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CURRICULUM RENEWAL IN SCHOOL FOREIGN

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LANGUAGE LEARNING: A PROJECT IN CONTEXT

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VOLUME 2: APPENDICES TO THESIS

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GLAFLL 1

GRADED LEVELS OF ACHIEVEMENT

IN MODERN LANGUAGES 1977

(*Descriptive Document 1*)

LOTHIAN REGIONAL STUDY GROUP ON MODERN LANGUAGES

## GRADED LEVELS OF ACHIEVEMENT IN MODERN LANGUAGES

### 1. BACKGROUND

#### 1.1 Progress in applied linguistics

The Lothian Scheme owes its theoretical origins to the Council of Europe's work in specifying an adult language learning scheme based on graded levels of achievement. The Council of Europe's work is based on an approach to language syllabuses worked out by David Wilkins of Reading University, which allows us for the first time to specify language objectives in terms of the learner's communicative needs.

#### 1.2 Schemes seeking to set out graded objectives and through these graded levels of achievement must take account of three basic language learning principles :-

1. All natural language learning in a particular language develops as the learner's communicative needs in that language become more and more complex. Natural language development ceases when the learner's communicative needs are satisfied. We can thus specify different levels of language to conform to the different levels of needs.
2. Language learning is a cumulative process where the language system (grammar, phonology and vocabulary) develops from one stage to the next.
3. Language learning is also a process in which that which has been learnt must be continually recycled.

#### 1.3 The Lothian Scheme is thus based on the learner and on levels of actual or potential communicative needs in the foreign language. The levels are cumulative, and at each level the knowledge of the previous level must be recycled. The Lothian Scheme is elaborated along lines that will make it possible to fit it into the Council of Europe's attempts to make a common language learning policy for Europe. This is now well advanced.

#### 1.4 There are also more limited schemes for graded levels of achievement in Modern Languages currently being worked out in Oxfordshire, York, Hertfordshire, and other areas of England.

#### 1.5 The present state of language teaching in Lothian, as elsewhere, lags well behind our knowledge of how languages are learnt and of how to specify communicative needs.

Much of the blame for this delay in adapting to new knowledge must be placed on the traditional University and College of Education language departments. The chief barrier to progress is however the Scottish Certificate of Education Examinations.

1.6 The national examinations in Modern Languages in Scotland set out to test objectives that are often irrelevant to the learner's communicative needs. Teaching practice in school reflects these irrelevancies and thus leads to a distortion of the language learning process. This distortion is as marked for the more able pupil as it is for the less able pupil. What is required is a re-thinking of objectives, syllabuses, materials, methods, and assessment - all of which is possible given our knowledge about language learning. Such a re-thinking is in any case necessitated by the Munn and Dunning proposals for differentiated syllabuses and assessment levels. The Lothian Scheme will help to pave the way towards more appropriate language teaching, it is hoped.

1.7 The present situation can be summarised as follows :

- (a) The only objective or level that a language teacher can aim at for his pupils, when they start learning a language, is the distant O Grade. Since the traditional and alternative versions of this examination do not reflect the learner's actual or potential communicative needs in any meaningful way, the objectives of the O Grade are inappropriate for all language learners.
- (b) Since only 1 in 8 pupils actually achieves an O Grade, the level of the O Grade examination is also clearly inappropriate for the vast majority of our pupils.
- (c) Yet, since there is no objective other than the O Grade, school learners start off in S1 on the first part of an O Grade course. 50 to 60% (sometimes as high as 85%) of all pupils drop out of a Modern Language course at the end of S2. In their own eyes they have failed to keep up, and in the teacher's eyes they are 'not intelligent' enough to learn a Modern Language. This sense of failure leads to motivational problems which affect not only those who do not 'succeed' but also those who do 'succeed'.

1.8 This situation is worsened by the fact that the general level of social motivation towards Modern Language learning in school is low. Further to this the age at which Scottish pupils start to learn Modern Languages is exactly the age at which they have the least interest in things outside their own peer group. It is therefore not surprising to find that Modern Languages is at the top of the list of problem areas in secondary schools. Solutions to problems of social motivation cannot be found within the secondary school alone. The solution to the adolescent problem is to ensure/



/ensure that language learning is seen as part of a life-long educational process which covers much more than just the period of time at the secondary school. Nevertheless, solutions can be proposed to many language learning problems within the present framework of secondary education.

1.9 What solutions have so far been proposed?

One trend has been for Modern Language teachers to opt out of language teaching and become Social Studies teachers teaching European Studies or French or German background to the less able. This is not a solution to the problem, it is an acceptance of failure.

- 1.10 In Scotland the Dunning Committee has suggested a new certificate at 3 differentiated levels to be taken at S4. This would clearly be an improvement on the present system, but reflects a misunderstanding of what language learning as a cumulative process means in practice. The lower Levels of Achievement in a general language course are of necessity graded sequentially, allowing learners to rise to the level appropriate to their communicative needs. Learners will take differing lengths of time to achieve the level they require. It is a crude proposal to wish to set up differentiated levels of achievement to be attained by all at a fixed period of time in S4. This proposal would mean determining well in advance what particular long term targets and levels are appropriate for which learners, and then tailoring the learners to the speed of the course which must necessarily be provided for them, rather than allowing them to work at their own best speed through a series of shorter term levels, until they rise to the level best suited to them as a cut-off point.

The Dunning proposals also imply a norm-referenced framework of assessment, where pupils are matched against each other in terms of their ability at a particular point in time. For Levels of Achievement in language learning, a criterion-referenced system of assessment is more appropriate. What the public or future employers need to know is not whether pupil X is better than pupil Y, but what pupil X can do in French, and what pupil Y can do in French.

- 1.11 The Lothian Scheme, following the Council of Europe's, seems to us the best solution to the problems of tailoring our Modern Language teaching to learners and their communicative needs, while at the same time trying to incorporate the knowledge we now have of how languages are learnt.

## 2. THE LOTHIAN LEVELS OF ACHIEVEMENT SCHEME

- 2.1 Developments in syllabus writing allow us to specify the learner's communicative needs. Through sending out a questionnaire, we have established what our pupils wish to learn. We have now begun to specify this for all languages taught within Lothian Region. There will therefore be levels of achievement in French, German, Spanish, Italian, Russian, and English as a foreign language.
- 2.2 Since many of the general language learner's communicative needs are the same, whether he is an adult or a teenager, the scheme will allow us to provide Levels of Achievement for school learners, and alternative syllabuses for adult learners.
- 2.3 The scheme will provide common general language learning objectives at each level up to the 'threshold level', but beyond this there will be a variety of more specific language learning aims for which there will be alternative syllabuses at each of the higher levels.
- 2.4 Thus the Lothian Scheme aims to provide levels relevant to all language learners in Lothian schools, FE Colleges, Community Centres, and Adult Evening classes in all languages.
- 2.5 In practice this means providing 5 levels of achievement up to the threshold level, which would be level 5, and 2 further levels up to level 7 to lead into university levels.
- 2.6 Within S1 and S2 (the compulsory period of language learning in school), Level 1 will be an appropriate objective for the least able, Level 2 for the average, and Level 3 for the most able.
- 2.7 In a first language within S3 and S4 (when language learning is optional), Level 3 might be an appropriate final objective for the less able optere-in, Level 4 for the average optere-in, and Level 5 for the most able optere-in. Levels 3, 4 and 5 will accord with Dunning's Foundation, General and Credit levels, it is hoped.
- 2.8 In a second language, the whole range of levels from Level 1 to Level 5 might be appropriate for any learners wishing to start a second language in S2, S3 or S4.



- 2.9 Within S5 and S6 it is envisaged to specify a Level 6 with alternative syllabuses
- (a) for those who wish to enter a University Language Course
  - (b) for those who are learning a language for purposes of general communication
  - (c) for those who wish to use a language for business and commercial purposes
  - (d) for those who are scientifically/technologically orientated.

It is also envisaged to set up a Level 7 for future University language students to lead towards the first year University Syllabus.

It would also be possible in S5 and S6 to take up a second or third language to any level from 1 to 6.

- 2.10 Transfer from school to FE or from one school to another would be made relatively easy in terms of the level achieved and/or the level currently being worked towards.

- 2.11 At each level there will be a defined content syllabus specifying what a pupil must be able to do and what actual language he needs to be able to do this. He will be said to have achieved that level, when, on the basis of an external test, he succeeds in carrying out the specified objectives.

- 2.12 At each level there will be an assessment framework incorporating both internal and external assessment.

- 2.13 For internal assessment the teacher will be given a Pupil Profile when it has been worked out through research, indicating stages of development along various dimensions (eg. ability to interact, development of grammar system etc.) through which pupils will necessarily pass in their progress from the starting point for that level to the final attainment of that level. When the ticks indicating progress along the dimensions of the Pupil Profile show that a pupil has attained the level being worked for, he will undergo the criterion-referenced external test for that level. It is intended that no pupil will be put in for any level test, unless he is ready to pass it. It is also intended that level tests will be taken at any time in ordinary teaching time.

There will be no need for pupils to take tests at every level. They will be able to by-pass level tests should they wish to do so.

- 2.14 The external tests for each level in each language will be based on a framework of test-types appropriate to that level and to the objectives set for that level. The panel of teachers responsible for the particular level test in each language will set the test at the beginning of the academic year. The same test will be valid for that level for one year, and pupils will take/

/take it as and when they are ready to do so. The nature of the test will prevent leakage being either possible or even worthwhile. The tests will be validated and then stored in a bank.

- 2.15 At each level it is hoped that a Regional Certificate will be available for those schools that wish their pupils not only to feel success in their language learning, but also to see in a particularly tangible form that they have succeeded. Like learning a particular musical instrument, learning a particular language is a skill that requires a great deal of practice, and this is better encouraged by a system that provides evident proof of success. Pupils would achieve certificates in Modern Languages as they do in swimming or in music.

### 3. BASIC CRITERIA FOR SYLLABUS SPECIFICATION

- 3.1 The syllabus will specify what pupils and teachers should aim at. The explicit nature of this specification allows teachers freedom to use their text books/resource materials as they like. It indicates which activities and language to aim towards, and therefore what can be conveniently left out as inappropriate to that level. In the journey from Edinburgh to Dieppe, the syllabus states where Dieppe is and what it looks like, but it leaves it up to the teacher to decide how he should get there, whether by taking the Longman's bus, or the Whitmarsh stage-coach, or the Eclair push-bike, or his own hitch-hiking materials.
- 3.2 Each syllabus will have three parts to it:-
1. A specification of what the learner needs to do and to know in order to understand and to communicate in speech and in writing (where appropriate) with others. This is the Interaction Syllabus.
  2. A specification of suggested activities and information sources so that the learner can practice processing information from spoken and written sources. This is the Information Syllabus.
  3. A list of suggested activities and sources through which learners can use language in a pleasurable way - games, songs, magazines and books for example. This is the Interest Syllabus.
- 3.3 Each syllabus at each level :-
1. Will be based on the actual and potential communicative needs of the learners at that level.
  2. Will be attainable by all the pupils aiming at that level. Even the least able will achieve Level 1.

3. Will be based on real language activities only (eg. no telling of stories from picture compositions, and no fly-on-the-wall-listening to other people's dialogues and then answering questions on them!)
4. Will make a composite whole, requiring pupils to acquire the necessary grammar, phonology and vocabulary system for that level, which will permit them to carry out their communicative needs.
5. Will be a sequential development from the previous level, eg. Level 2 is Level 1 and more.

