ANGLAIS LANGUE SECONDE

ANG-5055-6

DEFINITION OF THE DOMAIN

SEPTEMBRE 1995

Québec

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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 five, 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: 35 % Speaking: 30 % Reading: 20 % Writing: 15 % 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) <u>Relationships with Others</u>

- – oral communication to stand up for one's ideas;
- – oral communication to support or refute the ideas of others.

b) <u>Current Events</u>

- – second-hand reports on current events;
- – newspaper editorials;
- – letters to the editor;
- – magazine articles;
- – discussion of controversial issues.

c) <u>Employment and Education</u>

- – composition of a curriculum vitae;
- – composition of a letter of application.

d) <u>Entertainment, Recreation and Lifestyle</u>

- – oral explanation of game rules;
- – TV and radio programs;
- – reports on TV and radio programs;
- – discussion of media and entertainment;
- – short stories.

2.2 Skills

a) <u>Listening</u>

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

- – identify important details, key words and phrases, the main idea and the conclusion in a narration;

- – extrapolate information from images, songs, slogans;

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1. The content elements must be seen in the context of the skills (terminal objectives) described on pages 3, 4 and 5.

‒ find complementary or contradictory information in different oral texts;

‒ distinguish between arguments for and arguments against an issue;

‒ recognize a problem stated by another person and the potential solution;

‒ understand other people's feelings, attitudes and opinions on abstract matters;

‒ recognize conversational and story-telling techniques;

‒ recognize statements or ideas reported by another person.

b) Speaking

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

‒ describe a series of events;

‒ narrate a detailed story;

‒ explain rules;

‒ make arguments for and against an issue;

‒ describe a problem and the potential solution;

‒ ask for and express feelings, attitudes and opinions on abstract matters;

‒ use conversational and story-telling techniques to aid communication;

‒ report another person's statement, question or idea;

‒ summarize information;

‒ state a conclusion.

c)   Reading

On reading written texts (narrations, instructions, statements of opinion and attitude), the student will be able to:

–   identify important details, key words and phrases, the main idea and the conclusion in a narration;

–   extrapolate information from diagrams, illustrations and graphs;

–   find complementary or contradictory information in different texts;

–   distinguish between arguments for and arguments against an issue;

–   extrapolate information from the opening paragraph, main body and final paragraph of a text;

–   recognize a problem stated by another person and the potential solution;

–   discern feelings, attitudes and opinions from a written text;

–   extrapolate information from credits, titles, opening paragraph, etc.

d)   Writing

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

–   use proper grammar, vocabulary, and spelling to convey information in certain types of letters (to make a request, express appreciation, apply for a job);

–   use proper grammar, vocabulary and spelling to write a curriculum vitae.

2.3   Justification of Choices

Content elements from the four 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.

While content elements were retained for almost all topics in the "listening" category, an individual exam may draw on one topic to the exclusion of another in order to promote the thematic nature of the test, with a limited set of characters in a real-life situation. The terminal objectives to be evaluated remain constant.

A large number of elements from the four topics were retained in order to evaluate speaking skills. However, as students are tested in a maximum of three situations and that these situations vary from student to student, a sufficient number of different test items is necessary to provide choice.

A small number of content elements were retained in "reading" and "writing", given the limited range of tasks students are expected to perform in the written mode. No content elements were rejected for purposes of evaluation.

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

SKILL	CONTENT	RELATIONSHIPS WITH OTHERS 25 %	CURRENT EVENTS 40 %
LISTENING (see page 3) – identify details, key words and phrases, the main idea, the conclusion, complementary or contradictory information – understand stated problems and solutions, another's feelings and opinions on abstract matters, ideas reported by another person – distinguish between arguments for and arguments against an issue – extrapolate information – recognize conversational and story-telling techniques 35 %	– discussion of another person's ideas (1) 15 %	– reports on current events – second-hand reports on current events – discussion of controversial issues (2) 20 %
SPEAKING (see page 4) – narrate a story – describe events, problems, solutions – explain rules – make arguments for and against an issue – ask for, express and react to opinions – report another person's idea – use conversational techniques – summarize information – state a conclusion 30 %	– discussion of one's own ideas – discussion of another person's ideas (3) 10 %	– second-hand reports on current events – discussion of controversial issues (4) 10 %
READING (see page 5) – identify important details, key words and phrases, the main idea, the conclusion, contradictory or complementary information, stated problems and their solutions – extrapolate information from diagrams, illustrations, etc. – distinguish between arguments for and against an issue – discern feelings, attitudes and opinions – extrapole information from credits, titles, opening paragraph, etc. 20 %		– newspaper editorials – letters to the editor – magazine articles (6) 10 %
WRITING (see page 5) – use appropriate structures, grammar, vocabulary and spelling to convey information in letters and a curriculum vitae. 15 %		

SKILL	CONTENT	EMPLOYMENT AND EDUCATION 15 %	ENTERTAINMENT, RECREATION AND LIFESTYLE 20 %
LISTENING (see page 3) – identify details, key words and phrases, the main idea, the conclusion, complementary or contradictory information – understand stated problems and solutions, another's feelings and opinions on abstract matters, ideas reported by another person – distinguish between arguments for and arguments against an issue – extrapolate information – recognize conversational and story-telling techniques 35 %			
SPEAKING (see page 4) – narrate a story – describe events, problems, solutions – explain rules – make arguments for and against an issue – ask for, express and react to opinions – report another person's idea – use conversational techniques – summarize information – state a conclusion 30 %			– explanation of game rules – discussion of TV, radio, film – narration of TV, radio, film (5) 10 %
READING (see page 5) – identify important details, key words and phrases, the main idea, the conclusion, contradictory or complementary information, stated problems and their solutions – extrapolate information from diagrams, illustrations, etc. – distinguish between arguments for and against an issue – discern feelings, attitudes and opinions – extrapole information from credits, titles, opening paragraph, etc. 20 %			– short story (7) 10 %
WRITING (see page 5) – use appropriate structures, grammar, vocabulary and spelling to convey information in letters and a curriculum vitae. 15 %		– composition of a curriculum vitae – composition of a letter of application (8) 15 %	

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	35 %
Speaking	30 %
Reading	20 %
Writing	15 %

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

Relationships with Others	25 %
Current Events	40 %
Employment and Education	15 %
Entertainment, Recreation and Lifestyle	20 %

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)

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 skills (identifying, concluding, summarizing, contrasting, distinguishing, reporting, extrapolating) 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 3, 4, 5)

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 as well as communicative games, discussions and debates.

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 6, 7)

The written texts will resemble authentic written documents that the student is likely to encounter and that have been studied (short magazine articles, editorials, letters to the editor and short stories).

The student will demonstrate his or her reading abilities (identifying, concluding, summarizing, contrasting, distinguishing, extrapolating, discerning) by:

–   using the written document (e.g. an editorial) to successfully complete a task (e.g. identify feelings, attitudes or opinions expressed in a text);

–   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, etc.

4.4   Writing (Dimensions 8)

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 dimension 8 (application letters and curriculum vitae).

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;

–   writing short letters or reports of up to 250 words based on a topic familiar to the student or on information supplied by the examiner.

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 – 35 %, reading – 20 %, writing – 15 %).

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

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 3, 4 and 5.

<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 – Relationships with Others

Session 2 – Current Events

Session 3 – Entertainment, Recreation and Lifestyle
              – Employment and Education

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 and 2, and Part 2 (reading and writing) corresponding to dimensions 6 – 8.

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 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.

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.