

ANGLAIS LANGUE SECONDE

ANG-4036-6

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 four, 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>40 %</td> </tr> <tr> <td>Speaking:</td> <td>30 %</td> </tr> <tr> <td>Reading:</td> <td>20 %</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:	40 %	Speaking:	30 %	Reading:	20 %	Writing:	10 %
Listening:	40 %								
Speaking:	30 %								
Reading:	20 %								
Writing:	10 %								

2. Program Elements

2.1 Content¹

a) Weather

- newspaper, radio weather reports;
- discussions of past, present and future weather conditions;
- verbal and written warnings about dangerous weather conditions;
- discussions of tastes and preferences in weather and seasons;
- narration of weather-related story.

b) Consumer Goods

- information about consumer goods;
- discussions of the value of a consumer good;
- written warnings and safety tips related to consumer goods;
- written instructions on the use of various consumer goods;
- written classified ads for consumer goods;
- discussions of items appearing in classified ads;
- written advertisements for consumer goods.

c) Entertainment, Recreation and Lifestyle

- oral and written information about entertainment and recreational activities of interest;
- purchase and reservation of tickets for entertainment or recreational activities of interest;
- discussions of tastes and preferences;
- oral and written game rules;
- oral and written descriptions of shows or recreational activities;
- written narrations related to entertainment, recreation;
- tastes, interest, attitudes, advice as to entertainment and recreational activities, including opinions;
- oral and written invitations, suggestions.

d) Places and Travel

- descriptions of one's own milieu;
- discussions and comparisons of different milieus;
- written descriptions of places;
- oral and written communication to obtain information about a place;

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

- narration of a trip;
- description of a place;
- written notes, postcards;
- advice on places to go;
- written documents related to public transport;
- information on public transport, fares, reservations, services.

e) Relationships with Others

- exchanges about recent activities, habits, changes, upcoming projects and plans;
- advice on a problem of importance;
- opinions on subjects of interest.

2.2 **Skills**

a) Listening

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

- identify important details in questions and declarations;
- identify the main idea;
- find similar or contrasting information;
- identify the chronological sequence of events;
- identify key words and phrases in oral texts;
- identify the important elements in how something functions;
- understand reasons given;
- discern simple conditions;
- understand stated obligations or lack of obligations;
- understand requests for help and advice, and invitations;
- identify advice offered or requested;
- recognize a statement of opinion;
- recognize feelings expressed by another person;
- recognize alternatives.

b) Speaking

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

- answer open and closed questions dealing with several elements of factual information;
- ask simple open and closed questions;
- ask or express simple feelings about people, things, places and activities;
- ask for and give simple reasons;
- make simple comparisons of people, things, places and activities;
- persuade someone;
- retrace the chronological sequence of an event;
- state simple conditions;
- ask for and give simple advice;
- describe simple events or narrate a simple story;
- ask for, express and react to simple opinions on various topics;
- ask about and state simple obligations.

c) Reading

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

- identify important details in questions and declarations;
- identify the main idea in written texts;
- find complementary or contradictory information in written texts;
- identify the chronological sequence of events;
- identify key words and phrases in written texts;
- identify the important elements in how something functions;
- recognize reasons given;
- recognize a statement of opinion;
- recognize feelings and attitudes expressed by another person.

d) Writing

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

- convey factual information in telegraphic style;
- recount simple events;
- express feelings and attitudes, in writing, with regard to a person, place, thing or activity;
- make simple requests in writing in routine situations;
- write a message, a personal letter or a postcard.

2.3 Justification of Choices

Content elements from the five contexts 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	WEATHER 15 %	CONSUMER GOODS 15 %	ENTERTAINMENT, RECREATION AND LIFESTYLE 30 %
<u>LISTENING</u> (see page 4)	<ul style="list-style-type: none"> – identify important details, the main idea, similar or contrasting information, chronological sequence, key words and phrases – identify key elements in how something functions – understand reasons given, conditions, obligations, requests, invitations, advice, comparisons – recognize opinions, feelings and alternatives <p style="text-align: right;">40 %</p>	<ul style="list-style-type: none"> – radio weather reports – discussion of past, present and future weather conditions – warnings about dangerous weather conditions – narration of a weather-related story <p>(1) 5 %</p>		<ul style="list-style-type: none"> – information about nature, time, cost, location of activities – tastes and preferences – game rules – descriptions of a show or recreational activity – suggestions, invitations, advice, opinions on activities <p>(2) 15 %</p>
<u>SPEAKING</u> (see page 5)	<ul style="list-style-type: none"> – ask and answer open and closed questions – ask about and express feelings – ask for and give reasons – make comparisons – persuade someone – retrace the chronological sequence – state conditions, obligations – ask for and give advice – narrate a story or describe simple events – ask for, express and react to opinions <p style="text-align: right;">30 %</p>	<ul style="list-style-type: none"> – discussions of tastes and preferences in weather and seasons – narration of a weather-related story – discussions of past, present and future weather conditions <p>(5) 5 %</p>	<ul style="list-style-type: none"> – discussions of the value of a consumer good – discussions of items in classified ads – information about consumer goods <p>(6) 5 %</p>	<ul style="list-style-type: none"> – information about nature, time, cost and location of activities – tastes and preferences – suggestions, invitations, advice, opinions on activities – discovery of game rules <p>(7) 10 %</p>
<u>READING</u> (see page 5)	<ul style="list-style-type: none"> – identify important details, the main idea, complementary or contradictory information, chronological sequence, key words and phrases – identify key elements in instructions, and in how something functions – recognize statements of opinion, reasons given – recognize feelings and attitudes expressed by another <p style="text-align: right;">20 %</p>	<ul style="list-style-type: none"> – newspaper weather reports <p>(10) 5 %</p>	<ul style="list-style-type: none"> – warnings and safety tips – classified ads – instructions for use – advertisements <p>(11) 5 %</p>	<ul style="list-style-type: none"> – descriptions, narrations of events – information about nature, time, cost, location of activities – game rules – invitations, suggestions <p>(12) 5 %</p>
<u>WRITING</u> (see page 6)	<ul style="list-style-type: none"> – use telegraphic style – recount simple events – express feelings and attitudes – make simple requests <p style="text-align: right;">10 %</p>		<ul style="list-style-type: none"> – classified ads <p>(14) 5 %</p>	