#### 4. BASIC CRITERIA FOR ASSESSMENT

##### 4.1 Each assessment test at each level:-

1. Will be based on the syllabus for that level only.
2. Will sample a reasonable proportion of that syllabus.
3. Will place items in a context so as to allow the pupil to see what he is being asked to do.
4. Will include only real language activities.
5. Will be attainable by the pupils for whom that level is appropriate. Even the least able will attain Level 1.
6. Will be objective in terms of marking arrangements.
7. Will enable comparisons to be drawn from year to year on standards achieved at any particular level.
8. Will be so constructed as to make it possible to administer it in class time without disrupting the normal lessons. Oral tests will however require special organisation. Headmasters are asked to ensure that language teachers get all the administrative help necessary to organise oral tests.

#### 5. RESEARCH

- 5.1 The Regional Consultative Committee on the Curriculum have agreed to a 5 year period of research for the scheme.
- 5.2 Each syllabus at each level is specified on the basis of consensus among the teachers concerned. There are no absolutes in syllabus construction. In terms of communicative needs, and on the basis of the Wilkins framework for specifying language, decisions have been taken as to what to put in and what to leave out till a later level. Evaluation of the syllabuses, which consensus has led us to propose, will have to be done through research. For example, if the pupils for whom the level is supposedly appropriate are failing to achieve it, then the syllabus must be/

/be adjusted accordingly.

- 5.3 Research into appropriate assessment tests at each level must be undertaken.
- 5.4 Materials must be produced to supplement the current commercial ones where they are not suitable.
- 5.5. Research into methodological procedures will have to be done. We need to examine how to adapt teaching input to stages of development in learning. We need also to re-examine some of the "treadmill"-type procedures we use, and to introduce more problem-solving ones.
- 5.6 We need to elaborate a Pupil Profile through research, that will then be used to guide teachers and pupils alike.

GLAFLL 2

SYLLABUS DESIGN  
FOR GRADED LEVELS OF ACHIEVEMENT  
IN FOREIGN LANGUAGE LEARNING

(Article)

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SYLLABUS DESIGN FOR GRADED LEVELS OF ACHIEVEMENT  
IN FOREIGN LANGUAGE LEARNING

INTRODUCTION

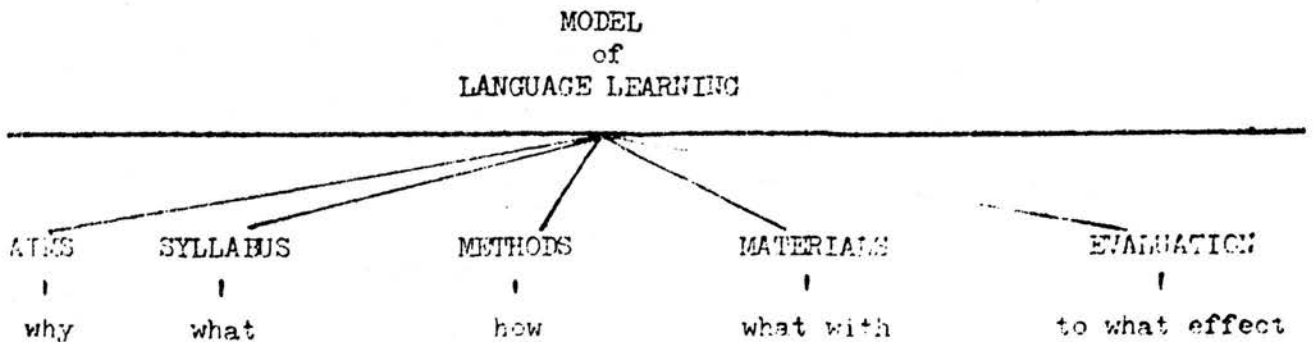
The first step in any language teaching project must surely be to design a syllabus that will reflect the language needs and wishes of the learners concerned, and that will accord with a responsible theory of language learning.

I would like to divide this article into three basic sections :-

1. A brief attempt to build up a model of language learning and language behaviour as a theoretical framework within which to discuss syllabus design.
2. An examination of the various units of Classification that can be used for a Check List Syllabus designed to reflect the learners' communicative needs and wishes.
3. An examination of ways of organising the various components of language behaviour into Teaching/Learning Units, and of ways of sequencing the units.

Syllabus design is only one of a series of operations relating to the teaching and learning of a foreign language. But like all the other operations, it springs directly from what we think language learning is - from our theory or model of language learning. If the theory is wrong, component operations will be ill-designed. As in Diagram 1, these components include not only syllabus design based on aims, but methods and materials and evaluation.

Diagram 1



The theory that we have about language learning has an inevitable effect upon what we teach, how we teach it, what we teach it with, and to what effect we teach it.



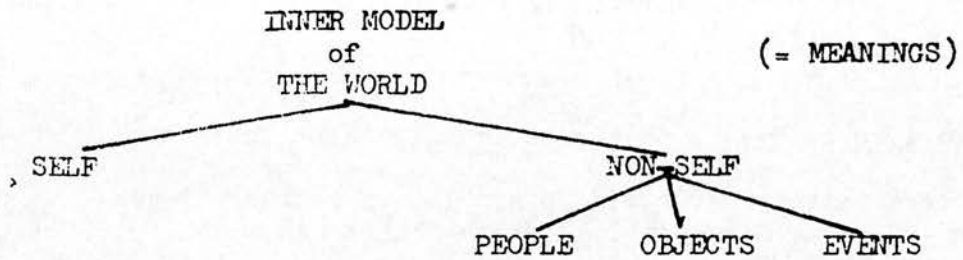
SECTION I

A MODEL OF LANGUAGE LEARNING AND LANGUAGE BEHAVIOUR

I should like to start by examining mother tongue learning. This has been described in a recent book by Halliday as : "Learning how to mean". This requires some explanation.

As outlined in Diagram 2, through interaction with our socio-cultural environment, which includes the people within it, we build up an inner model of our world. This inner model is a picture of the world and of ourselves within it.

Diagram 2



Each individual's model will be his own but will share features in common with the models of those who share overlapping environments.

Language enables us both to build up our inner model, by helping us to classify reality into a symbolic system, and to share the resulting meanings with others through that system.

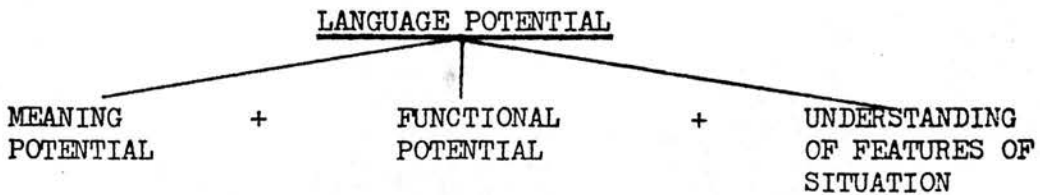
Mother tongue learning is not done through exposure to language alone, as Chomsky would seem to be suggesting, but is firmly embedded in the total socio-cultural environment in which the child lives, and is related to all the other forms of his learning, such as learning to see and learning to think.

In learning how to mean, the child must not only forge a language, through which to perceive and express meanings, he must above all learn the purposes for which language can be used. He must acquire the functions of language. The child is endowed with powerful motivation not only to get what he wants from the world around him, but also to integrate successfully into that world. Lambert has referred to these two sorts of motivation as "instrumental motivation (getting what you want by means of language) and "integrative motivation" (using language to integrate with others). The child learns that if he uses an appropriate Language Act he will get his favourite toy, or will succeed in bringing a smile to his mother's face. He learns that he can use language to express his joy or disgust, or that he can use it simply to make contact with someone and show friendliness.

Since the Language Acts he hears and uses are embedded in the total situation within which they take place, he learns to associate features of the situation with the appropriate language forms. By situation we mean the total physical and psychological context within which language takes place. This will include the more obvious physical features such as places, objects and events, but refers above all to the participants and to their shared knowledge and interests, as well as to their individual experiences, attitudes and emotions.

As the child perceives more and more meanings in the world around him, and as he develops his functional potential, so he masters more and more grammatical and lexical forms through which to express these. Thus, as in Diagram 3, he builds up his language potential.

Diagram 3



Mother tongue language development is a continuum, and at any stage or point on his continuum a child's language is adequate for him, in that through it he can express his meanings. It makes no sense to describe child language as an inadequate version of adult language. It is as if ontogenetically the child retraces in a short period of time the same personal continuum as can be observed diachronically over a much longer period of time in natural languages, that arise out of the contact of two-language communities, who do not speak the same mother tongue. The language that arises out of this contact also develops smoothly along a continuum. We can divide that continuum arbitrarily into two phases - the Pidgin phase and the Full Language phase.

In the Pidgin phase the language is a limited one used for limited functions such as buying and selling and socialising in the market place. Other functions will be carried by the mother tongues of the speakers. The grammar system of a Pidgin is limited, but it is nevertheless a complex generative system, adequate to cope as a lingua franca with the communicative requirements of the speakers. I am using the term 'Pidgin' here in the technical sense of the word, and not in the sense of an incorrect or incomplete form of English for example. In the sense in which I am using it, a Pidgin is a language in its own right, with established language forms, used for limited communicative purposes by a mixed community of speakers.

The Pidgin develops into a Full Language as the language becomes a mother tongue for its speakers in its own right, with a full and complex grammar system and a wider range of functions. In recently integrated contact communities this full language is usually a Creole. I am using the term Creole here in the technical sense and not in the sense of a barbarous form of French. A Creole is a full language with well established language forms, but it usually co-exists alongside a "standard" language which speakers use for education purposes and for reasons of prestige.

The baby learning his mother tongue can be said to pass through a Pidgin phase towards a Full Language phase. During the Pidgin phase the language system that emerges from a study of his speech is not the same as the full adult language system. It is a much simpler system. As he realises more functions for his language and more meanings, his grammar and vocabulary develop towards the adult system.



The natural foreign language learner, the immigrant, can also be observed to go through a Pidgin phase in his mastery of the foreign language. The immigrant beginner's system is a limited one, but it realises his basic communicative needs in shops, on the street, and at work. He may never progress beyond this stage. This need have nothing to do with his intelligence. It may simply be because he knows he is returning home soon, and because he has no desire to integrate into the foreign environment. In Lambert's terms he has basic instrumental motivation, but little if any integrative motivation. The evidence suggests that we stop developing language at the point on the continuum at which our communicative needs are satisfied. Hence those immigrants whose English is not fully developed, but who have been here for many years, and who achieve their communicative purposes. The immigrant who does integrate develops his Pidgin language system into a fuller version of the full language system. If he integrates fully he will over time master the full system for the whole range of his communicative needs.

Thus in natural language learning we can draw up a table as follows:-

Pidgin	→	Full Language
Baby Talk	→	Adult Talk
Immigrant Beginner Talk	→	Fully Developed Immigrant Talk
Limited Functions	→	Full range of Functions
Limited but complex grammar system	→	Full grammar system
Limited environments	→	Full range of environments

It is thus theoretically possible to postulate different levels of language learning for natural language learners on a learning continuum graded sequentially according to communicative needs and motivation. What about classroom foreign language learning? The problem here is that classroom foreign language learning is NOT natural. Motivation is limited. Exposure to the foreign language is minimal. Inevitably the exercise is contrived. The teacher feels bound to provide the learners with a more or less conscious control of those parts of the structures and vocabulary of the foreign language that he wishes them to master. He provides them with a "reference grammar". This attempts to prevent the emergence of a "pidgin" mental grammar different in kind from the fully accurate and socially appropriate forms aimed at. And yet the pidgin mental grammar exists and develops and can be seen in the more systematic of the learners' errors. Somehow, when drawing up a learning continuum graded sequentially for foreign language learners in the classroom, we must think not only in terms of how we would like them to perform, but in terms of the facts of how they do actually perform.

