

ANGLAIS LANGUE SECONDE

ANG-3007-6

DEFINITION OF THE DOMAIN

SEPTEMBRE 1995

ANGLAIS LANGUE SECONDE

ANG-3007-6

DEFINITION OF THE DOMAIN

SEPTEMBER 1995

© Gouvernement du Québec
Ministère de l'Éducation, 1995 — 95-0225

ISBN 2 — 550 — 24546-6

Dépôt légal — Bibliothèque nationale du Québec, 1995

INTRODUCTION

This definition of the domain is intended mainly for those responsible for developing examinations for the English as a Second Language program, level three, 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.

Table of Contents

	Page
1. Orientations	2
2. Program Elements	3
2.1 Content	3
2.2 Skills	4
2.3 Justification of Choices	6
3. Summary of Program Content to Be Evaluated and Relative Importance	7
3.1 Justification of Distribution	9
4. Description of Observable Behaviour	10
4.1 Listening	10
4.2 Speaking	10
4.3 Reading	14
4.4 Writing	14
5. Exam Characteristics	16
5.1 Type of Exam	16
5.2 Exam Parameters	16
5.3 Passing Mark and Retake	18

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

- queries and descriptions concerning health;
- descriptions of past, present and future activities;
- suggestions and invitations pertaining to an activity, a person, a place or a thing;
- description of a person;
- statements of opinion about people, places, things and activities;
- recreational activities, events;
- likes, dislikes, preferences and reasons for them with regard to people, places, things and activities;
- interest or lack of interest in certain activities;
- intentions;
- descriptions of past, present and future weather conditions;
- obligations in relation to activities;
- leave-takings;
- written invitations.

b) Telephone Communication at Home and at Work

- telephone techniques (directory assistance, long-distance calls);
- simple information about opening and closing hours, the time of events and schedules;
- written descriptions of familiar items;
- written information about activities and events.

c) Medical Setting

- appointments;
- information about the existence and whereabouts of medical services;
- descriptions of one's condition and medical history;
- medical advice and instructions;
- instructions on pharmaceutical labels;
- written registration forms.

1. The content elements must be seen in the context of the skills (terminal objectives) described on pages 4, 5 and 6.

d) Interview

- appointments;
- descriptions of one's abilities or skills and past experience;
- intentions in an educational or employment context;
- written application forms, registration forms;
- written job offers;
- leave-takings.

e) Housing and Lodging

- appointments by phone;
- descriptions of rooms, apartments, houses;
- written advertisements for rooms, apartments, houses;
- conditions of an offer to purchase or lease.

2.2 Skillsa) Listening

On hearing short oral texts (narrations, instructions, advice, comparisons, descriptions of problems) in a variety of real-life situations, the student will be able to:

- understand the reasons given;
- pick out a number of details as to time, place, people, objects, means and reasons;
- pick out the main idea of a short oral narration;
- understand simple conditions in familiar contexts;
- understand opinions expressed concerning people, places, objects and activities;
- recognize stated obligations or lack of obligations;
- understand inquiries about one's abilities (skills, talents, experience);
- recognize invitations and suggestions;
- recognize offers or requests in a variety of contexts;
- recognize feelings expressed by others;

- recognize conversation strategies (making contact, small talk, terminating a conversation);
- understand advice offered.

b) Speaking

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

- request and give simple information as to time, place, people, objects, means and reasons;
- inquire about and state feelings;
- describe simple events;
- state a simple problem;
- describe his or her abilities;
- ask for, express, and react to simple opinions on familiar topics;
- inquire about and express likes, dislikes and preferences as to time, place, people, objects and activities;
- ask about and express wants, needs and intentions;
- make simple and appropriate offers and requests, and respond to them;
- be appropriate in oral exchanges involving making contact, small talk, terminating a conversation.

c) Reading

On reading simple written texts (descriptions, instructions, forms), the student will be able to:

- recognize the various parts of written documents and pick out details as to time, place, people, objects, means and reasons;
- identify key words and phrases;
- recognize the reasons given;
- recognize invitations and suggestions.

d) Writing

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

- fill out various forms;
- write simple instructions or directions;
- write simple messages in note form;
- write simple invitations and suggestions.

2.3 Justification of Choices

Content elements from the five settings were retained for purposes of evaluation.

In general, content elements are retained because of their importance in enabling the student to function in the targeted linguistic situations and because of their value in promoting the transfer of abilities to related situations.

A large number of content elements were retained in both "listening" and "speaking", given the importance attributed to oral language by the program.

A small number of content elements were retained in "reading" and "writing", given the very limited range of tasks students are expected to perform in the written mode.

