

# ANGLAIS, LANGUE SECONDE

## PRESECONDARY

ANG-P005-2

ANG-P006-2

DEFINITION OF THE DOMAIN FOR  
SUMMATIVE EVALUATION

NOVEMBER 1996

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SUMMATIVE EVALUATION**

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## INTRODUCTION

This definition of the domain is intended mainly for those responsible for developing examinations for the *Anglais, langue seconde* presecondary courses in adult education. It will be used for summative evaluation purposes. In it are organized the representative elements of the presecondary courses. 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 presecondary courses, as well as the learning content and how it is distributed. The definition of the domain must be used as the basis for the development of examinations.

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## 1. Orientations

ORIENTATIONS	CONSEQUENCES				
<p>1. The global objective of the presecondary courses is to permit the student to acquire a certain knowledge of the English language by understanding oral and written messages.</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>2. The main objective of the two presecondary courses is to permit students to acquire the language by understanding it first. Therefore, the objectives are divided into only two skills: listening and reading. The courses attribute greater importance to listening than to reading, specifying the relative importance of the two skills.</p>	<p>Marks will be attributed in the following way:</p> <table data-bbox="813 1003 1421 1087"> <tr> <td>Listening:</td> <td>80%</td> </tr> <tr> <td>Reading:</td> <td>20%</td> </tr> </table>	Listening:	80%	Reading:	20%
Listening:	80%				
Reading:	20%				
<p>3. The presecondary courses also place a great emphasis on the affective domain.</p>	<p>Although summative evaluation does not take into account the objectives of the affective domain, these objectives must be retained throughout the learning process.</p>				

## 2. Course Elements

### 2.1 Content<sup>1</sup>

#### Presecondary I ANG - P005 - 2

- a) In a Social Setting
  - oral and written identification (name, occupation, phone number, address, permanent 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) In the Classroom
  - oral and written information concerning the functioning of the school and class (time of day, days of the week, months, dates, holidays);
  - commencement, duration, cessation;
  - oral and written instructions used in class;
  - queries about needs in the learning context;
  - requests for clarification;
  - expressions of lack of comprehension.

#### Presecondary II ANG - P006 - 2

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

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

## 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;
- understand 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) Reading

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

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



### 2.3 Justification of Choices

The majority of the course elements were retained for purposes of evaluation. They are judged necessary to enable the student to function in the communicative settings covered in the two presecondary courses, namely:

ANG - P005 - 2: in a social setting and in the classroom;

ANG - P006 - 2: in a public place and in a store.

The non-verbal objectives were not retained for evaluation purposes because they are not considered relevant in a summative evaluation context.

### 3. Summary of the Course Content to Be Evaluated and Relative Importance

#### PRESECONDARY I ANG - P005 - 2

SKILL	CONTENT	IN A SOCIAL SETTING 60%	IN THE CLASSROOM 40%
<p><u>LISTENING</u> (see page 4)</p> <ul style="list-style-type: none"> <li>- recognize requests for information</li> <li>- recognize affirmations, negations</li> <li>- understand important elements in an instruction or a warning</li> <li>- recognize an offer</li> <li>- recognize a request for action</li> <li>- pick out important details</li> <li>- understand the speaker's intention</li> <li>- understand social conventions</li> </ul> <p style="text-align: right;">80%</p>	<ul style="list-style-type: none"> <li>- personal data (name, occupation, phone number, address, permanent residence, country of origin, relationship)</li> <li>- descriptions of others (name, occupation, residence, country of origin, relationship)</li> <li>- small talk about the weather</li> <li>- greetings and leave-takings</li> <li>- introductions</li> </ul> <p>(1) 50%</p>	<ul style="list-style-type: none"> <li>- instructions in class</li> <li>- descriptions of the functioning of a school and class (time of day, days of the week, months, dates, year, holidays)</li> <li>- common objects and materials</li> <li>- questions as to needs</li> <li>- commencement, duration, cessation</li> <li>- expressions of lack of comprehension</li> </ul> <p>(2) 30%</p>	
<p><u>READING</u> (see page 5)</p> <ul style="list-style-type: none"> <li>- understand warnings</li> <li>- pick out important details</li> <li>- identify key words</li> <li>- understand simple directions</li> <li>- understand simple forms</li> </ul> <p style="text-align: right;">20%</p>	<ul style="list-style-type: none"> <li>- personal data (name, occupation, phone number, address, permanent residence, country of origin, relationship)</li> <li>- descriptions of others (name, occupation, residence, country of origin, relationship)</li> <li>- identification forms</li> </ul> <p>(3) 10%</p>	<ul style="list-style-type: none"> <li>- instructions in class</li> <li>- information concerning the functioning of the school and class (time of day, days of the week, months, dates, year, holidays).</li> </ul> <p>(4) 10%</p>	

