

# SECONDARY ENGLISH FOR ADULT LEARNERS

(S.E.A.L.)

DEFINITION OF THE DOMAIN  
FOR SUMMATIVE EVALUATION

LANGUAGE AND LEARNING

ENG-5062-3

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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 inform.

### 2.1. Skills and Content

Understanding oral discourse by listening to lectures:

- to identify the context of communication
- to construct meaning from what is being listened to
- to establish a critical appreciation of message, medium, sender and audience
- to demonstrate familiarity with connotative meaning
- to indicate a personal consideration of message

Understanding written discourse by reading academic material:

- to identify the context of communication
- to construct meaning from what is being read
- to demonstrate familiarity with connotative meaning
- to indicate a personal consideration of text

Composing oral discourse by giving an oral presentation:

- to establish a context for communication
- to develop ideas
- to organize information
- to interact with audience
- to achieve clarity of expression
- to use language appropriately
- to use verbal and non-verbal techniques
- to engage personally with audience

Composing written discourse by writing a research paper:

- to formulate a thesis
- to develop ideas
- to organize information
- to achieve completeness of text
- to respect standard documentation format
- to use language appropriately

## 2.2. Table of Dimensions

| SKILLS / CONTENT                                                                              | ELEMENTS OF DISCOURSE                                                                                                                                                                            | COMMUNICATION STRATEGIES                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understanding Oral Discourse: Listening to lectures<br><br><br><br><br><br><br><br>20%        | <ul style="list-style-type: none"> <li>• Context of communication</li> <li>• Construction of meaning</li> <li>• Critical appreciation of message, medium, sender and audience</li> </ul> (1) 10% | <ul style="list-style-type: none"> <li>• Familiarity with connotative meaning</li> <li>• Personal consideration of message</li> </ul> (2) 10%                                                                     |
| Understanding Written Discourse: Reading academic material<br><br><br><br><br><br><br><br>30% | <ul style="list-style-type: none"> <li>• Context of communication</li> <li>• Construction of meaning</li> </ul> (3) 15%                                                                          | <ul style="list-style-type: none"> <li>• Familiarity with connotative meaning</li> <li>• Personal consideration of text</li> </ul> (4) 15%                                                                        |
| Composing Oral Discourse: Giving an oral presentation<br><br><br><br><br><br><br><br>15%      | <ul style="list-style-type: none"> <li>• Context of communication</li> <li>• Development of ideas</li> <li>• Organization of information</li> <li>• Interaction with audience</li> </ul> (5) 5%  | <ul style="list-style-type: none"> <li>• Clarity of expression</li> <li>• Appropriate use of language</li> <li>• Verbal and non-verbal techniques</li> <li>• Personal engagement with audience</li> </ul> (6) 10% |
| Composing Written Discourse: Writing a research paper<br><br><br><br><br><br><br><br>35%      | <ul style="list-style-type: none"> <li>• Formulation of thesis</li> <li>• Development of ideas</li> <li>• Organization of information</li> <li>• Completeness of text</li> </ul> (7) 20%         | <ul style="list-style-type: none"> <li>• Respect for standard documentation format</li> <li>• Appropriate use of language</li> </ul> (8) 15%                                                                      |
| Weighting 100%                                                                                | 50%                                                                                                                                                                                              | 50%                                                                                                                                                                                                               |

### 3. OBSERVABLE BEHAVIOURS

#### Dimension 1: Elements of Discourse

In listening to lectures, the student should be able to:

- (Context of communication)
  - determine the speaker's purpose and point of view;
  - identify the subject/topic being presented;
  - identify the intended audience;
- (Construction of meaning)
  - understand the main points and supporting details;
  - distinguish fact from opinion, relevant from irrelevant information;
  - make inferences from given data;
- (Critical appreciation of message, medium, sender and audience)
  - identify the method of organization (e.g., logical order, comparison/contrast, specific illustrations or examples, analogy as a means of developing a topic, combination of these);
  - evaluate the effectiveness of the organizational method;
  - recognize prejudice and bias.

#### Dimension 2: Communication Strategies

In listening to lectures, the student should be able to:

- (Familiarity with connotative meaning)
  - understand the connotative meaning of words;
  - recognize propaganda devices (e.g., emotional vocabulary, tone of voice, distortion, selective omission, incomplete quotation, quoting out of context);

- (Personal consideration of message)
  - question what is said and the value of the ideas;
  - appraise the validity and reliability of facts, events, ideas, and purposes;
  - use his/her own knowledge and experiences to evaluate the information;
  - consider ways in which the speaker's ideas may be applied to a new situation.

### Dimension 3: Elements of Discourse

In reading academic material, the student should be able to:

- (Context of communication)
  - identify the kind of material being read;
  - determine the author's purpose and point of view;
  - identify the subject being presented;
  - identify the intended audience;
- (Construction of meaning)
  - understand the main point and supporting details;
  - identify the method of organization (e.g., logical order, comparison/contrast, specific illustrations, analogy as a means of developing an idea, combination of these);
  - evaluate the effectiveness of the organizational method;
  - distinguish fact from opinion.

### Dimension 4: Communication Strategies

In reading academic material, the student should be able to:

- (Familiarity with connotative meaning)
  - recognize the connotative meaning of words;
  - distinguish the significant from the trivial, the relevant from the irrelevant;
- (Personal consideration of text)
  - evaluate material, using his/her own experience and criteria appropriate to the field.

