

ANGLAIS LANGUE SECONDE

ANG-1001-6

DEFINITION OF THE DOMAIN

SEPTEMBRE 1995

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INTRODUCTION

This definition of the domain is intended mainly for those responsible for developing examinations for the English as a Second Language program, level one, in adult education. It will be used for summative evaluation purposes. In it are organized the representative elements of the program. The purpose of defining the domain is to ensure that all examinations are consistent with the overall program.

The definition of the domain will help evaluators understand the principal orientations of the program, as well as its learning content and how it is distributed. It is a prerequisite for the development of examinations.

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1. Orientations

ORIENTATIONS	CONSEQUENCES								
<p>1. The program's global objective is to permit the student to communicate in a variety of real-life situations that he or she might reasonably be expected to encounter.</p>	<p>Evaluation will be based on the student's comprehension of authentic oral and written texts similar to those presented in class. The selected texts will be ones that the student might reasonably be expected to encounter outside the classroom.</p> <p>As for expression, evaluation will be based on the student's ability to communicate a significant message in a variety of real-life situations. Therefore the student will perform a number of tasks in a variety of communicative contexts at different times and with different people.</p>								
<p>2. The program attributes greater importance to oral communication than to written communication, and greater importance to comprehension than to expression. The program specifies the relative importance of the four skills.</p> <p>3. The program places a great emphasis on the student's ability to both receive and produce significant messages.</p>	<p>Marks will be attributed in the following way:</p> <table data-bbox="820 1197 1412 1365"> <tr> <td>Listening:</td> <td>45 %</td> </tr> <tr> <td>Speaking:</td> <td>30 %</td> </tr> <tr> <td>Reading:</td> <td>15 %</td> </tr> <tr> <td>Writing:</td> <td>10 %</td> </tr> </table> <p>Evaluation of the student's fluency, mastery of grammar, range of vocabulary, pronunciation and use of communication strategies is based on the degree to which these elements aid or hinder communication.</p>	Listening:	45 %	Speaking:	30 %	Reading:	15 %	Writing:	10 %
Listening:	45 %								
Speaking:	30 %								
Reading:	15 %								
Writing:	10 %								

2. Program Elements

2.1 Content¹

- a) Social Setting
 - oral and written identification (name, occupation, phone number, address, residence, country of origin);
 - relationships with others;
 - introductions;
 - descriptions of others (name, occupation, residence, country of origin, relationship);
 - greetings and leave-takings;
 - small talk about the weather.

- b) Classroom
 - oral and written information concerning the functioning of the school and class (time of the day, days of the week, months, dates, holidays);
 - commencement, duration, cessation;
 - oral and written instructions used in class;
 - queries about needs;
 - requests for clarification.

- c) Public Place
 - needs, requests;
 - oral and written directions, location (buildings, services, roads, accommodations);
 - existence;
 - distance;
 - ownership;
 - oral and written statements of danger and warning;
 - signs and notices (identification of places, warnings, opening and closing hours, directions, regulations).

- d) Store
 - identification of common consumer items (food, drink, clothing);
 - descriptions of common consumer items (quantity, size, length, width, weight, colour, age, material, quality);
 - offers and requests concerning needs, wants;
 - price;
 - types of payment;
 - order forms.

1. The content elements must be seen in the context of the skills (terminal objectives) described on pages 4 and 5.

2.2 Skills

a) Listening

On hearing short oral texts in a limited number of real-life situations, the student will be able to:

- recognize a request for information in a predictable situation;
- recognize an affirmation, negation;
- identify the important elements in instructions in a predictable situation;
- recognize an offer in a predictable situation;
- recognize a request for action in a predictable situation;
- pick out important details as to time, place, people and objects;
- understand the speaker's intention in a predictable situation;
- understand a warning;
- understand simple social conventions.

b) Speaking

In a limited number of real-life situations, the student will be able to:

- ask a closed question;
- make a simple affirmation;
- make a simple negation;
- give simple instructions;
- respond to an offer or request;
- make a simple request;
- give a warning;
- use simple social conventions;
- catch a person's attention.

c) Reading

On reading very short written texts, the student will be able to:

- recognize warnings;
- pick out important details as to time, place, people and objects;
- identify key words;
- understand simple instructions and directions.

d) Writing

In a limited number of real-life situations, the student will be able to:

- fill out simple forms;
- write short simple notes.

