ANGLAIS LANGUE SECONDE

ANG-2001-6

DEFINITION OF THE DOMAIN

SEPTEMBRE 1995

Québec

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Direction de la formation générale des adultes
Service de l'évaluation des apprentissages

INTRODUCTION

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

1.   Orientations

ORIENTATIONS	CONSEQUENCES
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.	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. 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.
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. 3. The program places a great emphasis on the student's ability to both receive and produce significant messages.	Marks will be attributed in the following way: Listening: 45 % Speaking: 30 % Reading: 15 % Writing: 10 % 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.

2. Program Elements

2.1 Content[1]

a) Social Setting

- oral and written identification (name, occupation, address, country of origin, family, past);
- descriptions of others (appearance, relationship, identity);
- introductions;
- small talk concerning health;
- past, present and future activities;
- habits, likes and dislikes with regard to activities, places and food;
- current weather conditions;
- oral and written invitations – accepting and refusing with reasons;
- time and place of an activity or event;
- abilities with regard to activities.

b) Classroom

- find out and give the time;
- functioning of classroom;
- whereabouts of a person, place, thing or activity in the school;
- request clarification;
- oral and written instructions used in class;
- compliments about language proficiency.

c) Public Place

- oral and written directions in a public place (buildings, services, roads, accommodations);
- oral and written statements of danger and warning;
- existence;
- distance;
- ownership.

d) Store

- offers and requests concerning needs, wants;
- requests about consumer goods;
- oral and written descriptions of common consumer items (quantity, size, colour, age, material, quality, function, availability);

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

- likes and dislikes, preferences;
- price;
- types of payment.

e) <u>Telephone Communication at Home and at Work</u>

- telephone techniques (requests to speak to a person, wrong numbers, requests to wait, oral and written messages);
- obtaining services over the phone (taxi, food, emergency help).

f) <u>Housing and Lodging</u>

- oral and written descriptions of housing and lodging (dimensions, condition, age, location, price, material);
- needs, wants in housing and lodging;
- written registration forms.

2.2 <u>Skills</u>

a) <u>Listening</u>

On hearing short oral texts (narrations, descriptions, statements of opinion, instructions) in a limited number of real-life situations, the student will be able to:

- identify likes, dislikes, interests and preferences;

- understand a closed question;

- identify simple reasons given on familiar topics (invitations, likes and dislikes);

- pick out details as to time, place, people, objects and means;

- recognize a request for information or action in various situations;

- recognize simple opinions expressed on familiar, concrete topics;

- identify problems pertaining to familiar topics, as well as their causes;

- recognize statements about abilities.

b) <u>Speaking</u>

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

–	describe simple events on a familiar topic;

–	express likes and dislikes, interests and preferences on a familiar topic;

–	respond to a closed question as to time, place, people, objects and means;

–	ask a closed question to elicit information as to time, place, people, objects and means;

–	request or grant permission;

–	express a simple opinion on a familiar, concrete topic;

–	be appropriate in simple oral exchanges involving offers, requests and instructions;

–	convey simple telephone messages;

–	express wants, needs and intentions in a variety of situations;

–	describe a simple problem pertaining to a familiar topic, as well as its cause;

–	catch a person's attention.

c)	<u>Reading</u>

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

–	understand various warnings;

–	recognize the various parts of written documents and pick out details as to time, place, people, objects and means;

–	understand simple instructions and directions;

–	understand likes, dislikes, interests and preferences;

–	understand simple reasons given on familiar topics (invitations, likes and dislikes).

d) <u>Writing</u>

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

– write messages in note form;

– fill out simple forms;

– express likes, dislikes, interests and preferences;

– express simple reasons.

2.3 **<u>Justification of Choices</u>**

The majority of the elements in the program at level two were retained for purposes of evaluation. They are judged necessary to enable the student to function in the communicative settings covered, namely, social setting, public place, store, telephone communication at home and at work, and housing and lodging.

Certain other elements, such as those from the class setting, were not retained because the notions and skills covered in this setting are easily transferable to the other contexts.

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

SKILL / CONTENT	SOCIAL SETTING 25 %	CLASSROOM 0 %	PUBLIC PLACE 20 %
LISTENING (see page 4) – identify likes, dislikes, interests and preferences – understand a closed question – identify simple reasons – pick out details – recognize requests for information or action – recognize simple opinions – identify problems and their causes – recognize statements about abilities 45 %	– identity – descriptions of others – past, present and future activities – habits, likes and dislikes – invitations and responses – time, place and nature of an activity – abilities with regards to activities (1) 10 %		– directions – statements of danger and warning – existence of services – location, distance of services (2) 10 %
SPEAKING (see page 4) – describe simple events – express likes and dislikes – respond to closed questions – ask closed questions – request or grant permission – express a simple opinion – use appropriate language – convey simple telephone messages – express wants, needs and intentions – describe a simple problem – catch a person's attention 30 %	– introductions – small talk concerning health – past, present and future activities – habits, likes and dislikes – current weather conditions – invitations and responses (6) 10 %		– directions, location, distance of services (7) 5 %
READING (see page 5) – understand warnings – recognize parts of documents – pick out important details – understand simple instructions and directions – understand likes, dislikes – understand simple reasons 15 %			– statements of danger and warning – public signs – directions (11) 5 %
WRITING (see page 5) – write messages in note form – fill out simple forms – express likes, dislikes, interests and preferences – express simple reasons 10 %	– personal identification forms – invitations and responses (14) 5 %		