It is dangerous however to draw too close a comparison between mother tongue and natural or foreign language learning. I would like to highlight one or two major differences. But first let me attempt to summarise the five main points that I have made about mother tongue learning. This:-

1. involves elaborating a language system through which to understand and express meanings, achieved through interaction with the environment, one part of which is the language itself in the speech of others.
2. involves gradual understanding and mastery of the functions of language.

3. involves learning to relate language forms to features of the total situation. As development in perception leads to finer and finer distinctions being observed in these features, so an ever more elaborate language system is required to express these distinctions.
4. relies upon strong integrative and instrumental motivation.
5. develops along a personal continuum as the learner's meaning potential and communicative needs become more complex. At any stage of this development the learner's language system is adequate for his communicative purposes, but will develop further as necessary, starting as a "pidgin" and moving towards the full language.

When we relate these five points to Foreign Language Learning, the following questions arise:-

1. (a) To what extent do we need to build up a new meaning potential through the foreign language?

To what extent do we merely learn a new language system through which to express our existing meaning potential?

- (b) to what extent can we build up a new language without interaction with an environment of which the new language is a part?

2. To what extent do we have to relearn the functions of language to accord with the functions of language in the foreign language environment?

To what extent do we merely transfer the functions of our mother tongue to the foreign language?

3. Do we have to learn the relationship between particular forms of the foreign language and features of the foreign environment? Or can we simply select the foreign language forms that seem to correspond most closely to those we would use in our mother tongue for similar features in our own environment?
4. To what extent are integrative and instrumental motivation necessary to successful foreign language learning?
5. Should learners be encouraged to develop a pidgin system derived from but different from the "correct" system we teach them, and then be helped to develop and restructure that pidgin system in the direction of the "correct" language system?

Or should we teach a limited number of correct forms, and attempt to permit only those correct forms to be produced by the learners?

Let us attempt to answer these questions. To what extent do we need to build up a new meaning potential through the foreign language? To what extent do we merely learn a new language system through which to express our existing meaning potential? (1a) Where the meanings expressed in one language are close to the meanings expressed in another, then the learning of the one language by speakers of the other will be a question of learning how those relatively common meanings are expressed in the grammatical and lexical system of the other language. Where the cultural distance between the two language communities is great, and therefore the meanings expressed are not always apparent, then new meanings will have to be learnt as well as the ways in which they are expressed. European cultures are so similar, that the problems of cultural distance do not arise to any great extent. Learning any foreign language will, of course, require the learner to perceive meanings in a different way. We must learn,

for example, that the difference between "chaise" and "fauteuil" is not the same as that between "chair" and "armchair". We must learn that in French "you" is expressed by "tu" and by "vous". We must learn that it is the relationship between the speaker and the interlocuter that determines whether "tu" or "vous" is used, and not the physical situation in which they speak.

To what extent can we build up a new language without interaction with an environment of which the new language is a part? (1b) - We have to learn the new code disembedded from the environment in which it is a natural part. Governments have not yet seen the need for massive exchanges of pupils. Some teachers have argued that since the foreign environment is not there in the classroom, we should tell children about it. I fear that talking about the socio-cultural environment is as ineffective as talking about the language. We only learn whatever level of language we require by doing language, and we shall only learn whatever level of cultural knowledge we seek through :

- (a) contact with the language in order to unlock the door to the culture;  
and
- (b) through experiencing the culture itself.

One fortnight's visit to France, with a limited ability in the language, is more effective than two years' so-called French Studies in English.

The best that we can achieve in our classroom is a simulation of the foreign environment, through posters, through visuals, and through communicative use of the foreign language. The extent to which we can usefully include background in our teaching is determined by the extent to which the pupil needs or wants to become bi-cultural. There is no point in pushing an unmotivated pupil into bilingual levels of language, and there is similarly no point in pushing a pupil lacking in integrative motivation into bi-cultural levels of socio-cultural knowledge. It will simply lead to lack of interest. We can, and should of course, motivate pupils through socio-cultural contact of a sort meaningful to them, but we must beware of alienating them through it. It is through involving the pupil, and making both language and culture personally meaningful to him, and not just objectively real to him, that we may increase his motivation potential. We shall only achieve this by setting him communicative tasks that are relevant to him personally, and that draw on his personal store of meanings and interests.

To what extent do we have to relearn the functions of language to accord with the functions of language in the foreign language environment? (2) - Although the functions for which the average learner will want to use a European Foreign language are much more restricted than those for which he will use his mother tongue, they will be very similar in kind, since language is used to fulfil much the same purposes in all European cultures. It is therefore more a question of learning new language forms to carry out well-known functions, than of perceiving new functions themselves.

Do we have to learn the relationships between particular forms of the foreign language and features of the foreign environment? Or can we simply select the foreign language forms that seem to correspond most closely to those we would use in our mother tongue for similar features in our own environment? (3) - Role relationships, Topics, and Physical Settings are relatively similar in European environments. Although we shall have to learn which foreign language forms are appropriate to each of the above features of the foreign situation, our perception of the



relationship between situation and language will be aided by similar relationships between our own mother tongue and similar features of our own socio-cultural context.

To what extent are integrative and instrumental motivation necessary to successful foreign language learning? (4) - Without strong integrative motivation, a bilingual level will not be achieved by the foreign language learner. Without at least some instrumental motivation, an intermediate level will not be attained. For those with little motivation of either sort, only a beginner's level will be appropriate. The first and most important task of the foreign language teacher in school is to inspire motivation by creating a relevant and enjoyable learning environment where each learner may feel success at his own level on the learning continuum.

Should learners be encouraged to develop a "pidgin" system derived from but different from the "correct" system we teach them, and then be helped to develop and restructure that pidgin system in the direction of the correct language system? Or should we teach a limited number of correct forms and attempt to permit only the correct forms to be produced by the learners? (5)

This raises the question as to whether foreign language learning is basically a question of accumulating correct bits of language, or whether, as Corder suggests, it is a question of gradually restructuring a pidgin system, acquired from previous language experience in the mother tongue, towards the target language system.

The language system of the natural foreign language learner, living in the foreign environment, exposed to the language and in need of it in order to communicate, would seem to develop like the baby's. Through exposure to the foreign language he acquires an internalised mental grammar which emerges as a "pidgin" system, which gradually develops towards the target language system until his communicative needs are fully realised. Since he is given no formal language instruction, his pidgin system is allowed to develop in a natural way. For the classroom foreign language learner the learning process is more complex.

It would seem that pronunciation learning is more a question of restructuring mother tongue pronunciation patterns towards the target language - a gradual process where correctness cannot be expected but should be worked on from the beginning.

It would seem that vocabulary learning is more a question of accumulating correct foreign language terms as and when they are needed, and accommodating these into one's existing lexical system.

It can be suggested that the all important acquisition of an effective mental grammar which will permit understanding and production of novel language appropriate to communicative needs is both a question of accumulation and of restructuring. Accumulation occurs through exposure to correct language, and above all through teacher explanations and pupil practice of correct grammar to help the learner build up a reliable reference grammar upon which he can consciously call, when time permits, to help him understand and produce language. Simplified forms, however, emerge when the learner employs his own language strategies to cope with communication. Thus he will take the correct language he hears and seem to simplify it by a variety of devices that are well known to teachers. Here are just a few:-

- a) He may remove the redundant features of case endings, agreements and concords:  
eg. "Ich seh de klein Hund in de StraBe"  
He may remove redundant articles or prepositions:  
"I go kitchen"
- b) He may look for invariable free forms to replace inflexions:  
eg. "Je sein partix" will be preferred to "Je partix"

- c) He will certainly "overgeneralise" the use of particular vocabulary items and of structures:

eg. "J'ai parti" (I left)  
"J'ai quitté" (I left)

- d) He will want to reduce the complicated transformations - for example use actives for passives, and non-inverted question forms instead of inverted ones.

eg. "Pourquoi tu fais ça"

- e) If he's very clever, he'll catch on to the useful words like "le truc" to make all sorts of paraphrases:

eg. "le truc pour couper" (knife)

✱ Restructuring of these simplified forms in the direction of the target language will be necessitated by having to communicate through tasks that increase the demands made on the learner. For example, he will have to learn to cope with inverted question forms for aural understanding at least, and with passive forms for reading at least.

To what extent errors should be avoided would seem to be dependent upon what particular objective the teacher is pursuing. Most teachers would now agree that Communication is the aim of language learning. This implies that the learner must have practice at building up communicative strategies using whatever means he can to get over his message. Accuracy of form is one feature of communicative efficiency. Without the redundancy of case endings, agreements and concords, noise or momentary lapses of attention on the part of the listener might impair communicative efficiency. Nevertheless, it is true to say that for the more context-bound Language Acts (buying, ordering meals, going through Customs, giving directions, etc.) a great deal of inaccuracy can be tolerated, and effective communication can still take place. It is when language is context-free and largely unpredictable that accuracy comes to play an increasingly important role. Learners must be brought to realise this.

The danger of allowing errors to occur is that fossilization may take place. The immigrant who has little integrative motivation ceases to restructure his "pidgin" system towards the full language system, if, with his pidgin system, he can communicate adequately. Will our classroom learners bother to learn correct forms if their simplified "incorrect" ones achieve communication?

In natural language learning development towards the "correct" language system is dependent upon:-

1. Integrative motivation. The social stigma of incorrect forms is felt by the learner.
2. The development of more elaborate communicative needs demanding a more elaborate language system to effect communication.
3. Further massive exposure to the target language.

In classroom language learning integrative motivation and feelings of social stigma will not be felt. These will only be partially replaced by the instrumental motivation for passing an exam in which accuracy is one of the demands. It is the teacher's job in the classroom to set the learner ever more elaborate tasks that make increasing demands not only upon his communicative strategies but also upon the accuracy of his language. It

is also the teacher's task to provide plenty of opportunity for the learner to hear and read the authentic foreign language, so that the accumulation of new language and the necessary accommodation of that new language into the learner's system can continue to take place.

To come to a better understanding of what is meant by a beginner's language system in classroom foreign language learning, further research is required. We need to have much more knowledge about the components of a foreign language learner's developing language system.

Meanwhile what we can attempt to do, as the Council of Europe's work based on Wilkins and others has done, is to examine the communicative needs of our learners and then specify those parts of the full target language system that exemplify those needs.

As a description of communicative objectives and therefore of communicative tasks that the learner must be able to perform, and as a description of a suitable input to the learner this approach to syllabus work is invaluable. However, it must be realised that we also need to examine the learner's language as it develops through learning. It is already clear that at school level, with largely unmotivated learners, there is much need for an examination of and more knowledge about the sort of low level pupil performances that nevertheless succeed in carrying out the communicative objectives set by the syllabus. This necessitates a change in teachers' attitudes towards these. It is clearly erroneous to imagine that what you "put in" to pupils in terms of correct language will necessarily "come out" in that form. Pupil performances will no doubt vary enormously in quality. A "level" of language will have to be determined in terms of learner performance as much as in terms of teacher syllabus input.

