

SECONDARY ENGLISH FOR ADULT LEARNERS

(S.E.A.L.)

DEFINITION OF THE DOMAIN
FOR SUMMATIVE EVALUATION

LANGUAGE, MEDIA AND
COMMUNICATION

ENG-2062-3

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INTRODUCTION

This definition of the domain for summative evaluation describes and classifies the essential and representative elements of the *Secondary English for Adult Learners (S.E.A.L.) Program of Study*. As such, it gives an overview of the program, but should by no means replace the program itself. The purpose of defining the domain is to ensure that all summative evaluation instruments are consistent with the overall program.

The goal of the definition of the domain for summative evaluation is to prepare examinations that are valid from one version to another, from one year to another, and from one school board to another, taking into account the responsibilities shared by the ministère de l'Éducation and the school boards.

1. PROGRAM ORIENTATIONS AND CONSEQUENCES FOR SUMMATIVE EVALUATION**Orientations**

The goal of the *Secondary English for Adult Learners Program of Study* is to help students learn to listen to, read, formulate orally and write various texts and messages that meet their communication needs.

The program is designed to encourage students to express their perceptions of the values conveyed in texts and messages.

The program is intended to help students develop language skills which are acquired progressively by means of a spiral curriculum. That is, the intermediate objectives are repeated in all courses in both comprehension and expression.

The program promotes the use of language resources to develop the students' ability to understand the meaning of the suggested texts and messages.

The program is designed so that students also use language resources to develop their skills in oral and written expression.

The program is designed to promote the students' comprehension and expression skills through the integration and reinvestment of learning.

Consequences

Summative evaluation will be based on real-life situations that make it possible to measure the students' ability to listen to, read, formulate orally and write various meaningful texts and messages.

Evaluation instruments will make it possible to measure the students' ability to establish links between their own values and those conveyed in texts and messages.

Given the spiral nature of the program's learning content, summative evaluation instruments for this course will take into account the expectations of prior courses.

Evaluation instruments will make it possible to measure the students' ability to use language resources to interpret and evaluate the meaning of texts and messages and to extrapolate from these texts and messages.

Evaluation will make it possible to measure the students' ability to use language resources in producing oral messages and written texts and in formulating responses.

When possible, evaluation will verify whether elements studied in comprehension are taken into account in expression and vice versa.

2. CONTENT OF THE PROGRAM FOR PURPOSES OF SUMMATIVE EVALUATION

General Objective The student will demonstrate an ability to understand and compose oral and written discourse intended to obtain or impart information.

2.1. Skills and Content

Understanding oral discourse by listening to radio and television news reports:

- to identify the context of communication
- to respond appropriately to the message and the medium
- to evaluate the discourse, using appropriate criteria

Understanding written discourse by reading newspaper reports:

- to identify the context of communication
- to identify the conventions of the medium
- to respond to the message and the medium
- to evaluate the discourse, using appropriate criteria

Composing oral discourse by participating in conversations in order to report events:

- to establish a context of communication (given the assigned task)
- to provide relevant details
- to interact with other participants in the conversation
- to use appropriate verbal and non-verbal discussion techniques
- to express an individual voice and style, using language appropriate to the context

Composing written discourse by writing factual summaries and letters requesting information:

- to establish a context of communication (given the assigned task)
- to organize materials for desired effect
- to present the material effectively
- to use language and style in accordance with the task and with standard usage

2.2. Table of Dimensions

SKILLS / CONTENT	ELEMENTS OF DISCOURSE	COMMUNICATION STRATEGIES
Understanding Oral Discourse: Listening to radio and television news reports 20%	• Context of communication • Construction of meaning (1) 10%	• Appropriate process of responding • Evaluation of discourse, using appropriate criteria (2) 10%
Understanding Written Discourse: Reading newspaper reports 20%	• Context of communication • Construction of meaning • Conventions of the medium (3) 10%	• Evaluation of discourse, using appropriate criteria (4) 10%
Composing Oral Discourse: Participating in conversations in order to report events 30%	• Selection and development of ideas • Interaction between participants (5) 15%	• Verbal & non-verbal discussion techniques • Language appropriate to context • Individual voice and style (6) 15%
Composing Written Discourse: Writing factual summaries and letters requesting information 30%	• Context of communication • Selection and development of ideas • Organization of material (for desired effect) (7) 15%	• Presentation of material • Language and style in accordance with standard usage (8) 15%
Weighting 100%	50%	50%