2.3 Justification of Choices

The majority of program elements at level one were retained for purposes of evaluation. They are judged necessary to enable the student to function in the communicative settings covered, namely, social setting, classroom, public place and store.

3. Summary of Program Content to Be Evaluated and Relative Importance

SKILL	CONTENT	SOCIAL SETTING 30 %	CLASSROOM 15 %
<p><u>LISTENING</u> (see page 4)</p> <ul style="list-style-type: none"> - recognize requests for information - recognize affirmations, negations - identify important elements in an instruction or a warning - recognize an offer - recognize a request for action - pick out important details - understand the speaker's intention - understand social conventions <p style="text-align: right;">45 %</p>	<ul style="list-style-type: none"> - questions about identity (name, occupation, phone number, address, residence, country of origin, relationship) - descriptions of others (name, occupation, residence, country of origin, relationship) - small talk about the weather <p>(1) 10 %</p>	<ul style="list-style-type: none"> - instructions in class - descriptions of the functioning of a school and class (time of day, days of week, months, dates, year, holidays) - common objects and materials - questions as to needs - commencement, duration, cessation <p>(2) 15 %</p>	
<p><u>SPEAKING</u> (see page 4)</p> <ul style="list-style-type: none"> - ask a closed question - make a simple affirmation - make a simple negation - give simple instructions - respond to an offer or request - make a simple request - give a warning - use simple social conventions - catch a person's attention <p style="text-align: right;">30 %</p>	<ul style="list-style-type: none"> - introductions - description of oneself (name, phone number, address, residence, country of origin, relationships) - descriptions of others <p>(5) 10 %</p>		
<p><u>READING</u> (see page 5)</p> <ul style="list-style-type: none"> - recognize warnings - pick out important details - identify key words - understand simple directions <p style="text-align: right;">15 %</p>	<ul style="list-style-type: none"> - questions about identity (name, occupation, phone number, address, residence, country of origin, relationship) <p>(8) 5 %</p>		
<p><u>WRITING</u> (see page 5)</p> <ul style="list-style-type: none"> - fill out simple forms <p style="text-align: right;">10 %</p>	<ul style="list-style-type: none"> - description of oneself (name, occupation, phone number, address, residence, country of origin, relationship) - identification forms <p>(11) 5 %</p>		

SKILL	CONTENT	PUBLIC PLACE 25 %	STORE 30 %
<p><u>LISTENING</u> (see page 4)</p> <ul style="list-style-type: none"> - recognize requests for information - recognize affirmations, negations - identify important elements in an instruction or a warning - recognize an offer - recognize a request for action - pick out important details - understand the speaker's intention - understand social conventions <p style="text-align: right;">45 %</p>	<ul style="list-style-type: none"> - the location of people, places, objects (existence, distance) - directions as to people, places, objects - warnings and statements of danger <p>(3) 10 %</p>	<ul style="list-style-type: none"> - offers of help - descriptions of common consumer items (price, size, colour, material, style) - requests concerning payment - identification of common consumer items <p>(4) 10 %</p>	
<p><u>SPEAKING</u> (see page 4)</p> <ul style="list-style-type: none"> - ask a closed question - make a simple affirmation - make a simple negation - give simple instructions - respond to an offer or request - make a simple request - give a warning - use simple social conventions - catch a person's attention <p style="text-align: right;">30 %</p>	<ul style="list-style-type: none"> - the location of people, places, objects - directions to places - needs, requests <p>(6) 10 %</p>	<ul style="list-style-type: none"> - requests for information on consumer items - statements as to wants, needs <p>(7) 10 %</p>	
<p><u>READING</u> (see page 5)</p> <ul style="list-style-type: none"> - recognize warnings - pick out important details - identify key words - understand simple directions <p style="text-align: right;">15 %</p>	<ul style="list-style-type: none"> - signs and notices (identification of places, opening and closing hours, regulations) - warnings and statements of danger - directions to places <p>(9) 5 %</p>	<ul style="list-style-type: none"> - signs (identification of common consumer items, opening and closing hours) - description of consumer items (price, size, colour, material, style) - order forms <p>(10) 5 %</p>	
<p><u>WRITING</u> (see page 5)</p> <ul style="list-style-type: none"> - fill out simple forms <p style="text-align: right;">10 %</p>		<ul style="list-style-type: none"> - order forms <p>(12) 5 %</p>	