To establish syllabuses at different levels we need then:-

- (a) to find a way of predicting the communicative needs, however limited, of our learners at particular levels;
- (b) to find a way of classifying those needs into components of language behaviour;
- (c) to find a way of organising the components of language behaviour into teaching/learning units;
- (d) to find an effective way of sequencing the units;
- (e) to find an effective teaching, testing and evaluation programme, embodying an effective methodology, that allows the learner to achieve his purposes, and permits all concerned to see where improvements must be made.
- (f) to examine learner performance and make decisions about acceptability.



UNITS OF CLASSIFICATION IN SYLLABUS DESIGN

The Prediction of the Learners' Communicative Needs

It is of course impossible to predict accurately the needs in terms of foreign language learning of any individual young pupil in school. We cannot even determine which language he will need for his professional or personal purposes, let alone decide the level of proficiency he will require in that language. Perhaps, dare one say it, ultimately the choice of language and the quantity of the language learnt, at least in the early years at school, is not the most important thing. It is the experiences that successful language learning brings that matter. These may be summarised as follows:-

- (a) The realisation that one's own language is only one way of classifying reality and that there are other ways.
- (b) The realisation that there are other valid socio-cultural contexts different from our own.
- (c) The building up of strategies for future language learning later in life when this might be essential for personal or professional reasons.
- (d) The building-up of positive attitudes towards foreign language learning and above all towards people in socio-cultural contexts that differ from our own.

In order to achieve these aims, the foreign language learner must have a successful language learning experience. How far he progresses along his own language learning continuum is less important perhaps than successful performance of that which is within his range. Success must be judged in terms of communicative efficiency which includes accuracy as one of its features but not as its sole objective. Although it will be impossible at the start of a school course to predict individual communicative needs accurately, it will be sensible to lead pupils along a general language learning continuum that reflects the "average" learner's needs until the point at which these needs diverge. How can we predict the needs of the average learner? I can only envisage four ways of doing this :-

1. We can build on our intuitions as adult members of the society from which the pupils come, and on the basis of our experience try and predict what the average language learner needs.
2. We can ask adults what their needs in foreign language learning have amounted to.
3. We can ask our pupils in schools by direct question, or by questionnaire, what they wish to learn.
4. We can conduct case studies into the language learning needs of particular individuals throughout their lives.

Whatever general core predictions we may make and whatever core objectives we may set our pupils, we must be sufficiently flexible in our arrangements as to cater for their particular wishes at the moment that they are learning, if we want to make use of whatever motivation they may have, and build upon this. Teachers will need to go beyond the general syllabus for each individual learner according to his needs and wishes.

Before we can predict general or individual communicative needs, however, we need Units of Classification through which to do this.

Substantial advance has been made by Wilkins and others in the development of new Units of Classification for components of language behaviour. We have, in fact, already seen the concepts that these new units embody, and I have attempted to provide a model of Language Learning and Language Acts from which the Units of Classification can be directly derived. Let us examine these.

Language Acts

A Language Act may involve one single function or it may involve several functions. Telling the time involves one single function. Buying a loaf of bread will involve the functions of greeting, asking for an object, asking for the price, giving a verbal compliment to payment, thanking and leaving. Clearly the more functions that are involved in a Language Act, the more complex it is likely to be.

Another aspect of Language Acts is the Modes of Communication or combinations of skills that they bring about, according to the type of participation that is involved. As will be seen in Diagram 5, Language Acts usually give rise not to one discrete skill but to combinations of skills.

Diagram 5

EXAMPLES OF LANGUAGE ACTS

<u>Modes of Communication Combinations of skills</u>	<u>Type of Act</u>
Listening and Speaking _____	Interaction with people present (conversation)
Reading and Writing _____	Interaction with people absent (letter)
Listening and Gist Extraction _____	Interaction with Spoken Text (Radio/News Programme)
Reading for pleasure _____	Interaction with Written Text (Story)
Reading and Extracting the Gist & Writing a Summary _____	Interaction with Written Text, and with absent employer (Summarising an article for one's employer)
Reading & Listening & Speaking & Writing & Summarising & Writing Notes from which to speak _____	Interaction with Texts and People (Preparation of a lecture)



When we converse with people we employ the listening and speaking skills together. When we write a letter in reply to people, we first of all read the letter that we have received and then write the reply. When we summarise an article for our employer, we read it, extract the gist, and then write the summary. In the preparation of a lecture we may read books, listen and speak in conversational exchange with a friend, write a summary of what we have discussed, and then make written notes taken from that summary from which to deliver the lecture. When we listen to a radio news programme we are listening actively and probably extracting the gist as we go along. When we read a story, we are reading actively and again probably paying attention to important details as we go along.

The widespread teaching practice of divorcing listening from speaking has no basis in Language Interaction. Making up conversational listening comprehension tests where no speech is involved, and conversational oral production tests where cues are given in the mother tongue or in picture form, and where no listening is involved, is clearly not designed to test real conversational Language Acts. The dawning of this particular truth should have far-reaching consequences for both teaching and testing.

Classroom organisation should be based on the type of Language Act that is being rehearsed or performed. For Language Acts involving conversation, the learners must be organised as pairs or in groups corresponding to the participants in the conversation. For Language Acts involving the taking in of information from spoken or written texts, the learners may be organised as individuals actively processing information. For Language Acts such as Games, Songs or Puzzles, the learners must be organised in groups or pairs or as individuals according to the particular activity involved.

Language Acts are themselves composed of Meanings, Functions, Features of the Situation, and Language Forms. Let us examine each of these in turn.

### Meanings

Using Wilkins' terms, we can divide Meaning Potential into Notions and Relationships between Notions. These refer to the concepts and the relationships between the concepts that we express through language. Through Notions and Relationships between Notions, we express the reality that we perceive.

Specific Notions refer to people, things, and events, such as Joe Bloggs, book, and read. General Notions are those that may be applied to a variety of specific Notions such as intelligent, "quantity", or "past time". We can call Joe Bloggs intelligent, relate "past time" to read, or relate "quantity" to book in five books. We can thus produce a sentence : "That intelligent Joe Bloggs read five books".

However, in producing sentences, we not only relate General Notions to Specific Notions, we relate the resulting Notions as sentence elements together. Through the sentence Joe Bloggs is intelligent, we express the fact that one concept (intelligence) is attributed to another (Joe Bloggs). Through the sentence Joe Bloggs read five books, we express an event in which no change is brought about to the state of the actor or the thing acted upon. Neither Joe Bloggs nor the book are changed in any way. Through the sentence Joe Bloggs tore the book up, we express an event in which there is a change. The book is no longer in the same state.

Wilkins points to five basic sentential relations between nouns, and between nouns and verbs:-

- a) agent : Joe Bloggs read the book
- b) initiator: John boiled the milk
- c) object : Joe read the book  
The door opened
- d) beneficiary : They gave Joe a book
- e) instrument : The key opened a door

At an even higher level we can relate sentences or sentential notions together through co-ordination, relativization or complementation. An example of co-ordination would be : Joe Bloggs read five books, but he learnt nothing by it. An example of relativization would be: Joe Bloggs, who is very intelligent, read five books today. An example of complementation would be : Joe Bloggs' reading of five books brought him no extra knowledge.

It is through the grammatical and lexical system of a particular language that Notions and Relationships between the Notions are expressed. Some Notions and some Relationships may be coded in the grammatical system, others in the lexical system. Languages differ in the way they divide Notions and Notional relationships between the two systems.

### Functions

Communicative functions may be divided into four basic types:-

- 1. Suasive
- 2. Factual
- 3. Attitudinal
  - emotional
  - opinions
  - commitments
- 4. Socialising

The suasive function is realised by such forms as : Va chercher mon stylo and Je peux ouvrir la fenêtre?

The factual function is realised by such forms as : Quelle heure il est? and J'ai perdu mon stylo.

The attitudinal function is realised by such forms as Je suis content qu'il soit là, Je crois qu'il est parti, and Tu devrais lui casser la figure.  
In all of these forms, the speaker's attitude to what he is saying is given.

The socialising function is realised by such forms as : Ça va?, and Merci.

### The Relationship between Meanings (Functions & Notions) and Language Forms

If there was a one-to-one relationship between functions and forms, and between notions and forms, language learning would be purely and simply a question of memory, since all that we would be required to do would be to learn a phrase

book, where one phrase meant one thing only. However, not even the most limited Pidgin is without a complex grammatical system which allows many meanings to be founded on one grammatical pattern. This means that the learner must internalise the rules or grammatical system upon which the meanings are based. It is not possible to summarise a language in a phrase book, precisely because one form may give rise to several meanings, and because one meaning may be realised by several forms.

Let us examine how one form may perform several functions and thus give rise to several meanings. If you heard the form : De l'eau? :

- (a) It might be a request for water
- (b) It might be an expression of disgust at not getting whisky
- (c) It might mean : 'Take it away I don't want it'
- (d) It might be an expression of opinion describing the liquid, meaning : 'I think that this is water'
- (e) It might be a question asking for information, meaning : 'Is that water?'

Only the features of the total situation will disambiguate what is meant, although if it is a spoken form, clues will be given in the speaker's intonation pattern.

Another example of how the same surface grammatical form can give rise to different meanings is demonstrated in Chomsky's two famous examples : John is eager to please, and : John is easy to please, which seem to have the same form, but which clearly have different relationships between the notions expressed. In the first sentence, John will be doing the pleasing, while in the second sentence, it is John who will be pleased.

One meaning may also be expressed through different forms. For example, the forms : Je peux ouvrir la fenêtre? and : Il fait chaud, n'est-ce pas? can both be requests to open the window, though one is a direct act and the other is an indirect one.

In the final analysis, we must depend upon the relevant features of the total physical and psychological situation within which a Language Act takes place to disambiguate total meaning.

### Features of the Situation

There are many features of the situation that we could examine, but we shall concentrate on a few of the more important ones only.

The first of these is Role-relationships. The relationship between the speaker and hearer will determine not only the social variety of language chosen, but also where on the formal/informal continuum the choice of language form will be made.

The knowledge and interests of the various participants will determine the Topics that they speak about, and therefore the notions that they express. One feature of the total situation, which often has no relevance to what is said at all, is the Physical Setting. It is, for example, possible



to go into a butcher's shop and complain about the noise that his fridges are making at night. It is not necessary to buy meat. It is the psychological situation that is more likely to determine the notions and the functions of communication than the physical situation. Far from being tied to the physical environment, human beings are capable of abstracting themselves from the here and now. Language, as one of the ways in which we express our consciousness, is one means by which we can bring the past into the present and think about the future. To quote Britton : "Our state of consciousness is like the little dog with the brass band, it is forever running on ahead or dropping behind or trotting alongside, while the procession of actual events moves steadily on". We must therefore beware of seeming to suggest to our pupils in language classes that there is any one-to-one relationship between a Physical Setting and the language that will be used within it. A language is not a set of phrases to be learnt related to particular physical situations, although it may include such a set, e.g. greetings, leave-taking phrases, etc. The notion of a survival language for survival situations can be a particularly dangerous one. The term 'Survival language' has been used to describe a syllabus containing mainly formulaic items (such as au revoir and merci) and semi-formulaic items (such as je voudrais) to cover the communicative needs of the tourist in situations such as buying, eating out, travelling, etc. It is in fact questionable to what extent language is needed at all for such highly defined situations. It is theoretically possible for the person who wishes to buy food in a shop to go to the appropriate-looking shop, point at what he wants, pay for it, and leave without language accompanying his actions. Similarly, he can find a table in a restaurant, point to items on the menu, pay for them, and leave without a word being passed. Gestures can often transmit as much as language in highly defined situations. If this were not so the generations of non-French-speaking British tourists in France would have died of starvation! If surviving means anything at all, it must surely mean being able to deal with the unexpected. Language is needed, when, for example, the shopkeeper hasn't got what the buyer wants, or when the food obtained in the restaurant is cold, or when the train ticket will clearly take the passenger to the wrong destination. Basing a language syllabus solely on formulaic or semi-formulaic items is not going to help the pupil survive in real-life circumstances. There is no easy survival kit in language learning, and to pretend that there is is to be dishonest. Even the most limited communicative language cannot operate on formulaic items alone.