3. OBSERVABLE BEHAVIOURS

Dimension 1: Elements of Discourse

In listening to radio and television news reports, the student should be able to:

- (Context of communication)
 - recognize the purpose of the news report;
 - identify the main point(s) of the report and supporting details;
 - identify the organization of the report;
 - recognize the use of persuasive language;
- (Construction of meaning)
 - understand the explicit message;
 - understand any implicit message(s).

Dimension 2: Communication Strategies

In listening to radio and television news reports, the student should be able to:

- (Appropriate process of responding)
 - use context clues to aid meaning;
 - identify the sources of materials used in the report (e.g., facts, experiential data and hypotheses);
 - respond to the informative function of language;
- (Evaluation of discourse, using appropriate criteria)
 - evaluate the report according to criteria appropriate to the field.

Dimension 3: Elements of Discourse

In reading newspaper reports, the student should be able to:

- (Context of communication)
 - recognize the writer's purpose (e.g., to inform, entertain, instruct, criticize);
 - select specific details (who, what, where, when, why);
 - recognize causal relations;
 - make inferences beyond given data;
 - understand the source of materials used in the report (e.g., facts, experiential data and hypotheses);

- (Construction of meaning)
 - understand the main idea(s) of the report;
 - recognize the writer's point of view;
 - recognize the writer's bias;
- (Conventions of the medium)
 - recognize the general techniques of newspaper reporting;
 - recognize the specific techniques used by the writer to achieve his/her purpose.

Dimension 4: Communication Strategies

In reading newspaper reports, the student should be able to:

- (Evaluation of discourse, using appropriate criteria)
 - evaluate the report according to criteria appropriate to the field.

Dimension 5: Elements of Discourse

In participating in conversations in order to report events, the student should be able to:

- (Selection and development of ideas)
 - establish the purpose for the conversation;
 - select a subject of interest to the audience;
 - organize material in a coherent manner;
- (Interaction between participants)
 - assume, and permit others to assume, an individual voice in conversation;
 - adjust material to suit needs of audience.

Dimension 6: Communication Strategies

In participating in conversations in order to report events, the student should be able to:

- (Verbal & non-verbal discussion techniques)
 - use techniques to encourage/maintain talk;
 - use a variety of devices to achieve purpose;
 - use eye contact as a means of achieving and maintaining rapport with the listener(s);
 - respond to verbal and non-verbal feedback;
- (Language appropriate to context)
 - use language that is appropriate to the situation;
 - use language with the degree of precision required by the context and purpose;
- (Individual voice and style)
 - assume an individual voice in conversation;
 - accommodate responses of others in confirming or reshaping his/her own ideas;
 - value the social importance of conversation and exchange of views.

Dimension 7: Elements of Discourse

In writing factual summaries and letters requesting information, the student should be able to:

- (Context of communication)
 - establish the purpose for the communication;
 - identify and consider the needs of the receiver/audience;
- (Selection and development of ideas)
 - establish the key idea(s) of the communication;
 - establish essential details of the situation;
 - omit irrelevant details;
 - identify the material being summarized;

- (Organization of material)
 - organize the material coherently;
 - present ideas and details in the right order;
 - organize all material for effect (purpose).

Dimension 8: Communication Strategies

In writing factual summaries and letters requesting information, the student should be able to:

- (Presentation of material)
 - report information concisely and accurately;
 - express author's ideas in own words, if paraphrasing;
 - write in appropriate length to serve purpose of task;
- (Language and style in accordance with standard usage)
 - use language with the degree of precision required by context and purpose;
 - conform with the conventions of spelling, punctuation and grammar.