SKILL / CONTENT	STORE 20 %	TELEPHONE COMMUNICATION 15 %	HOUSING AND LODGING 20 %
LISTENING (see page 4) – identify likes, dislikes, interests and preferences – understand a closed question – identify simple reasons – pick out details – recognize requests for information or action – recognize simple opinions – identify problems and their causes – recognize statements about abilities 45 %	– offers and requests concerning needs, wants – descriptions of common consumer items – likes, dislikes, preferences – statements as to price, types of payment (3) 10 %	– telephone techniques – obtaining services over the phone (4) 10 %	– descriptions of housing and lodging – needs and wants with regard to housing and lodging (5) 5 %
SPEAKING (see page 4) – describe simple events – express likes and dislikes – respond to closed questions – ask closed questions – request or grant permission – express a simple opinion – use appropriate language – convey simple telephone messages – express wants, needs and intentions – describe a simple problem – catch a person's attention 30 %	– descriptions of common consumer items – likes, dislikes, preferences – statements as to price, types of payment (8) 5 %	– telephone techniques – obtaining services over the phone (9) 5 %	– descriptions of housing and lodging – needs and wants with regard to housing and lodging (10) 5 %
READING (see page 5) – understand warnings – recognize parts of documents – pick out important details – understand simple instructions and directions – understand likes, dislikes – understand simple reasons 15 %	– descriptions of common consumer items (12) 5 %		– descriptions of housing and lodging (13) 5 %
WRITING (see page 5) – write messages in note form – fill out simple forms – express likes, dislikes, interests and preferences – express simple reasons 10 %			– registration forms (15) 5 %

3.1 <u>Justification of Distribution</u>

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 five of the six unit-settings. The distribution is as follows:

Social Setting	25 %
Classroom	0 %
Public Place	20 %
Store	20 %
Telephone Communication at Home and at Work	15 %
Housing and Lodging	20 %

Content elements from the "Classroom" setting were not retained because of the fact that they are easily transferable to other contexts.

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. 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 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 item 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, 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 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 / CRITERIA	0	1	2	3	4	5
COMPREHENSIBILITY	– message not conveyed – wrong message conveyed – message irrelevant to task – communicative task not performed	– hardly any message conveyed – major inaccuracies in message – communicative task for the most part not performed	any teacher hesitation	– most of message conveyed – communicative task partially completed	any teacher hesitation	– complete message conveyed – task succesfully completed
FLUENCY	– isolated words or phrases giving no general idea	– unnatural, halting speech – no linking of ideas – frequent pauses, hesitations, false starts – definite effort and frustration – inability to complete idea	any teacher hesitation	– uneven flow of speech – frequent hesitations, pauses – certain lack of continuity – small degree of frustration – occasional groping for words	any teacher hesitation	– almost natural, smooth speech – some slight hesitations, very short pauses – easy linking of ideas – minimum of searching, frustration
GRAMMAR AND VOCABULARY	– errors leading to confused message – completely inappropriate to roles and socio-linguistic conventions	– many errors, some of which lead to misinterpretation – speech inappropriate to roles and socio-linguistic conventions	any teacher hesitation	– many minor errors, few of which lead to misinterpretation – some awareness of speech appropriate to roles and socio-linguistic conventions	any teacher hesitation	– occasional minor errors not leading to misinterpretation – general awareness of speech appropriate to roles and socio-linguistic conventions
PRONUNCIATION	– speech unintelligible to native speaker	– poor pronunciation, rhythm, stress, intonation – speech difficult to understand for native speaker	any teacher hesitation	– frequent faulty pronunciation, rhythm, stress, intonation – generally intelligible to native speaker	any teacher hesitation	– speech easily intelligible to native speaker despite minor faults in pronunciation, rhythm, stress, intonation
COMMUNICATIVE STRATEGIES	– no use of communicative strategies	– 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	– 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	– 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 TASK	COMPREHENSIBILITY	FLUENCY	GRAMMAR AND VOCABULARY	PRONUNCIATION	COMMUNICATIVE STRATEGY	TOTAL
TASK 1 (30 points) Date:	/5 x2 /10	/5 x1 /5	/5 x1 /5	/5 x1 /5	/5 x1 /5	 /30
TASK 2 (30 points) Date:	/5 x2 /10	/5 x1 /5	/5 x1 /5	/5 x1 /5	/5 x1 /5	 /30
TASK 3 (30 points) Date:	/5 x2 /10	/5 x1 /5	/5 x1 /5	/5 x1 /5	/5 x1 /5	 /30

Total Score: ____/90

Final score for speaking ____/90 ÷ 3 = ____/30

SUMMARY

Listening (Part I)	____/	
Reading and Writing (Part 2)	____/	Teacher's signature
Speaking (Part 3)	____/	Date:
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 (road signs, public signs and notices, information on travel and accommodations, description of consumer items, invitations). The student is required to recognize the various parts of written documents; pick out details as to time, place, people, objects and means; and follow written instructions.

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

–   using the written document (e.g. an identification form) to successfully complete a task (e.g. give written personal information);

–   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.

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 (personal identification forms, registration forms, invitations and responses).

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.

– message completely conveyed – communicative task successfully completed – appropriate use of vocabulary – natural language structure – correct spelling	5/5
– 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
– 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
– 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
– 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
– no message conveyed	0/5

5. Exam Characteristics

5.1 <u>Type of Exam</u>

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 <u>Exam Parameters</u>

a) <u>Oral Exam (Speaking)</u>

<u>Content</u>

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 6, 7, 8, 9 and 10.

<u>Schedule</u>

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 – Public Place
            – Store

Session 3 – Telephone Communication at Home and at Work
            – Housing and Lodging

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 – 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 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 marks for all those 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.