#### Grammatical, Lexical, Phonological and Graphological Forms

The grammar, vocabulary, pronunciation and spelling forms that we teach our learners will be derived from the functions and notions specified in the syllabus. Since the functions and notions specify the communicative needs of the learners, only those parts of the grammar and vocabulary systems relevant to these needs will be specified. Thus we will not include parts of the grammar and vocabulary systems just for their own sake, but because they are required for effective communication of the learners' meanings.

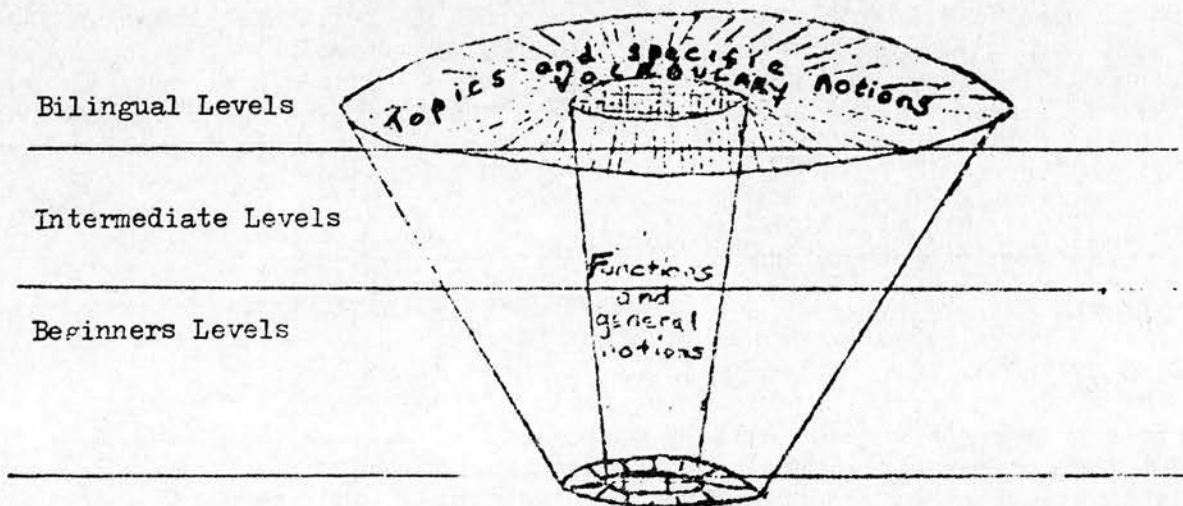
There is, of course, no such thing as language without grammar. Language learning involves practical mastery of the grammatical system. This will be as true for the less able learner as for the more able learner. The grammatical system is, in Chomsky's terms, the finite set of rules upon which we can build an infinite number of sentences. It is the generative part of the system and as such is central to the language learning process.

To pretend to the less able learner that there is a short-cut to communicative proficiency which bypasses control of the grammatical system is simply not true. What can be said, however, is that it is possible to communicate a tremendous amount of meanings with a limited grammatical system.

It is the functions, general notions, and relationships between notions within the sentence and between sentences that give rise to the grammatical system we need to specify for our learners. Unfortunately even at the Beginner's Level we shall need a limited but complex grammar system.

It is the topics and specific notions that will give rise to the vocabulary we need to specify. At the Beginner's Level this will be a vocabulary limited to the most essential items. As the learner's communicative needs become more and more sophisticated, and at the same time more and more specific, at Intermediate and Bilingual levels, his vocabulary demands will increase sharply. Thus, as in Diagram 6, progress along a language learning continuum will involve quite a large amount of grammar being learnt early for the functions and general notions even Beginners will need to express. This will increase only a little as the Learner passes through Intermediate levels to achieve Bilingual levels. Whereas for vocabulary the increase for Beginners' levels through Intermediate Levels to Bilingual Levels will be continuous and much steeper.

Diagram 6



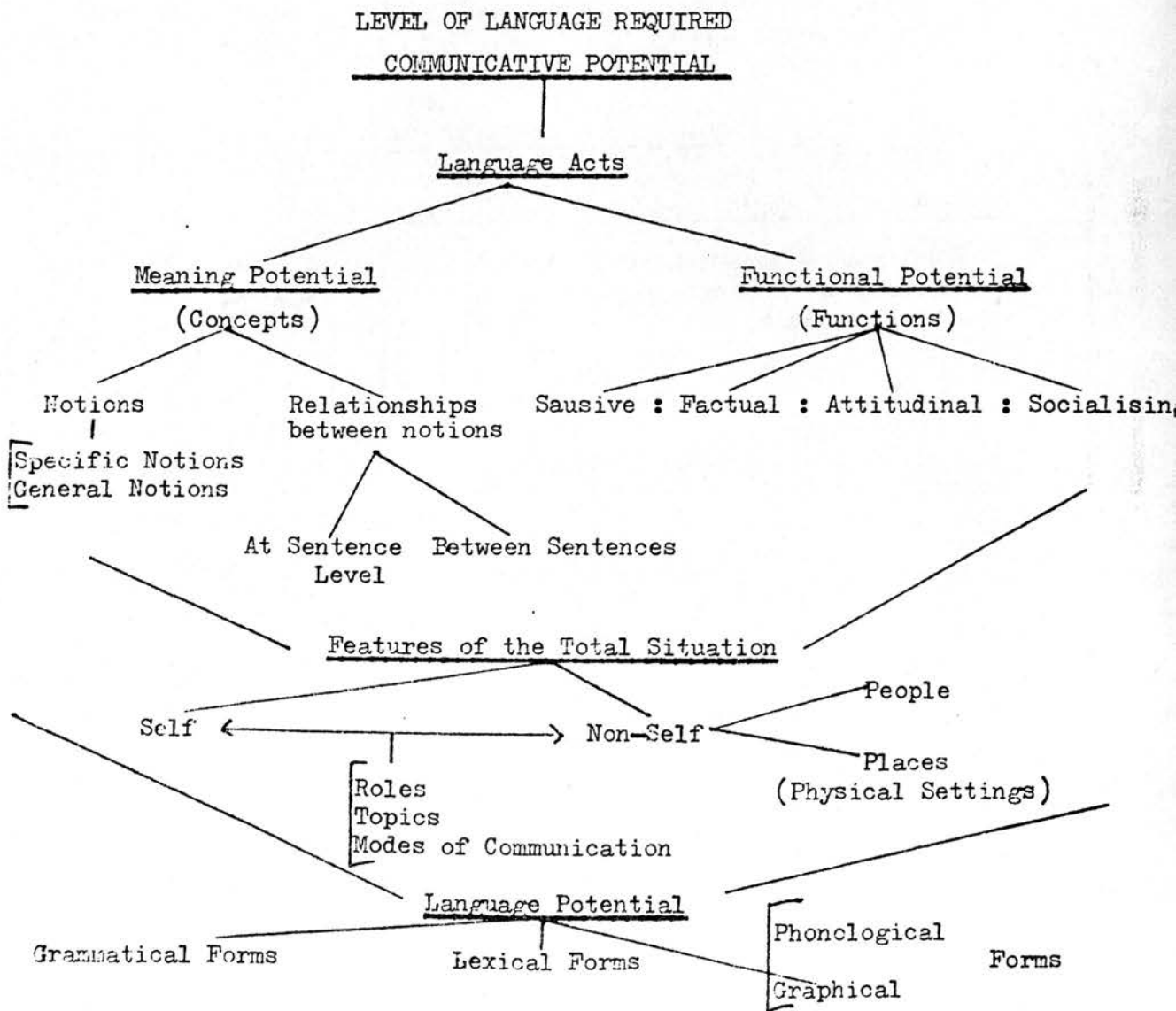
(Diagram from John Trim)

For pronunciation, most of the rules of sounds, combinations of sounds, of rhythm, of stress and basic intonation patterns will be required, even at Beginners' Levels, to the extent that grossly inaccurate pronunciation in any of these areas is likely to lead to the native speaker's being unable to comprehend what the learner is saying. Certain aspects of pronunciation will be more important than others, but this is not the place to enter into discussion of this. Intelligibility is likely to be the Beginners' highest aim rather than strict accuracy of pronunciation.

Spelling accuracy is important for those for whom written communicative functions are part of their language learning aims, but is strictly-speaking irrelevant to others.

We now have the necessary Units through which to classify the communicative potential that we wish to make available to our learners. This is summarised in Diagram 7 :-

Diagram 7



We can now draw up a list of Units of Classification for a checklist syllabus reflecting communicative needs.



Check List of Units of Classification for a Syllabus  
reflecting communicative needs

Language Acts  
Notions  
Relationships between Notions  
Functions  
(Physical Settings)  
Role Relationships  
Topics  
Modes of Communication - Skills and  
Combinations of Skills  
Grammatical System  
Lexical System  
Phonological/Graphological Systems

Following the work done in the Council of Europe on the establishment of syllabuses for Threshold Levels, the Graded Levels of Achievement in Foreign Languages scheme in Lothian uses these Units of Classification for its syllabuses.

THE ORGANISATION AND SEQUENCING OF TEACHING/LEARNING UNITS

Checklist Syllabuses and Teaching Syllabuses

The Units of Classification I have proposed lead to lists of items classified under various headings. Syllabuses made up of such lists may be called Checklist Syllabuses. The lists of items, seen as a whole, should reflect all the necessary knowledge and behaviour that will lead the learner to success at the particular level of language that he requires.

For test constructors such checklist syllabuses contain all the raw language and prescribed Language Acts from which they can concoct their tests. For teachers, however, checklist syllabuses can offer no more than checklist guide-lines. A Teaching Syllabus is very different from a checklist syllabus in so far as a teaching syllabus must organise the components of Language Behaviour into Teaching/Learning Units on some principled basis. These Units must then be sequenced in some way, again on some principled basis. A syllabus is not enough by itself, it requires a methodology, which will, as Brumfit puts it: "allow the students to become comfortable in the negotiating process of language use". The student must be able to make the language specified his own, relevant to his own meanings and purposes. By defining a syllabus we must beware of seeming to take away from the individual the effort that he must make to make the language he is learning work for him. Again, as Brumfit puts it: "At worst in the grammatical days, learners were left to grope their way to communication. The danger now is that they will be taught to swim by learning to lie comfortably on the wave analyst's photograph of the sea!"