Dimension 5: Elements of Discourse

In giving an oral presentation, the student should be able to:

- (Context of communication)
  - establish a clear purpose and an approach to the topic that is interesting;
- (Development of ideas)
  - demonstrate a thorough knowledge of the subject under research;
  - provide supporting evidence to develop the major point(s) by a variety of devices (e.g., analogy, anecdotes, examples, quotations);
- (Organization of information)
  - select an organizational structure appropriate to subject, purpose and audience;
  - include smooth transitions to maintain coherence;
- (Interaction with audience)
  - adapt the presentation for clarity, coherence, and precision of language, using feedback from listener(s);
  - respond knowledgeably to questions from the audience.

Dimension 6: Communication Strategies

In giving an oral presentation, the student should be able to:

- (Clarity of expression)
  - state the major point(s) in a clear and effective manner (intonation, stress, enunciation, pronunciation);
- (Appropriate use of language)
  - use language appropriate to the situation;
  - use language clearly and concisely in conformity with the conventions of spelling, punctuation and grammar;

- (Verbal and non-verbal techniques)
  - use gestures and appropriate facial expressions effectively to support meaning;
  - use a variety of techniques to appeal to the audience (e.g., by using voice inflections and pauses for desired effects, by modulating pitch and changing intonation for dramatic effect);
- (Personal engagement with audience)
  - use language persuasively (e.g., by reasoning logically, by providing thorough and reliable information, by appealing to the audience's intellect and emotions);
  - assume an individual voice and style.

### Dimension 7: Elements of Discourse

In writing a research paper, the student should be able to:

- (Formulation of thesis)
  - select a subject of interest;
  - limit the subject to a manageable scope for research purposes;
- (Development of ideas)
  - develop a thesis;
  - understand and show the relevance of the source material to the thesis and subject;
  - integrate quoted material from a variety of sources;
  - paraphrase references accurately;
- (Organization of information)
  - select an organizational structure appropriate to subject, purpose and audience;
  - edit work for clarity of expression;

- (Completeness of text)
  - use a variety of sources;
  - show an understanding of the purpose of each part of the research paper (i.e., title page, table of contents, body, footnotes, bibliography).

Dimension 8: Communication Strategies

In writing a research paper, the student should be able to:

- (Respect for standard documentation format)
  - use standard documentation procedures;
- (Appropriate use of language)
  - use diction and style appropriate to the task;
  - 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 5062-3. 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 of these skills.

The Table of Dimensions shows that the composing of written discourse has been given the highest weighting due to the synthesis of abilities required to accomplish the task. The listening and speaking components are given less weighting to emphasize the reading and writing skills required at this level of the *S.E.A.L.* program.

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 three parts, all of which must be undertaken by the student. The parts are made up of a research paper, an oral presentation and a formal examination. This is the sequence to be followed to meet the course objectives:

|                                                     |            |
|-----------------------------------------------------|------------|
| Part I - Composing Written Discourse (Writing)      | 35%        |
| Part II - Composing Oral Discourse (Speaking)       | 15%        |
| Part III - Understanding Oral Discourse (Listening) | 20%        |
| Understanding Written Discourse (Reading)           | <u>30%</u> |
|                                                     | 100%       |

The first two parts of the evaluation are related while the third is distinct. The student should be aware of the context of communication throughout.

#### Part I (Writing)

The student will write a research paper based on an individually selected thesis. This paper should reflect an understanding of the elements of research and follow the indicators for this part of the course. The use of primary and/or secondary sources is fundamental to the development of the research paper, for relevant reference and documentation purposes. The research paper should be sufficiently developed, 1500 to 2000 words in length.

The writing will be evaluated according to criteria provided in the Administration Guide. The student will be asked for an 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.

## **Part II (Speaking)**

The student will prepare and give an oral presentation based on, and upon completion of, the research paper. This presentation should reflect an understanding of the indicators for the speaking elements of this course and allow for interaction with the audience. During the presentation, the student may refer to his/her personal notes or sources as desired, but should not read directly from them.

The oral presentation will be evaluated according to criteria provided in the Administration Guide.

Suggested length of individual presentation: 5-7 minutes for presentation  
2-3 minutes for interaction with the audience.

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 (Listening and Reading)**

A formal examination session will take place at the end of the course. This written examination is composed of two sections. Section I consists in listening to an audiotape on a selected topic and responding to this oral message with both note taking and an organized response.

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

Section II consists in reading two selected texts and responding to them, using strategies that show an understanding of their purpose, then developing an organized response to questions evolved from the texts. The student's responses should reflect an understanding of the indicators for the program objectives related to this component.

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

## 5.2. Examination Parameters

- |                                |                                                                                                                                                                                                                                                                                                             |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part I (Writing)               | - In the classroom: to allow for the use of resources and an adequate treatment of the thesis. The time allotted will be determined by the teacher, based on the time required to sufficiently follow the course objectives.                                                                                |
| Part II (Speaking)             | <ul style="list-style-type: none"><li>- In the classroom: preparation time is needed as well as approximately 8 minutes, including interaction with the audience, for each presentation.</li><li>- Suggested time: 5-7 minutes for presentation<br/>2-3 minutes for interaction with the audience</li></ul> |
| Part III (Listening & Reading) | - In a formal examination setting: 2½ hours                                                                                                                                                                                                                                                                 |

## 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.