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

SKILL	CONTENT	SOCIAL SETTING 35 %	TELEPHONE COMMUNICATION 10 %	MEDICAL SETTING 20 %
<u>LISTENING</u> (see page 4) <ul style="list-style-type: none"> - understand reasons given - pick out details - pick out the main idea - understand conditions - understand opinions - recognize obligations or lack of obligations - understand inquiries about abilities - recognize invitations, suggestions, instructions, offers, conversation strategies - recognize expressed feelings <p style="text-align: center;">45 %</p>	<ul style="list-style-type: none"> - queries and descriptions of health - past, present and future activities - suggestions, invitations - description of a person - opinions - recreational activities, events - likes and dislikes, preferences - interests - intentions - weather conditions - obligations <p>(1) 20 %</p>	<ul style="list-style-type: none"> - opening and closing hours - the time of events - schedules <p>(2) 5 %</p>	<ul style="list-style-type: none"> - existence and whereabouts of services - descriptions of one's health - advice and instructions <p>(3) 10 %</p>	
<u>SPEAKING</u> (see page 5) <ul style="list-style-type: none"> - request and give information - inquire about and state feelings - describe simple events - state a problem - describe abilities - ask for, express, and react to opinions - inquire about and express likes, dislikes - ask about and express wants, needs and intentions - make and respond to offers, requests - use appropriate language <p style="text-align: center;">30 %</p>	<ul style="list-style-type: none"> - queries and descriptions of health - past, present and future activities - suggestions, invitations - description of a person - opinions - recreational activities, events - likes and dislikes, preferences - interests - weather conditions - intentions <p>(6) 10 %</p>	<ul style="list-style-type: none"> - telephone techniques - queries as to opening and closing hours - the time of events <p>(7) 5 %</p>	<ul style="list-style-type: none"> - descriptions of one's health - appointments - existence and whereabouts of services <p>(8) 5 %</p>	
<u>READING</u> (see page 5) <ul style="list-style-type: none"> - recognize parts of documents - pick out details - identify key words and phrases - recognize the reasons given - recognize invitations and suggestions <p style="text-align: center;">15 %</p>			<ul style="list-style-type: none"> - instructions on pharmaceutical labels <p>(11) 5 %</p>	
<u>WRITING</u> (see page 6) <ul style="list-style-type: none"> - fill out simple forms - write instructions or directions - write simple messages - write simple invitations and suggestions <p style="text-align: center;">10 %</p>	<ul style="list-style-type: none"> - invitations and suggestions <p>(14) 5 %</p>			

SKILL	CONTENT	INTERVIEW 20 %	HOUSING AND LODGING 15 %
<p><u>LISTENING</u> (see page 4)</p> <ul style="list-style-type: none"> - understand reasons given - pick out details - pick out the main idea - understand conditions - understand opinions - recognize obligations or lack of obligations - understand inquiries about abilities - recognize invitations, suggestions, instructions, offers, conversation strategies - recognize expressed feelings <p style="text-align: right;">45 %</p>	<ul style="list-style-type: none"> - capabilities and experience - intentions <p>(4) 5 %</p>	<ul style="list-style-type: none"> - appointments - descriptions of rooms, apartments, houses - conditions of an offer to purchase or lease <p>(5) 5 %</p>	
<p><u>SPEAKING</u> (see page 5)</p> <ul style="list-style-type: none"> - request and give information - inquire about and state feelings - describe simple events - state a problem - describe abilities - ask for, express, and react to opinions - inquire about and express likes, dislikes - ask about and express wants, needs and intentions - make and respond to offers, requests - use appropriate language <p style="text-align: right;">30 %</p>	<ul style="list-style-type: none"> - appointments - capabilities and experience - intentions <p>(9) 5 %</p>	<ul style="list-style-type: none"> - appointments - descriptions of rooms, apartments, houses <p>(10) 5 %</p>	
<p><u>READING</u> (see page 5)</p> <ul style="list-style-type: none"> - recognize parts of documents - pick out details - identify key words and phrases - recognize the reasons given - recognize invitations and suggestions <p style="text-align: right;">15 %</p>	<ul style="list-style-type: none"> - application forms - job announcements <p>(12) 5 %</p>	<ul style="list-style-type: none"> - advertisements for rooms, apartments, houses <p>(13) 5 %</p>	
<p><u>WRITING</u> (see page 6)</p> <ul style="list-style-type: none"> - fill out simple forms - write instructions or directions - write simple messages - write simple invitations and suggestions <p style="text-align: right;">10 %</p>	<ul style="list-style-type: none"> - application forms - registration forms <p>(15) 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 five unit-settings. The distribution is as follows:

Social Setting	35 %
Telephone Communication at Home and at Work	10 %
Medical Setting	20 %
Interview	20 %
Housing and Lodging	15 %

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, 5)

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. Some of the texts will contain complex sentences with occasional linguistic screens and some unfamiliar vocabulary.

The student will demonstrate his or her listening abilities (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 or two items corresponding to an oral set of directions or instructions.

4.2 Speaking (Dimensions 6, 7, 8, 9, 10)

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, problem-solving and communicative games and discussions.

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 12.

A marking grid, including the five evaluation criteria for speaking and the three tasks to be completed by each student, is found on page 13. 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 11, 12, 13)

The written texts will resemble authentic written documents that the student is likely to encounter and that have been studied (job-application forms, instructions on pharmaceutical labels, documents regarding accommodations and housing, registration forms). The student is required to recognize the various parts of written documents and pick out details as to time, place, people, objects, means and reasons; and identify key words and phrases.

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

- using the written document (e.g. a newspaper advertisement for a house) to successfully complete a task (e.g. finding out the type of house, the location and the price);
- matching a written message to a pictorial representation;
- making the appropriate written reply (one-word answer, short-answer) to a written stimulus;
- choosing the appropriate element from among several written or pictorial alternatives;
- rearranging several written or pictorial elements in terms of sequence, chronology, degree, etc.

4.4 Writing (Dimensions 14, 15)

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 14 and 15 (job application forms, registration forms, invitations).

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, problem-solving as well as communicative games and discussions.

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 6, 7, 8, 9 and 10.

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 – Telephone Communication at Home and at Work
Medical Setting

Session 3 – Interview
Housing and Lodging

The sequence in which 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 – 5, and Part 2 (reading and writing) corresponding to dimensions 11 – 15.

Schedule

The final 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 sixty 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 student must obtain 60 percent when the marks 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.