Gradus ad Parnassum

John Trim has described the traditional approach to the organisation and sequencing of Units as a "logico-developmental" one, with grammatical structure as the focal point. He describes the ever more complex structural steps through which the learner is expected to pass as "Gradus ad Parnassum": "a straight and narrow path beset with difficulties and dangers towards a distant goal." Only the elite ever reach this distant goal. Others fall by the wayside. The language teaching process is thus a question of eliminating the weaker brethren. This picture is all

too familiar to us in our Scottish classrooms. However, with the advent of Comprehensive Common Course Schooling for all, it is clear that the results of such an approach are no longer acceptable. That such an approach is in any case totally in conflict with the theory of language learning that I have outlined earlier should also be evident. There is not one "Parnassus" but many, according to the learners' motivation, needs and wishes. Our task as teachers is to inspire pupils to attain the highest levels they aspire to in the time available to them.

Wilkins has referred to the traditional language teaching approach as a synthetic one, in which there is a gradual accumulation of the parts until the whole is achieved. No real communication takes place however while the parts are being learnt, until the total system aimed at is mastered.

Although this may now seem an exaggerated picture of classroom practice, it is not everywhere that it has been abandoned. It is certain that, in an age where children are not taught to postpone gratification of their needs and wishes till a later date, but rather seek relevance and immediate results in all they do, there will be little future in a school language teaching system which suggests to them that they must learn the various parts of a language over a long period of time first, before ever being able to use it communicatively. Not only is this out of line with modern life, it is also in conflict with the theory of language learning I have outlined.

#### Focal points on which Units may be based.

The Units or Lessons in most text books, whether of yesterday or today, are focussed on grammatical structures. In some of the more modern courses, the custom is to base these structures upon a Situation. This gives a ring of authenticity to whatever dialogues or texts are used, but it is still the structures which form the focal point of the various Units.

It is possible in later stages of language learning to focus on Topics or Themes. Here, the structures are being revised, and so there is less necessity for them to be sequenced in a logico-developmental way.

The alternative to focussing on the one dimension of structures, or on the two dimensions of structures and situations with an occasional nod in the direction of functions, is to make each Teaching/Learning Unit a Language Act, in which there would be a complex of situational, functional, notional and therefore grammatical, lexical, phonological/graphological components involving various different skills and combinations of skills. A Unit would thus be multi-dimensional, in the same way as a Language Act is multi-dimensional. It would be possible to concentrate on any of the above components, either single or in combinations. Instead of having to wait until one has accumulated all the grammatical parts of a language before using it for effective communication, one should use the language communicatively right from the start. One might call this, as Julian Dakin has done, 'the baby becomes the adult approach'. Baby Language Acts resemble Adult Language Behaviour although the baby language system may not be the same as the adult system. Pattern practice on particular structures does not resemble normal language behaviour, in the same way as the tadpole does not look like the object that it will eventually grow into, namely the frog. Language learning is more of a baby/adult process of development than of a tadpole/frog type of development. The theory of language learning as outlined here would accord entirely with this view.



## SEQUENCING OF UNITS

As I have suggested above, the sequencing of units will be a question of finding a way to sequence Language Acts.

### Rhetorical Complexity and the Linking of Units

Language Acts can most usefully be sequenced in terms of rhetorical complexity. The good teacher automatically employs certain rhetorical devices for simplifying his language. For example he uses short sentences; he speaks clearly and at less than normal speed; he uses well-formed sentences and avoids the hesitations and ungrammatical features of authentic spontaneous speech; he will use a great deal of repetition and redundancy; he will relate what he says to the context; he will limit the topics, functions, structures and vocabulary he uses. Rhetorical complexity is a question of how simple or how difficult it is to communicate a particular message. Within the multi-dimensional field of rhetorical complexity there will be several dimensions which we can examine in turn. But first a general statement to indicate that sequencing is not only concerned with complexity, but is also essentially concerned with linking one unit to another through common features of grammar and vocabulary, or through common functions, so that the learners may build up within themselves a picture of the language they are learning and of the ways in which it can be used.

Clearly the ability to perform one Language Act effectively depends upon some previous knowledge. In Bloom's terms we can call this previous knowledge the Cognitive Entry Behaviour. Only if that Cognitive Entry Behaviour has been properly acquired will successful mastery of the Language Act be achieved. Failure to master one Language Act will lead to failure to master another. Each successive failure will lead to less and less learning, until the pupil abandons the whole process. This will recreate the same unacceptable results as the Gradus ad Parnassum approach based on structures. It is less the change of focus in the organisation and sequencing of units that will lead to more successful language learning, as the understanding that the process is a continuum and that too much haste to get to a particular point is both unnecessary and counterproductive. Time must be given to the individual learner to be successful at each Language Act before he moves on. Success breeds success and motivation. Failure breeds failure. Let us examine some of the dimensions involved in rhetorical complexity and in linking units in useful ways.

### Structural Progression

Language Acts must be sequenced on some principled basis that will allow learners to acquire the necessary Cognitive Entry Behaviour before they embark upon a particular Unit. We cannot in the classroom introduce learners to entirely random authentic language and let them float or sink. At the other extreme, tightly sequenced units based on strict logico-developmental structural progression have led only the elite to 'Parnassus' but have left the vast majority unable to communicate at all.

What principles do we have for structural progression? Corder has suggested that the learner has an 'in-built syllabus'. This develops as he progresses along his language learning continuum. Corder maintains that we must assume that the learner takes the shortest route between a starting point and the target language level at which he is aiming. He suggests that this starting point is neither the zero of no knowledge at all, nor the mother tongue in its fully adult developed form. He suggests that in foreign language learning, we retrace our steps to 'the grammar of

our language as infants', which we built up in our mother tongue. He suggests that this grammar is a universal one shared by all language learners. As evidence for the existence of such a universal basic grammar, he points to the fact that all 'Pidgins' share the same grammatical features, and that these features are similar to those in the 'baby talk' we use when talking to babies, lovers or animals, and to those in the 'foreigner-talk' we use when talking to foreigners. It is this universal basic grammar he sees as the starting point for foreign language learning. He suggests that the learner will take the shortest route between this simple language system and the target language. Since the starting point for each learner of a particular foreign language is the same, Corder maintains that it is more than likely that every learner's foreign language system will develop in the same structural sequence, whatever his mother tongue may be. The 'distance' between his mother tongue and the target language may affect the speed of his learning and the amount of mother tongue interference that will occur. Classroom research into the same target language learning of different mother tongue learners has provided some evidence that may be interpreted in this way, though a great deal more research will have to be done before we should accept such a highly mechanistic view of language learning.

It would certainly be interesting for us in our classroom to examine whether learners progress in much the same developmental structural sequence towards the target language. Findings from such research would not, of course, indicate the order in which structures should be introduced, since this is dependent upon learners' needs, but it would allow us to check the pupils' progress along a structural continuum. It would also indicate to us which structures to concentrate on at particular moments, and when to draw the threads together for the mastery of a particular grammatical sub-system. In this way, the learners' in-built syllabus, as demonstrated through research, would be one factor to guide us in the sequencing of Language Acts.

A well-founded structural progression such as would emerge from the description above, is not to be confused with the logico-developmental intuitive progression of traditional courses. It is important to state, as Wilkins has done, that "the adoption of a functional/notional syllabus does not imply the abandonment of well-established criteria. Rather the familiar criteria are to be incorporated into a new notional framework". We must not throw out the baby (grammar structure) with the bath-water. Through concentration on particular grammatical and lexical forms in particular Language Acts, and through drawing the threads together, the learner will be led to build up within himself a mastery of that part of the grammatical and lexical system he needs for his communicative purposes. In the logico-developmental approach, there is no attempt made to reflect learners' communicative needs. Step by step the totality of the grammar system is taught, and as the difficulties increase pupils drop out. The approach may work for those with many years of language learning at their disposal, which will allow them to reach Parnassus, but the shorter term learner, and in school this means the vast majority of our pupils, must be provided with shorter term fully effective communicative objectives, so that language learning has at least a limited 'surrender value' at the time that the pupil chooses to opt out.

### Functional Progression

Halliday in his book "Learning how to Mean" has shown that in mother tongue learning there is functional development. He shows that the instrumental, regulatory, interactional, personal and heuristic functions of language are the first to emerge. These would be realised in French by such language forms as:-

<u>Instrumental</u> -	Je voudrais du pain
<u>Regulatory</u> -	Prête-moi un stylo
<u>Interactional</u> -	Ça va bien?
<u>Personal</u> -	Je n'aime pas ça
<u>Heuristic</u> -	Pourquoi tu fais ça?

In mother tongue learning these functions can be seen to develop separately and then to form combinations in evermore complex series of Language Acts. Learners of foreign languages will have developed functional ability in their mother tongue but may well start off best in the foreign language with the same 'simple' functions as in mother tongue early learning.

### Notional Complexity

Notional complexity may arise out of the way in which a particular language has chosen to code a particular notion. The classification of entities into three classes in German - a der class, a die class, and a das class - is clearly going to lead to complications. This will be further complicated by the way relations between subjects, verbs, and objects are marked in German. The way in which relationships between general notions (such as colour or size) and specific notions (such as objects) is marked by gender in French and German will lead to problems.

### Situational Complexity

The choice of language forms for the particular functions and notions in a Language Act depends, as we have seen, on such features of the situation as the Role relationships between speakers and hearers. At basic beginners' levels, we try to teach those forms that will be appropriate to most Role relationships - we call these the 'unmarked forms', which will be more or less appropriate in all types of relationship, eg. between friends, between superiors and inferiors, etc. For example, in requesting permission, we teach a relatively unmarked form like: 'Je peux ouvrir la fenêtre?'. We can introduce functions and notions at one level and provide basic unmarked language forms for these, and then reintroduce the same functions and notions at a later level, where more complex situational features are involved, and where other more marked language forms will be appropriate. Thus we may "spiral" the same functions and notions at later levels with evermore "delicate" or "marked" choices in language forms being suggested as appropriate.

Functional/notional spiralling syllabuses with Language Acts reappearing and incorporating increasing rhetorical complexity, and with inbuilt revision of learnt material, would accord with our theory of language learning much more closely than syllabuses based upon strictly structural logico-developmental principles.

The Language Acts, then, can be seen as a basis for Teaching/Learning Units. The Language Act will have several components within it, eg. notions, functions, features of the total situation, and language forms such as structure and vocabulary. The Language Act is thus multi-dimensional. It may be necessary to focus attention on any component, either in isolation or in combination with other components. What is important is that the Language Act should be real language behaviour, and that mastery of a Unit should lead to mastery of a particular Language Act.



Sequencing depends upon decisions based on rhetorical complexity involving structural complexity, lexical complexity, functional complexity, notional complexity and situational complexity. It is not sensible to base sequencing upon intuitive logic-developmental structural progression alone. Sequencing also depends on the effective linking together of units that allow the pupil to build up a picture of the language and its uses.

A syllabus for teachers at a particular level might contain three parts:-

- 1) A checklist of the communicative objectives expressed in terms of Language Acts, Functions, Notions, Situational Features and suggested Forms.
- 2) A teaching syllabus organised into units and sequenced in some way.
- 3) An indication of the types of pupil performance that can be expected on the different Language Acts, with an indication as to their acceptability .

A syllabus for pupils should contain at least a list of the Language Acts that the pupil should be able to perform, so that he can monitor his own progress in the accomplishment of these Acts, towards the attainment of the level aimed at.