3.1 Justification of Distribution

The program establishes the relative importance of the four skills – listening, speaking, reading and writing. These values are respected in the distribution:

Listening	45 %
Speaking	30 %
Reading	15 %
Writing	10 %

Content elements were retained in each of the four unit-settings. The distribution is as follows:

Social Setting	30 %
Classroom	15 %
Public Place	25 %
Store	30 %

Such a distribution reflects to a large extent the number of intermediate objectives in each unit-setting. It must be noted, however, that many test items, because of their functional and notional content, apply to several linguistic settings. Thus, test items evaluating similar content elements from several settings may be grouped into one setting.

The weighting of each dimension reflects the relative importance of these content elements in the program as well as the eventual application by the average student learning English in Québec.

4. Description of Observable Behaviour

4.1 Listening (Dimensions 1, 2, 3, 4)

The oral texts will be presented in the context of real-life situations. The subjects of the texts will be familiar and concrete. Contextual support will be provided in the form of clear drawings, sound effects and written texts.

The texts will reflect the degree of difficulty exhibited in the communicative situations. The majority of the sentences will be simple, will contain no linguistic screen and consist of familiar vocabulary.

The student will demonstrate his or her listening skills (recognizing, identifying) by:

- choosing the appropriate element from among several written or pictorial alternatives;
- matching related written or pictorial elements in relation to an oral message;
- placing in the correct sequence one item corresponding to an oral set of directions or instructions.

4.2 Speaking (Dimensions 5, 6, 7)

This skill will be evaluated within the context of real-life situations wherein the student will be required to perform specific communicative tasks corresponding to the objectives of the program. Evaluation will be based on the student's ability to convey a significant message rather than on the form of the discourse.

The evaluation activities will be simulations, role-playing, as well as problem-solving and communicative games.

The student will demonstrate his or her speaking skills by:

- conveying a complete and comprehensible message in response to the tasks assigned (comprehensibility);
- conveying the message with ease (fluency);
- using language structures and vocabulary to communicate the message accurately and appropriately (grammar + vocabulary);
- using proper pronunciation, rhythm, stress and intonation to convey a message that is easily comprehensible to a native speaker (pronunciation);
- overcoming communication breakdown by the use of rephrasing, circumlocution, appeals to the interlocutor, repetition, substitution and explanation (communicative strategies).

The allocation of marks for the various elements of observable behaviour is the following:

Comprehensibility	10 %
Fluency	5 %
Grammar + Vocabulary	5 %
Pronunciation	5 %
Communicative Strategies	5 %

A detailed evaluation grid for this skill is found on page 11.

A marking grid, including the five evaluation criteria for speaking and the three tasks to be completed by each student, is found on page 12. Note that 30 points (10 + 5 + 5 + 5 + 5) are allotted to each task and that the potential total of 90 points for the three tasks must be divided by three to obtain the final mark out of 30.

