

Course
ANG-4103-1
Expressing Feelings and Opinions

English as a Second Language



Introduction

The goal of this 25-hour course, the third 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:

- broaden knowledge of expressive texts related to incidents, events, celebrations, ceremonies and experiences
- write and produce expressive texts related to incidents, events, celebrations, ceremonies or experiences

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, write and produce standard or electronic texts such as letters of appreciation or complaint, reviews, magazine articles and lyrics that relate to incidents, events, celebrations, ceremonies or experiences and convey feelings and opinions.

Subject-Specific Competencies

The two subject-specific competencies targeted in the course *Expressing Feelings and Opinions* are shaded in the table below.

Competencies	Key Features
<i>Interacts orally in English (C1)</i>	<ul style="list-style-type: none"> – Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator
<i>Reinvests understanding of texts (C2)</i>	<ul style="list-style-type: none"> – Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer
<i>Writes and produces texts (C3)</i>	<ul style="list-style-type: none"> – 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 C2 and C3 are targeted in this course, C1 is implicit as speaking 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 three processes suggested for this course are illustrated in the table below.

Processes	Phases
Response	Planning (tasks)
Writing	Mobilizing resources (performing tasks)
Production	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 which 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 Simplifying
	Cognitive	Activating prior knowledge Summarizing
Learning	Socioaffective	Asking for and giving constructive feedback
	Metacognitive	Directing/paying selective attention Self-evaluating

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

Expressing

- Finding out about and describing situations related to feelings (e.g. happiness, sadness, love, surprise)
- Understanding and conveying opinions and feelings
- Understanding, evoking and recounting incidents, events, celebrations, ceremonies and/or experiences
- Understanding and expressing:
 - compliments/praise
 - criticism/blame/accusation
 - admission/denial
 - regrets/apologies/forgiveness/promises

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.

Pronouns

- Impersonal pronouns and noun/pronoun agreement
- Pronoun antecedent agreement

Verb/Time References

- Present perfect and present perfect progressive with *for* and *since*
- Present perfect vs. simple past

Other Linguistic Structures

- Expectation (e.g. *be supposed to*)
- Passive voice
- Past ability (*could, was/were able to*)

Vocabulary (related to)

- Broad areas of learning (e.g. Health and Well-Being; Media Literacy)
- Cross-curricular competencies (e.g. *Uses creativity; Communicates appropriately; Adopts effective work methods*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. environmental, consumer or social issues; rights and responsibilities; relationships)

Semantics

- Antonyms (e.g. *ever/never; forget/remember; polite/rude*)
- False cognates (e.g. *deceive/décevoir; rude/rude; eventually/éventuellement*)
- Heteronyms (e.g. *contract, contest, excuse*)
- Prefixes/suffixes (e.g. *mis-:misunderstand; -ic: nostalgic, terrific, -ible: insensible*)
- Separable phrasal verbs (e.g. *clear up; give up; play down*)
- Similes (e.g. *as cold as ice; as plain as day; as right as rain*)
- Synonyms (e.g. *recall/remember; error/mistake; impolite/rude*)

Phonology

- Any elements from ANG-4101-2 and ANG-4102-1 required for oral or multimedia productions

Orthography

- Abbreviations (e.g. business-related, ratings systems, tourism-related)
- Basic spelling rules (suffixes: e.g. doubling the last consonant in one- or two-syllable words)
- Capitalization (e.g. salutations, complimentary closings, holidays)
- Plurals (hyphenated compound words: e.g. *mothers-in-law; three-year-old girls*)
- Punctuation (e.g. apostrophes for possessive case, colons for lists)
- Verb inflection (e.g. *-s, -ed, -ing*)

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
 - opposition (e.g. *even though, although*)
 - purpose (e.g. *so, so as, in order that, in order to*)
- Organization of ideas
 - statement to example
- Parallel structure
 - clauses (e.g. *Living in a suburb is better than living in a city.*)
- Transitional expressions
 - concession (e.g. *of course, certainly, granted*)

Textual Organization

Selected text types: popular and short literary

- Knowledge of internal features
 - appropriate language register when conveying opinions and emotional attitudes related to memorable incidents, events and encounters

- text development (introduction, body and conclusion), and layout or text components in written texts and multimedia productions (e.g. e-mails: sender’s electronic address, recipient’s electronic address, “Cc” field, “Subject” field, body, signature, attachment; standard letter: inside address, attention line, subject line, salutation, body, complimentary closing; production: title, graphic design, headline, caption, diagrams, charts, menu bar, hyperlinks, jingle, musical theme, visual and sound effects)
- Knowledge (i.e. recognition) of external features
 - context (e.g. writing a letter of complaint, producing an original baby shower invitation, filling out an online questionnaire on customer satisfaction)
 - purpose: expressing (i.e. any of the bulleted items under Functional Knowledge)
 - target audience (i.e. determine whether the text is intended for a specific gender, age, social class or social group, e.g. customer service personnel, close family members)

Cultural References

In this course, adult learners may explore the sociological and sociolinguistic aspects of English culture in North America by considering the customs, interpersonal relations and language conventions relating to the conveying of feelings and opinions through various types of written texts and productions. 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 family of learning situations tied to subject-specific competencies targeted in this course is shaded in the table below.