**PRESECONDARY II ANG- P006 - 2**

SKILL	CONTENT	IN A PUBLIC PLACE 50%	AT THE STORE 50%
<p><u>LISTENING</u> (see page 4)</p> <ul style="list-style-type: none"> <li>- recognize requests for information</li> <li>- recognize affirmations, negations</li> <li>- understand important elements in an instruction or a warning</li> <li>- recognize an offer</li> <li>- recognize a request for action</li> <li>- pick out important details</li> <li>- understand the speaker's intention</li> <li>- understand social conventions</li> </ul> <p style="text-align: right;">80%</p>	<ul style="list-style-type: none"> <li>- the location of people, places, objects (existence, distance)</li> <li>- directions as to people, places, objects</li> <li>- warnings and statements of danger</li> <li>- needs and requests</li> </ul> <p>(5) 40%</p>	<ul style="list-style-type: none"> <li>- offers of help and responses to offers of help</li> <li>- descriptions of common consumer items (price, size, colour, material, style)</li> <li>- requests concerning payment</li> <li>- identification of common consumer items</li> <li>- requests for information on consumer items</li> <li>- statements as to wants, needs</li> </ul> <p>(6) 40 %</p>	
<p><u>READING</u> (see page 5)</p> <ul style="list-style-type: none"> <li>- understand warnings</li> <li>- pick out important details</li> <li>- identify key words</li> <li>- understand simple directions</li> <li>- understand simple forms</li> </ul> <p style="text-align: right;">20%</p>	<ul style="list-style-type: none"> <li>- signs and notices (identification of places, opening and closing hours, regulations)</li> <li>- warnings and statements of danger</li> <li>- directions to places</li> </ul> <p>(7) 10%</p>	<ul style="list-style-type: none"> <li>- signs (identification of common consumer items, opening and closing hours)</li> <li>- description of consumer items (price, size, colour, material, style)</li> <li>- order forms</li> </ul> <p>(8) 10%</p>	

### 3.1 Justification of Distribution

The relative importance of the two skills, listening and reading, is established in the program. These values are respected in the distribution:

Listening	80%
Reading	20%

Content elements were retained in each of the two unit settings for each of the presecondary courses. The distribution is as follows:

#### **ANG - P005 - 2**

Social Setting	60%
Classroom	40%

#### **ANG - P006 - 2**

Public Place	50%
Store	50%

Such a distribution closely reflects the number of intermediate objectives in each unit setting. It must be noted, however, that many test items apply to several linguistic settings because of their functional and notional content. 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 their eventual application by the average student learning English in Québec.

## 4. Description of Observable Behaviour

### 4.1 Listening (Dimensions 1, 2, 5, 6)

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, 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 Reading (Dimensions 3, 4, 7 and 8)

The written texts will resemble authentic written documents that the student is likely to encounter and that have been covered in class (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 to successfully complete a task
- matching a written message to a pictorial representation;
- choosing the appropriate element from among several written or pictorial alternatives.

## 5. Exam Characteristics

### 5.1 Type of Exam

There will be a final exam, which measures listening and reading.

The final exam will be worth 100% (listening – 80%, reading – 20%).

### 5.2 Exam Parameters

#### Final Exam (Listening and Reading)

##### Content

The final exam for ANG - P005 -2 will consist of Part 1 (listening), which corresponds to dimensions 1 and 2, and Part 2 (reading), which corresponds to dimensions 3 and 4.

The final exam for ANG - P006 - 2 will consist of Part 1 (listening), which corresponds to dimensions 5 and 6, and Part 2 (Reading), which corresponds to dimensions 7 and 8.

##### Schedule

The final exam will be held at the end of the 50-hour session or on completion of the course.

Part 1 of the exam will take no more than **45 minutes** to complete. The total time is determined by the audio recording which, once started, must not be stopped. Part 2 must be completed within **30 minutes**. The exams may or may not be given consecutively. Normally, Part 1 is administered before Part 2.

### Organization

The final exam may be given to groups of students 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-cassette recording;
- a tape script;
- 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 on paper only.

The evaluation materials include:

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

The general instructions found at the beginning of the exam may be given in French or in English, however, the specific instructions and stimuli for each test item must be in English only.

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

### **5.3 Pass Mark and Supplementary Examinations**

Students must obtain a combined total of 60 percent for listening and reading.

Students who do not obtain 60 percent are required to redo the part of the exam they did not succeed, or the combined parts. Of course, students should be allowed to take the supplementary examinations only after sufficient language acquisition has occurred to allow a reasonable chance of success.

A different version of the exam is used for the supplementary examination.