EVALUATION GRID

SPEAKING

WEIGHTING	0	1	2	3	4	5
CRITERIA						
COMPREHENSIBILITY	<ul style="list-style-type: none"> - message not conveyed - wrong message conveyed - message irrelevant to task - communicative task not performed 	<ul style="list-style-type: none"> - hardly any message conveyed - major inaccuracies in message - communicative task for the most part not performed 	any teacher hesitation	<ul style="list-style-type: none"> - most of message conveyed - communicative task partially completed 	any teacher hesitation	<ul style="list-style-type: none"> - complete message conveyed - task successfully completed
FLUENCY	<ul style="list-style-type: none"> - isolated words or phrases giving no general idea 	<ul style="list-style-type: none"> - unnatural, halting speech - no linking of ideas - frequent pauses, hesitations, false starts - definite effort and frustration - inability to complete idea 	any teacher hesitation	<ul style="list-style-type: none"> - uneven flow of speech - frequent hesitations, pauses - certain lack of continuity - small degree of frustration - occasional groping for words 	any teacher hesitation	<ul style="list-style-type: none"> - almost natural, smooth speech - some slight hesitations, very short pauses - easy linking of ideas - minimum of searching, frustration
GRAMMAR AND VOCABULARY	<ul style="list-style-type: none"> - errors leading to confused message - completely inappropriate to roles and socio-linguistic conventions 	<ul style="list-style-type: none"> - many errors, some of which lead to misinterpretation - speech inappropriate to roles and socio-linguistic conventions 	any teacher hesitation	<ul style="list-style-type: none"> - many minor errors, few of which lead to misinterpretation - some awareness of speech appropriate to roles and socio-linguistic conventions 	any teacher hesitation	<ul style="list-style-type: none"> - occasional minor errors not leading to misinterpretation - general awareness of speech appropriate to roles and socio-linguistic conventions
PRONUNCIATION	<ul style="list-style-type: none"> - speech unintelligible to native speaker 	<ul style="list-style-type: none"> - poor pronunciation, rhythm, stress, intonation - speech difficult to understand for native speaker 	any teacher hesitation	<ul style="list-style-type: none"> - frequent faulty pronunciation, rhythm, stress, intonation - generally intelligible to native speaker 	any teacher hesitation	<ul style="list-style-type: none"> - speech easily intelligible to native speaker despite minor faults in pronunciation, rhythm, stress, intonation
COMMUNICATIVE STRATEGIES	<ul style="list-style-type: none"> - no use of communicative strategies 	<ul style="list-style-type: none"> - limited ability to recognize errors, inaccuracies - very limited ability to rephrase, repeat, simplify, circumlocute, appeal to interlocutor for assistance - frequent appeal to mother tongue 	any teacher hesitation	<ul style="list-style-type: none"> - some ability to recognize errors, inaccuracies - certain skills in rephrasing, repetition, circumlocution, simplification - limited appeal for assistance from interlocutor - occasional appeal to mother tongue 	any teacher hesitation	<ul style="list-style-type: none"> - ability to recognize errors, inaccuracies and correct them - effective use of rephrasing, repetition, circumlocution, simplification - ability to appeal to interlocutor for assistance

MARKING GRID

SPEAKING

CRITERIA	COMPREHENSIBILITY	FLUENCY	GRAMMAR AND VOCABULARY	PRONUNCIATION	COMMUNICATIVE STRATEGY	TOTAL
TASK 1 (30 points)	/5 x2	/5 x1	/5 x1	/5 x1	/5 x1	
Date:	/10	/5	/5	/5	/5	/30
TASK 2 (30 points)	/5 x2	/5 x1	/5 x1	/5 x1	/5 x1	
Date:	/10	/5	/5	/5	/5	/30
TASK 3 (30 points)	/5 x2	/5 x1	/5 x1	/5 x1	/5 x1	
Date:	/10	/5	/5	/5	/5	/30
Total Score: ___ /90						
Final score for speaking ___ /90 ÷ 3 = ___ /30						

SUMMARY

Listening (Part 1)	___/	_____ Teacher's signature Date: _____
Reading and Writing (Part 2)	___/	
Speaking (Part 3)	___/	
Total	___/	

Centre _____
Name of student _____
Student number _____
Course _____

4.3 Reading (Dimensions 8, 9, 10)

The written texts will resemble authentic written documents that the student is likely to encounter and that have been studied (public signs, notices, announcements and advertisements for objects and places, warnings and statements of danger, directions to places and descriptions of consumer items). The student is required to identify key words, pick out important details and recognize what action is expected of him or her.

The student will demonstrate his or her reading abilities (recognizing, identifying) by:

- using the written document (e.g. an ad) to successfully complete a task (e.g. giving information about a consumer item);
- matching a written message to a pictorial representation;
- making the appropriate written reply (one-word answer) to a written stimulus;
- choosing the appropriate element from among several written or pictorial alternatives.

4.4 Writing (Dimensions 11, 12)

Writing skills will be evaluated within the context of real-life situations wherein the student will be required to perform specific communicative tasks, corresponding to the objectives.

A detailed evaluation checklist for this skill is found on the next page. The answer key will indicate when the proposed checklist should be used.

The tasks will be drawn from dimensions 11 and 12 (personal identification forms, order forms).

The student will demonstrate his or her writing skills by:

- writing one-word, short-phrase and short-sentence responses to a written stimulus;
- writing one-word, short-phrase and short-sentence responses to an oral stimulus.

**EVALUATION CHECKLIST
FOR ADMINISTRATIVE USE
IN WRITTEN EXPRESSION**

The following set of criteria can be used in evaluating the student's writing to accomplish a particular task.

