a word: e.g. *I'm an English teacher* / *I'm an English teacher*)
- Relaxed pronunciation, including linking/blending (e.g. *because/kuz*; *bet you/betcha*; *what are you* + gerund */whatcha* + g*erund)*
- Silent letters *(*silent [gh]: e.g*. thought, through, daughter*)

Textual Knowledge

Coherence/Cohesion

Coherence and cohesion include agreement, use of conjunctions, organization of ideas, use of parallel structure and transitional expressions. The list below provides information that is particularly pertinent to this course.

- Conjunctions
  - Subordinating conjunctions
    - cause/effect (e.g. *because, because of, as, since*)
- Organization of ideas
  - climactic order
- Transitional expressions
  - summary (e.g. *because of this, in conclusion, in other words*)

Textual Organization

Selected text types: information-based, popular and short literary

- Knowledge of internal features
  - o appropriate language register for audience and context when recounting stories and sharing personal experiences, feelings and opinions
  - o text development (introduction, body and conclusion) in oral texts, and layout or text components in written texts and multimedia productions (e.g. short stories: title, major and minor characters, plot, theme, point of view; songs: refrain, theme, symbol, rhyme; movie: genre, storyline, actor's play, dialogue, visual effects, musical theme)
- Knowledge (i.e. recognition) of external features
  - o context (e.g. describing a memorable occasion, discussing a movie, recounting an article in a magazine)
  - o purpose: informing and expressing (i.e. any of the bulleted items under Functional Knowledge)
  - o target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or social group, e.g. moviegoers who enjoy science fiction, young adults who have an interest in travel stories)

Cultural References

In this course, adult learners may explore the aesthetic aspects of English culture by examining the influence of narrative texts through vehicles such as cinema and television. However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

In this program, "families of learning situations" correspond to macro-functions of language use, i.e. communicative intents that can be classified into three categories. The families of learning situations tied to subject-specific competencies targeted in this course are shaded in the table below.

Families of Learning Situations
► **Informing**
► **Expressing**
Persuading

Informing and expressing are the two families of learning situations targeted in this course. **Informing** is associated with gathering, analyzing, comparing, understanding and relaying information. **Expressing** is associated with understanding, stating and finding out about opinions and feelings. Narrating a story or giving an account of an event, incident or experience often involves combining factual information (e.g. characters, setting, relationships) with opinions and feelings (e.g. likes/ dislikes, happiness/sadness, interest/lack of interest, fear).

Additional information on the families of learning situations is provided in Chapter 2, Section 2.2 of the program.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are significant contemporary issues selected on the basis of their importance to society. Media Literacy as well as Citizenship and Community Life (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as the springboard for the development of the subject-specific competencies listed vertically.

Broad Areas of Learning → Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Interacts orally in English				■	■
Reinvests understanding of texts				■	■

Each broad area of learning comprises an educational aim and focuses of development that may help teachers delineate the knowledge that might be explored in certain learning situations.

By considering issues related to Media Literacy, adult learners may develop a greater understanding of media representations of reality (e.g. distinction between reality and imagination).

By considering issues related to Citizenship and Community Life, adult learners may develop a better understanding of the negative consequences of stereotypes and other forms of discrimination or exclusion.

Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may decide to develop broad areas of learning other than those suggested for each course in the program.

For more information on the broad areas of learning, their educational aims and focuses of development, please refer to the General Introduction to the Programs of Study.

Examples of Learning Situations

The following examples of learning situations illustrate how a broad area of learning may serve as a springboard for the development of subject-specific and cross-curricular competencies. The development of a competency requires the use of a variety of resources.

In the case of the subject-specific competencies, these resources may include, for instance, oral, written and multimedia texts; functional, linguistic and textual knowledge of English; as well as language processes, communication strategies and human resources.

In these learning situations, adult learners are presented with the following scenarios:

a) That Reminds Me of the Time…

You are having a conversation with friends or acquaintances who are expressing their opinion about movies or shows they have seen. You have recently watched a TV show which relates someone's struggle for acceptance. You participate in the conversation by summarizing the story for the others, giving them your reactions to it and then recounting a related personal experience of your own or of someone you know.

b) Urban Legends

An urban legend is a story that is widely circulated and believed to be true, although it usually has little or no foundation in reality or cannot be confirmed as true. An urban legend often refers to something that happened to a "friend of a friend." Read, watch or listen to an urban legend and retell the story, trying to convey feelings in your account of what happened. You may add characters and change the ending.

End-of-Course Outcomes

By the end of this course, adult learners will be able to demonstrate their development of the competencies *Reinvests understanding of texts* and *Interacts orally in English* by employing a range of resources to:

- communicate orally to recount stories, exchange personal experiences and share feelings and opinions related to these stories and experiences
- interpret short narrative texts they read, listen to and view

Adult learners will be able to understand, recount and discuss stories and personal experiences and share feelings and opinions related to stories. They will be able to ask and answer questions (e.g. main idea, retracing series of actions, outcomes, feelings, opinions) using simple tenses and some progressive and perfect forms. They will be able to provide descriptions and explanations, using simple and compound sentence structures. Both the language register and text arrangement of the interaction will be appropriate to the context.

Adult learners will use relatively plain language with some idioms, and their discourse will be reasonably fluent with occasional hesitation and pauses. In this course, oral interaction tasks may include narrations or storytelling as well as discussions based on conversation with others or on written, audio, live or video-mediated texts. Oral interactions are expected to be 3 to 5 minutes in length, depending on the context. More detailed information on texts related to the development of Competency 1 is provided in Chapter 3, Section 3.2.3.

Adult learners will be able to identify (orally and in writing) the context, purpose and target audience of a text and recognize the text components. They will be able to answer questions by identifying and communicating pertinent information (e.g. main idea, actions, outcomes, feelings, opinions).

Texts used for developing and demonstrating comprehension may consist of:

- magazine articles
- diaries
- urban legends
- lyrics

- stories
- podcasts
- movies
- TV shows

The written information-based and popular texts used for developing and demonstrating comprehension should be two or three paragraphs long. Live or video-mediated texts could be as long as 60 minutes; audio-mediated texts, no longer than 4 minutes. More detailed information on texts related to the development of Competency 2 is provided in Chapter 3, Section 3.3.3.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Interacts orally in English (C1)	• Adequate participation in oral interaction in English at all times • Pertinence of the message expressed • Coherent articulation of the message
Reinvests understanding of texts (C2)	• Demonstration of understanding through the response process • Pertinent use of knowledge in a reinvestment task