4. JUSTIFICATION OF CHOICES

The skills and content being evaluated in this examination correspond to the specific objectives of the *S.E.A.L.* program for English 2062-3. The elements listed in sections 2 and 3 of this document correspond to the indicators for these objectives and will assist in preparing summative evaluations.

The Table of Dimensions shows that the composing of oral discourse and the composing of written discourse have been given more weighting. This is because both of these components are more demanding of the adult learner.

You will also note that some indicators in the program have not been included as observable behaviours. This is due to the nature of the examination, the time element and the materials available.

5. DESCRIPTION OF THE EXAMINATION

5.1. Type of Examination

This examination consists of four parts, all of which must be undertaken by the student:

Part I - Understanding Oral Discourse (Listening)	20%
Part II - Composing Oral Discourse (Speaking)	30%
Part III - Understanding Written Discourse (Reading)	20%
Part IV - Composing Written Discourse (Writing)	<u>30%</u>
	100%

The nature of the examination should be an authentic context of communication with sender/receiver, process/meaning.

Part I (Listening)

The first segment of the examination consists in listening to a tape recording of a radio news report and responding to examination items.

Suggested length of taped news report: 2-3 minutes.

The student will respond to hearing the radio news report by

- writing an open-ended response on his/her reaction to the report and an evaluation of that report (approximately 50 words), **and**
- responding to examination items on the purpose, meaning(s) and content of the report.

The examination items (questions or tasks) should elicit responses that are multiple choice, short answer or open ended in nature.

These items will be designed to elicit skills and understandings outlined in dimensions 1 and 2 of the Table of Dimensions and of the Observable Behaviours.

Part II (Speaking)

The second segment of the examination consists in participating in a conversation on a recent event in the news. The student will be given a choice of two topics as the focus for his/her part in the conversation. Each student may select a topic individually or those participating in the conversation may come to a consensus on one topic for all. The conversation will be arranged by the teacher to take place between not less than two and not more than four students. During the conversation, the student may refer to his/her personal notes, but should not read directly from them.

Suggested length of individual participation: 3-5 minutes.

Topics for conversation will draw on the Listening segment of the examination (Part I). Choices should involve radio news reporting and/or a comparison between radio and television news. Examples for tasks:

- a) Radio news reporting is more reliable than television news reporting.
- b) Television (or both radio and television) news reporting can be greatly improved by...

The items for this section will be designed to elicit skills and understandings outlined in dimensions 5 and 6 of the Table of Dimensions and of the Observable Behaviours.

Part III (Reading)

The student will be asked to read two newspaper reports of 200-300 words each and respond to examination items.

The examination items (questions or tasks) should elicit responses that are multiple choice, short answer or open ended in nature.

These items will be designed to elicit skills and understandings outlined in dimensions 3 and 4 of the Table of Dimensions and of the Observable Behaviours.

Part IV (Writing)

The student will be asked to write a factual summary or a letter requesting information of between 200 and 250 words. The student can choose the topic and have it approved by the teacher.

The writing will be evaluated according to criteria provided by the teacher. The student will be asked for a general outline, but only the final product will be evaluated.

The items for this section will be designed to elicit skills and understandings outlined in dimensions 7 and 8 of the Table of Dimensions and of the Observable Behaviours.

5.2. Examination Parameters

Part I (Listening) - In the classroom: 1 hour

Part II (Speaking) - In the classroom: 3-5 minutes for each presentation

Part III (Reading) - In a formal examination setting: 1 hour

Part IV (Writing) - In a formal examination setting: 1 hour

5.3. Pass Mark

All parts of the examination must be undertaken by the student. The pass mark is 60% for the entire examination.

5.4. Specific Conditions

- An English dictionary and/or thesaurus should be made available to the student during the examination.
- No other reference material may be brought to the examination room.