#### CONCLUSION

It will be clear from all of this that tinkering about with materials, or methodology, or assessment, or syllabuses for that matter, will not provide satisfactory solutions to our present problems. Methodology, to take one component from this list, will require much rethinking. The audio-lingual, audio-visual and grammar-translation methods are very far out of step with current theory. Instead of didactically providing information in the form of correct language and forcing children to regurgitate it, we shall have to find ways of creating Information Gaps and of leading pupils to complete them.

Teaching a foreign language as an artificial academic exercise, unrelated to communicative needs, is an elitist pursuit. We have no choice but to make school language learning more relevant and more democratic, if we wish all pupils to benefit from it. Let us strive together as language teachers to work out a scheme for language teaching that is learner-centred and not subject-centred, that is educational and not simply administratively convenient.

The Lothian Regional Studies Group on Modern Languages has now completed a French Level I Syllabus, based on the principles in this article.

Syllabuses at probably five levels will be produced for French, German Spanish, Russian and Italian in the coming years. Further details may be had from Mr John Clark, Assistant Adviser in Modern Languages, Dean Education Centre, Belford Road, Edinburgh EH4 3DS.

John L CLARK  
September 1978

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PLEASE READ ALL THE POSSIBLE ANSWERS BEFORE  
PUTTING YOUR TICKS IN THE BOXES

Put a tick in the  
appropriate box

1. Are you in S1 or S2 ?

S1	
S2	

2. Which language are you learning ?

French	
German	
Spanish	
Russian	

3. I am learning a foreign language because  
it is on my time-table and :-

I can see no reason why I should	
I want to, though I'm not sure why	
I want to and I have reasons	

4. Which language would you have chosen to learn in  
your Secondary School if you had the choice ?

THINK CAREFULLY before you answer.

French	
German	
Spanish	
Russian	
Italian	
Norwegian	
Gaelic	
Chinese	
Arabic	
Swahili	

Any other one ?

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Put a tick in the appropriate box

5. Here are some reasons for wanting to learn a foreign language.

Tick the reasons that you know are true for you.

I have no reasons for learning the language	
I might get an exam qualification out of it	
I want to get to know the people in the country	
I want to go on holiday there	
I want to travel a lot and the language will be useful in many countries	
I have family connections with the country	
I might want to work there	
I want to live there some day	
I want to learn about the way of life of people in the country	
I want to have a pen pal	
I want to go and stay with a friend in the country on an exchange visit	
Life and people are more exciting in that country	
I will need to use the language in my job	
I might need to use the language in my job	
My parents say it is useful	
I like learning the language	
Britain is in the European Common Market and as a European I feel I ought to speak at least one European language	

Put a tick in the appropriate box

6. a) Do you think you might use the language in your future job ?

Yes	
No	
Perhaps	
Don't know	

b) If you answered "YES" or "PERHAPS", which job are you thinking of ?

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SINCE IT IS COMPULSORY FOR EVERYONE TO LEARN A LANGUAGE FOR 2 YEARS IT IS IMPORTANT THAT YOU GET WHAT YOU WANT TO FROM YOUR LESSONS. ANSWER THE FOLLOWING QUESTIONS WHICH TRY TO FIND OUT WHAT YOU WANT TO LEARN.

7. Are you learning the language so that you can use it NOW, or so that you can use it when you are an adult, or both now and later ?

Now (only)	
Later as an adult (only)	
Both now and later	

8. Do you want to be able to make foreign friends and learn the sort of language that friends use to other friends, OR do you only want to be a tourist in the country and learn the sort of language for speaking to strangers, shopkeepers etc. OR do you want to learn both sorts of language ?

Friend to friend language (only)	
Tourist language (only)	
BOTH friend to friend and tourist language	

Put a tick in the appropriate box

9. Do you want to be able to understand foreigners when they speak AND be able to speak to them in reply in their language OR do you want to be able to understand them only (and reply to them in English)?

Understand and reply in the foreign language	
Understand only (reply in English)	

10. Do you want to be able to read in the foreign language ?

Yes	
No	

11. Do you want to be able to write in the foreign language ?

Yes	
No	

12. Which is more important for you to learn: listening and speaking OR reading and writing, OR are they of the same importance ?

Listening and speaking more important	
Reading and writing more important	
BOTH of the same importance	

Put a tick in the appropriate box

13. a) What sort of things do you want to be able to listen to in the foreign language and understand ?

Tick those that are true for you.

Announcements in railway stations etc.	
Conversation between a foreign friend and yourself	
A conversation between two other people not involving yourself	
Things said by a shopkeeper	
Things said by a policeman	
Things said by a hotel receptionist	
Things said by a ticket office clerk	
Things said by a waiter in a café	
Things said by a stranger giving you directions how to get somewhere	
Foreign Radio and Television	
Foreign Films	
Foreign Songs	
I don't want to be able to understand the language	

b) Can you think of any other things you want to listen to and understand ?

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Put a tick in the appropriate box

15. What sort of things do you want to be able to read in the foreign language ?

Stories (fiction) ( <u>only</u> )	
Articles containing information about the country or about topics of interest to you ( <u>only</u> )	
Both stories, <u>and</u> articles containing information	
I don't want to be able to read in the foreign language	

16. a) Which of the following things do you want to be able to read ?

Signs/notices in the foreign language	
A newspaper	
A magazine	
A comic strip	
Instructions on bottles/on gadgets etc.	
Maps	
Names of people	
Stories (Adventure, Love, War, Ghosts etc.)	
Tourist brochures	
Menus	
Stories about famous people	
I don't want to be able to read in the foreign language	

b) Can you think of any other things you want to be able to read?

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17. a) Which of the following do you want to be able to write ?

Letters	
A diary	
Dialogues and conversations	
Summaries of what you have read	
Stories	
Fill up forms	
I don't want to learn to write	

b) Can you think of any other things you want to be able to write ?

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# FLAFLL 4 The Syllabus. What should the learner learn?

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## Introduction

This article is divided into four parts.

In part one an attempt is made to give a very brief indication of past practice and present concerns in syllabus construction.

In part two an analysis of some of the concerns that the syllabus designer must take into account is attempted.

In part three the results of a Questionnaire designed to elicit the communicative wants of pupils in the first two years of the secondary school in Lothian Region are shown.

In part four an attempt is made to differentiate between a *checklist external syllabus* such as might be produced by an examination board / LEA / Region, a *teaching syllabus* designed for school use, and a *learner syllabus* expressed in terms readily intelligible to the learner.

## Part 1: Past Practice and Present Concerns

*Past Practice.* There was a time when it would have seemed absurd to pose the question: "What do we teach?" The answer was self-evident. We teach the language, of course. By this was meant the written grammatical system and the vocabulary that emerged from texts deemed suitable as language input / language practice. It was important to cover the totality of the grammatical system, regularities and irregularities, and it was important to include as much vocabulary as possible in topic lists that went well beyond any text as a starting point. The result was inevitable indigestion.

Few questions were asked about the most sensible order in which to teach the various sub-systems of the total grammatical system. Tenses were taught in whole paradigms starting in the present and gradually moving backwards and forwards in time, direct objects were taught before indirect ones, etc. Grammar was sequenced in a pseudo-logical developmental way, based on past practice in the teaching of dead languages. Thus "difficult" items such as "Je voudrais" (a conditional) or "Il faut que je

parte" (an irregular subjunctive) were not taught in early courses, however much the learners might have needed them.

More recently other criteria have been brought in. The Direct Method and Audio-Visual practices brought in the basic criterion of Teachability. That which was easy to teach, demonstrate or display in the classroom was to be given priority. Thus courses became cluttered with chalk, desks, windows, getting up and sitting down, adjectives, prepositions and descriptive items, to the exclusion of the sort of language most learners would require, e.g. transactional language (buying, ordering, etc.) and interactional social language. Difficult areas of language to teach such as the expression of opinions and arguments were simply not taught at all.

Recently, the results of the data collection made in France brought in the criteria of Frequency and Availability of certain vocabulary and grammatical items, and these have had to be taken into account in syllabuses (Le Français fondamental).

All of the above, however, have shown a woeful disregard for the learner. No attempt was made to examine WHICH parts of the total language system *he* would require for *his* wants and needs. Nor was any attempt made to see IN WHAT ORDER he might learn them to good effect.

The pseudo-logical developmental sequencing of grammar meant that many items essential in communication at any level (e.g. expression of past time, expression of wishes, obligations and abilities) were excluded from basic courses. Thus, for those eliminated on the road towards mastery of the total language system (all but the 1% or 2% in the élite), there was little or no surrender value in terms of usefulness in communication for what they had learnt. The sort of vocabulary used by native speakers for their own preoccupations, as reported in frequency counts, is unlikely to reflect the sort of vocabulary items required by non-native learners for productive purposes.



though it may be very useful for receptive ones in the foreign environment. The non-native learner will have his own communicative requirements that arise from his own environment and personality, and from the communicative inadequacies he brings to the foreign environment.

In terms of Activities, syllabus design has moved from translations and prose to discrete-skill-based work. In translations and prose the learner was asked to process the thoughts of others, but was never provided with the opportunity of processing his own. In the present-day Listening Comprehension, Reading Comprehension, Oral Production and Written Production it is these activities themselves that are artificial.

In conversation, for example, it is a combination of listening and speaking that is involved. It is artificial to stop the onward march of events and ask pupils to think about what they have heard, as if they did not have to take an active part in the conversation. Listening and preparing to reply must go on within the same time period. Letter-writing will involve reading and writing. Conversation will also involve both participants in initiating and responding language and is not a predetermined affair where *one* asks and *the other* answers questions all the time, as in the classroom or in oral exams. Thus our present-day predetermined discrete-skill examination practices do not test communication realistically, and make for some bad classroom practices. Again there seems to have been little regard to the actual needs of the learner in terms of communicative activities.

In examining present day trends in syllabus design it is possible to see a shift in emphasis away from teaching the language to teaching the learner. Thus syllabus design is now more concerned with building up a profile of the learner and his communicative wants and needs, which must then be converted into language input, than with sequencing the total language system in terms of some artificial logic external to the learner. Syllabus design is now more concerned with determining which communicative activities involving different complexes of skills the learner will have to perform, than with analysing language activities into their separate component parts and confining learners to one part at a time.

The switch from a concentration on teaching

to one on learning will not be complete, however, until syllabus designers can call on studies of language learning indicating how the learner develops his communicative competence. Is it a question of the learner restructuring what he brings to the task of learning a new language (e.g. experience in the mother tongue or other foreign language), and gradually moving from some pidgin system towards the target language system, until his communicative needs are satisfied; or is language learning such an artificial exercise in classrooms that teachers must prevent learners from developing a pidgin by demanding total accuracy in terms of the target language system from the start? Or is it a bit of both? There are no clear answers.

We shall not, however, have shifted the emphasis from teaching to learning, until we know much more about the language learning process in classroom situations. Suffice it to say that present trends see language as a resource to be developed internally in the learner in response to his wants and needs so that he is able to cope with the demands made upon him. This is a very different concept from the view of language as an external object to be studied, analysed, learnt, and regurgitated, that still pervades many of our practices.

## Part 2: Areas of Concern

It would be impossible in a short article such as this to outline all the areas of concern that the syllabus designer must take into account. I am therefore only going to look at four areas that seem to me to be important, that past practice has often ignored, and that many present-day syllabuses do not yet seem to acknowledge.