<ul style="list-style-type: none"> – message completely conveyed – communicative task successfully completed – appropriate use of vocabulary – natural language structure – correct spelling 	5/5
<ul style="list-style-type: none"> – message completely conveyed – communicative task successfully completed – appropriate use of vocabulary – minor errors in language structure not leading to misinterpretation – minor errors in spelling not leading to misinterpretation 	4/5
<ul style="list-style-type: none"> – message mostly conveyed – communicative task for the most part completed – minor inappropriateness in use of vocabulary – errors in language structure leading to a possibility of misinterpretation – some errors in spelling occasionally hindering comprehension 	3/5
<ul style="list-style-type: none"> – message partly conveyed – communicative task partially completed – frequent inappropriateness in vocabulary use and language structure leading to difficulties in interpretation – frequent errors in spelling leading to difficulties in interpretation 	2/5
<ul style="list-style-type: none"> – message barely conveyed – communicative task for the most part not completed – major errors in use of vocabulary, language structure and spelling leading to incomprehension or misinterpretation 	1/5
<ul style="list-style-type: none"> – no message conveyed 	0/5

5. Exam Characteristics

5.1 Type of Exam

There will be two types of exams: oral exams, which measure speaking, and a final written exam, which measures listening, reading and writing.

The oral exams will count for 30 %.

The final exam will count for 70 % (listening – 45 %, reading – 15 %, writing – 10 %).

5.2 Exam Parameters

a) Oral Exam (Speaking)

Content

The activities used in evaluation will be simulations, role-playing, as well as problem-solving and communicative games.

Not all students will be evaluated on the same task. However, each student will be required to undertake a sampling of communicative tasks of comparable difficulty from dimensions 5, 6 and 7.

Schedule

There will be three evaluation sessions for each student held at different times throughout the course. The three sessions will be held to correspond to the following unit-settings:

Session 1 – Social Setting

Session 2 – Classroom
Public Place

Session 3 – Store

The sequence in which the evaluation sessions are presented is left entirely to the discretion of the teacher.

The total time allotted to the evaluation of speaking should not exceed, on the average, three minutes per student per evaluation session (nine minutes per course).

Organization

The student will be observed as he or she performs a specific communicative task within a small group (2 to 4 people).

The oral evaluation will be a regular part of the second-language classroom. The student must be informed when he or she is being evaluated and on what criteria.

It is important to reiterate that summative evaluation, which counts towards the student's final mark, can take place only on completion of the integrated learning activities and formative evaluation designed to help the student measure his or her progress.

Materials

The evaluation material will include a sufficient number of test items to evaluate speaking skills for each session. A teacher's copy and, when necessary, a student's copy of the items will be provided.

Many of the test items can be adapted so as to be more pertinent to individual students' situations. Suggestions to this end accompany many items.

Examiners may use the evaluation and marking grids in this guide to record marks.

b) **Final Exam (Listening, Reading, Writing)**

Content

The final exam will comprise Part 1 (listening) corresponding to dimensions 1 – 4, and Part 2 (reading and writing) corresponding to dimensions 8 – 12.

Schedule

The written exam will be held at the end of the 100-hour session or on completion of the course.

Part 1 of the exam will take no more than one hour to complete. The total time is determined by the audio recording which, once started, must not be stopped. Part 2 must be completed within forty minutes. The exams may or may not be given consecutively. Normally, Part 1 is administered before Part 2.

Organization

The final exam can be given to the students as a group or on an individual basis.

Materials

The instructions and stimuli for Part 1 of the final exam will be presented both on paper and on audio tape.

The evaluation materials include:

- an audio recording on cassette;
- a tapescript;
- a student's booklet;
- a student's answer sheet;
- a correction key.

The instructions and stimuli for Part 2 of the final exam will be presented only on paper.

The evaluation materials include:

- a student's booklet;
- a student's answer sheet;
- a correction key.

Students are allowed to use dictionaries for Part 2 of the final exam. They are not, however, permitted to use class notes.

5.3 Passing Mark and Retake

The students must obtain 60 percent when the works for all three parts (listening, reading and writing, and speaking) are combined.

In those cases where 60 percent is not attained, students are required to retake the part they did not succeed or the combined parts of the exam. Of course, such retakes should be administered only after sufficient language acquisition has occurred to permit a reasonable chance of success.

A different version of the exam is used.