SKILL	CONTENT	PLACES AND TRAVEL 25 %	RELATIONSHIPS WITH OTHERS 15 %
<p><u>LISTENING</u> (see page 4)</p> <ul style="list-style-type: none"> - identify important details, the main idea, similar or contrasting information, chronological sequence, key words and phrases - identify key elements in how something functions - understand reasons given, conditions, obligations, requests, invitations, advice, comparaisons - recognize opinions, feelings and alternatives <p style="text-align: center;">40 %</p>	<ul style="list-style-type: none"> - discussion and comparison of different milieus - information about the nature of a place - narration of a trip - description of a place - advice - information on public transport <p style="text-align: center;">(3) 10 %</p>	<ul style="list-style-type: none"> - exchanges about recent activities, habits, changes, projects and plans - advice on a problem <p style="text-align: center;">(4) 10 %</p>	
<p><u>SPEAKING</u> (see page 5)</p> <ul style="list-style-type: none"> - ask and answer open and closed questions - ask about and express feelings - ask for and give reasons - make comparisons - persuade someone - retrace the chronological sequence - state conditions, obligations - ask for and give advice - narrate a story or describe simple events - ask for, express and react to opinions <p style="text-align: center;">30 %</p>	<ul style="list-style-type: none"> - description of one's own milieu - description and comparison of different milieus - information about the nature of a place - information on public transport - narration of a trip - description of a place <p style="text-align: center;">(8) 5 %</p>	<ul style="list-style-type: none"> - exchanges about recent activities, habits, changes, projects and plans - advice on a problem - opinions on subjects of interest <p style="text-align: center;">(9) 5 %</p>	
<p><u>READING</u> (see page 5)</p> <ul style="list-style-type: none"> - identify important details, the main idea, complementary or contradictory information, chronological sequence, key words and phrases - identify key elements in instructions, and in how something functions - recognize statements of opinion, reasons given - recognize feelings and attitudes expressed by another <p style="text-align: center;">20 %</p>	<ul style="list-style-type: none"> - descriptions of places - documents related to public transport <p style="text-align: center;">(13) 5 %</p>		
<p><u>WRITING</u> (see page 6)</p> <ul style="list-style-type: none"> - use telegraphic style - recount simple events - express feelings and attitudes - make simple requests <p style="text-align: center;">10 %</p>	<ul style="list-style-type: none"> - notes and postcards <p style="text-align: center;">(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	40 %
Speaking	30 %
Reading	20 %
Writing	10 %

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

Weather	15 %
Consumer Goods	15 %
Entertainment, Recreation and Lifestyle	30 %
Places and Travel	25 %
Relationships with Others	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)

The oral texts will be presented in the context of real-life situations. The subjects of the texts will be both concrete and abstract (e.g. attitudes about a person's character). 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, contrasting, comparing) by:

- choosing the appropriate element from among several written or pictorial alternatives;
- matching related written or pictorial elements in relation to an oral message;
- indicating the correct sequence corresponding to oral stimuli;
- indicating the correct information, in writing, to correspond to oral stimuli (one-word answer, short answer).

4.2 Speaking (Dimensions 5, 6, 7, 8, 9)

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						
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 10, 11, 12, 13)

The written texts will resemble authentic written documents that the student is likely to encounter and that have been studied (newspaper weather reports, ads for consumer goods, classified ads, entertainment informations, operating instructions, consumer warnings and safety tips, narratives, invitations, description of places and documents related to public transport).

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

- using the written document (e.g. newspaper weather reports) to successfully complete a task (e.g. identifying dangerous weather conditions);
- matching a written message to a pictorial representation;
- making the appropriate written reply 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 of importance, 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 (classified ads, postcards, short narrations).

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 – 40 %, reading – 20 %, 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 5, 6, 7, 8 and 9.

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 – Weather
– Consumer Goods

Session 2 – Entertainment, Recreation and Lifestyle

Session 3 – Places and Travel
– Relationships with Others

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, four minutes per student per evaluation session (twelve 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 10 – 15.

Schedule

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

The total time for Part 1 of the exam is determined by the audio recording which, once started, must not be stopped (approximately one hour). Part 2 must be completed within ninety 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.

More than one form of exam is available.

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.