Family of Learning Situations	
	Informing
▶	Expressing
	Persuading

Expressing is the family of learning situations targeted in this course. It is associated with the communication functions or communicative purposes of conveying feelings such as happiness, sadness, love, fear, anger, worry, pleasure and surprise associated with incidents, events, celebrations, ceremonies and experiences, as well as stating opinions or viewpoints such as agreement, disagreement, uncertainty, indifference, satisfaction, dissatisfaction, wants and desires.

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. Health and Well-Being and Media Literacy (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as a springboard for the development of the subject-specific competencies listed vertically.

Broad Areas of Learning →	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Subject-Specific Competencies ↓					
Reinvests understanding of texts	■			■	
Writes and produces 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 Health and Well-Being, adult learners may develop self-awareness and a greater awareness of their basic needs (e.g. the need to express their feelings).

By considering issues of Media Literacy, adult learners may become more familiar with methods of producing media documents (e.g. use of various techniques, technologies and modes of communication).

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) A Letter of Complaint

You have just returned from a trip and a stay at a hotel. Although you appreciated some aspects of the hotel accommodations, you were quite dissatisfied with others (e.g. cleanliness of the room, services, noise level). You decide to either write a letter to the hotel manager or post an online customer comment on the Web site of the travel agency that recommended that hotel to give prospective travellers the chance to see what you have to say about your stay. Your comments must be in the form of a business-type letter or an e-mail in which you describe the incidents that caused your dissatisfaction.

b) Words for All Occasions

You have English-speaking friends and acquaintances. Occasions arise that require you to express thanks, congratulations, good wishes or sympathy. Because of your relationship with them, you prefer that your message be of a more personalized nature rather than simply your signature on a purchased card bearing a message of sentiment. Create a personalized card or e-mail for a special occasion, with an appropriate personal message.

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 *Writes and produces texts* by employing a range of resources to:

- broaden knowledge of expressive texts related to incidents, events, celebrations, ceremonies and experiences
- interpret information conveyed in expressive texts they read, listen to or view
- write and produce expressive texts related to incidents, events, celebrations, ceremonies or experiences

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 and the organization ideas. They will be able to answer questions on texts pertaining to events, celebrations, ceremonies or experiences by identifying and communicating pertinent information (e.g. occurrence, chronology and duration of events; characters involved and their relationships, impressions, opinions or sensations felt prior to, during or after the event/experience; author's expectations; author's ability/inability to do something).

Texts used for broadening knowledge of expressive texts may consist of:

- thank-you/sympathy cards
- letters of appreciation or complaint
- customer satisfaction forms
- discussion forums
- travel logs/blogs
- traditional/digital diary entries
- lyrics
- podcasts

Written texts 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.

Adult learners will be able to describe incidents, events, celebrations, ceremonies or experiences and express feelings and opinions related to these situations. They will be able to convey relevant information (e.g. occurrence, chronology and duration of events, celebrations, ceremonies or experiences; characters involved in these events/experiences and their relationships, impressions, opinions or sensations felt prior to, during or after the event/experience; author's expectations, author's ability/inability to do something), using simple forms of present, past and future tenses as well as some progressive and perfect forms. They will be able to provide descriptions using simple and compound sentence structures. They will use language codes and conventions appropriate for the context and audience. The information will be organized into a coherent text with an identifiable introduction, development and conclusion, despite discourse patterns that may sometimes be typical of the mother tongue.

In this course, written or produced tasks could include standard or electronic letters that are two or three paragraphs long or composed of 50 to 150 words, personal or formal in nature depending on the text type and context; standard or electronic forms with short descriptions or explanations; multimedia texts that are 2 to 3 minutes in length. More detailed information on texts related to the development of Competency 3 is provided in Chapter 3, Section 3.4.3.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
<i>Reinvests understanding of texts (C2)</i>	<ul style="list-style-type: none"> • Demonstration of understanding through the response process • Pertinent use of knowledge in a reinvestment task
<i>Writes and produces texts (C3)</i>	<ul style="list-style-type: none"> • Coherence of the content • Clear formulation of the message