These are:

- A. The Functions of Language
- B. Educational Claims
- C. Psycholinguistic Claims
- D. The Learner's Communicative Needs

### A. *The Functions of Language*

If we examine the purposes for which we use language as a resource, we might draw up a tentative list as follows:

- (i) STRUCTURING. As a way to help us structure our thoughts and feelings and make sense of our world — a sort of internal stream of consciousness underlying our plans, actions and reactions. This is a covert form of language behaviour

interaction

- (iii) **TRANSACTING.** As a way of getting what we want from others or of providing them with what they want
- (iv) **CHANGING.** As a way of bringing about some sort of desired change in the environment
- (v) **INFORMING.** As a way of acquiring, processing and perhaps reproducing information, and of imparting information and attitudes
- (vi) **AMUSING.** As a way of amusing oneself, either alone or in company, or of amusing others, e.g. doing crossword puzzles, playing verbal games, or telling jokes
- (vii) **IMAGINING.** As a way of going beyond the real world, e.g. in poetry, drama, story, etc.

This list is certainly not exhaustive. The functions suggested are not to be seen as separated into watertight compartments; they frequently overlap.

As foreign language syllabus designers, what we have to decide is the range of functions of language that will concern our learners. It is highly unlikely that their needs will be satisfied with the transactional type of language alone (e.g. buying in shops, ordering meals, etc.), as is suggested by the more extreme survival syllabuses.

It is also unlikely that in a general language course their needs will be satisfied without some attempts being made to include the "informing" function and the "imagining" function, at least receptively.

It is also useful for language teachers to remember that language behaviour is not all overt, and that they should encourage learners to "structure" in the foreign language. I remember well the attempts I used consciously to make to speak to myself internally in the foreign language I was learning, and although I am unable to measure how much this assisted me, I am convinced that it gave me an opportunity for practising the language that went well beyond the overt performances resulting from classroom exercises. The morning in which I woke up dreaming in the foreign language was quite an experience. I have recently been told by a school Oral Examiner who was able to award full marks

class, but that they frequently ~~take~~ ~~turn~~ to themselves in the foreign language.

As will be seen from the results of the Questionnaire in Part 3, there is no doubt that pupils embarking on a language learning course in the early years of the secondary school are to some extent aware of the differing functions of language, and feel the need, however weakly, for a rich and mixed syllabus which does not concentrate on one or two functions alone.

It is only in a "Special Purposes" Course (e.g. French for caterers, German for secretaries, etc.) that concentration on a few functions is justified. In a "General" Course, or as it is sometimes perhaps more aptly described a "No Obvious Reason" course, we should provide for the sort of range of functions suggested above.

#### B. *Educational claims on the syllabus*

Among the more essential demands that educators would make on any syllabus, whether within the subject fields of history, mathematics, home economics or modern languages, would be the following: that the syllabus should embody a content and a methodology that would allow the learner:

- (a) To learn how to learn the subject in question
- (b) To relate the subject in question to his own life
- (c) To learn to **PERFORM** in activities that reflect *but go beyond* the actual content of that which has been studied
- (d) To develop healthy attitudes.

In terms of Modern Languages this means designing a syllabus and methodology that among other things:

- (i) Enables pupils to acquire strategies for future language learning later in life
- (ii) Enables pupils to learn how to plan their own learning
- (iii) Enables pupils to learn how to monitor their own progress
- (iv) Enables pupils to be aware of their own potential
- (v) Helps pupils to be more aware of what Language is and what role it plays in their life and what purposes we use it for
- (vi) Helps pupils to learn something about how language is made up
- (vii) Helps pupils to be aware that their own

language resource is an *arbitrary* construct born out of their own environment and contacts, and that there are other ways of looking at and of expressing life that lead to quite different constructs

- (viii) Helps pupils to see that other peoples have other environments, other cultural and moral values, other ways of life, and that again most of their own values are arbitrary
- (ix) Enables pupils to perform those communicative activities that they wish to master, to the level required
- (x) Helps pupils to overcome any feelings of prejudice towards language learning
- (xi) Helps pupils to have positive attitudes towards foreign people and cultures.

#### C. Psycholinguistic claims on the syllabus

Following the work that resulted from the Chomsky revolution in Linguistics, the syllabus designer must now ensure that his syllabus and methodology view language learning in terms of the ability to create an infinite number of sentences from a limited set of rules. This is in direct contrast to the mim-mem type of teaching and learning that believed in repetition of correct bits of language until memorised. It is also in direct contrast to the behaviouristic habit-formation type of teaching, linking stimuli to responses in a one-to-one type of relationship, and concentrating on the means (practice of the grammatical system) while totally ignoring the end (self expression). Thus psycholinguistics would demand of the syllabus-cum-methodology that:

- (a) It enables the learner to build up a resource applicable to his own ever-changing purposes, and thus to create an infinite variety of utterances from a finite acquired grammar, in harmony with an ever-varying complex of social, personal and attitudinal features
- (b) It allows for continual recycling of activities involving ever more complex language until the communicative requirements of the learners are fulfilled
- (c) It takes account, at least in principle, of what the learner brings in the way of language experience to his language learning, and does not see the learner simply as a passive blank slate onto which must be written straight away the correct forms of the adult target language system

- (d) It permits the learner to feel reasonably involved in the language, the activities, and the whole learning process that he is to undergo, so that his personality is involved to the maximum extent that it can be made to be
- (e) It allows for the inevitable differing levels of performance that are a result, among other things, of motivation, of prior learning and of aptitude.

There is a wealth of difference between the sort of approach outlined here and traditional classroom practices.

#### D. The Learner's Communicative Needs

It is frequently claimed that pupils do not have communicative needs in a foreign language! While recognising a certain truth in this, it is certain that if we were to adopt this negative approach, we would be denying the pupils a key to stepping outside their own immediate language experience and environment during their school years. As the Questionnaire below indicates, pupils do seem to feel some level of motivation towards learning a foreign language.

Perhaps it would be more appropriate to talk about three separate areas of motivation:

- (i) The *potential* communicative needs of pupils who either as pupils or adults will step outside their own language environment, whether for vocational or leisure purposes
- (ii) The wants (rather than needs) felt by pupils in their foreign language classroom learning. These can be sought through discussion with pupils and/or through Questionnaires of the type quoted below
- (iii) The sorts of activities which in the foreign language classroom seem to appeal to pupils. These might include playing games, certain simulations, singing songs, reading well chosen magazines and books, etc.

#### Potential Communicative Needs

Thanks to the work of Wilkins, Munby, and the Council of Europe experts, we are now more able to describe in language terms the potential communicative needs of general language learners. This can be done by working through the following areas, and drawing up a syllabus specification.

- (a) The learner — his age, sex, interests and language learning wants



- (b) The participants with whom he wishes to interact; the sort of relationships he will be entering into with them; and the sort of attitudinal tones that will need to be expressed through the various verbal interactions
- (c) The physical settings in which he is likely to be using the language
- (d) The sort of situations in which he is likely to find himself
- (e) The sort of topics he is likely to wish to discuss / read about, etc.
- (f) The sort of written and spoken texts he is likely to come into contact with
- (g) The sort of dialects and registers he is going to have to cope with.

From the above it should be possible to draw up a list of:

- (h) Communicative Activities that the learner will need to be able to perform.  
These will involve:
  - (i) Communicative Functions
  - (j) and Notions
  - (k) and Propositions  
and will inevitably also imply:
  - (l) Different Modes of Communication, involving complexes of various Skills.

Having established these, it is then necessary to look at the Communicative Activities with their functions, notions, propositions and modes of communication and to *suggest* (but not impose):

- (m) Language forms appropriate to them for each of the
- (n) Different Performance levels that pupils are working towards.

Having suggested the Language Forms appropriate to the various Performance levels, it is possible from these forms to extract:

- (o) The Grammatical system upon which they are based, which will then form the finite system of rules upon which an infinite number of utterances can be generated well beyond the confines of the suggested forms
- (p) The *minimum* vocabulary required.

By following these procedures it is hoped that a teaching input tailored to the potential communicative needs of the learners can be established.

It is however important to realise that although the content of an input syllabus at any Stage of a General Language course can be rationally derived from an attempt intuitively to suggest

language forms appropriate to the learners' communicative needs, it cannot be scientifically determined, nor can the variables of actual performance that achieves communication be catered for on a one-to-one basis between needs-and-language. Munby's claims that this can be done in such a scientific way are highly spurious.

A useful syllabus in the final analysis is no more than an expression of what it is deemed relevant and possible to teach within a set limit of time to a particular group of learners who are aiming at mastery of a certain number of activities to acceptable levels of performance, and who in the successful performance of these activities will show enormous variation.

Armed with such a syllabus, it will then be necessary to learn more about the learner's *actual wants*, and to adapt the syllabus, or pick and choose from it accordingly.

It is also useful to attempt to find a list of those activities that appeal to pupils through which they can practise the desired language and functional content. Language learnt through one activity is transferable to another activity, even if it involves another Communicative Mode. Opportunities for such transfer should be provided.

### Part 3: Questionnaire to Lothian Pupils

In an attempt to find out WHAT pupils thought they would like to learn in their Foreign Language classrooms a Questionnaire was given to 1,116 pupils in Lothian Region Secondary schools. 568 pupils were in their first year of language learning (S1), 515 were in their second year (S2), and 33 were third year pupils doing Italian as a second language.

599 were learning French  
249 were learning German  
139 were learning Spanish  
96 were learning Russian  
33 were learning Italian

This sample was taken from 47 classes in 24 schools. All classes were of mixed ability in S1; and in S2, where classes are often set according to ability, a representative range of least able, less able, average and more able was covered.

Some of the questions in the questionnaire were completely open-ended, and pupils invited to offer their own thoughts. In other questions a closed set of alternatives were given and pupils invited to tick only those relevant to them. An open-ended question asking for supplementary thoughts was provided where this was relevant.



### Which language?

1. Findings showed that if given a choice of first language:
  - 32% of pupils would choose French
  - 22% of pupils would choose German
  - 12% of pupils would choose Spanish
  - 10% of pupils would choose Italian
  - 10% of pupils would choose Gaelic
  - 4% of pupils would choose Norwegian
  - 3% of pupils would choose Russian
- 7% mentioned other languages such as Chinese, Arabic, Swahili, Dutch, Polish, Swedish, Welsh and Danish.
2. If given a choice of *first* language:
  - of those studying French, 41% would have chosen French
  - of those studying German, 35% would have chosen German
  - of those studying Spanish, 15% would have chosen Spanish
  - of those studying Russian, 15% would have chosen Russian
  - of those studying Italian, 17% would have chosen Italian

*Comment:* This makes depressing reading for teachers of Spanish, Russian and Italian who would like to see their languages taught as first languages.

### What reasons?

3. (closed choice)
    - 46% stated that they had reasons for wanting to learn a foreign language
    - 34% were not sure why they wanted to
    - 18% saw no reason why they should (21% in S2, 16% in S1)
- Comment:* This makes more encouraging reading than we generally believe.
4. (closed choice). Of the reasons suggested to them for wanting to learn a foreign language:
    - 57% said: "I might get an exam qualification out of it"
    - 48% said: "I might need to use the language in my job"
    - 43% said: "I might want to go on holiday there"
    - 42% said: "I like learning the language" (42% in both S1 and S2)
    - 37% said: "I want to travel a lot and the

- language will be useful in many countries"
- 33% said: "My parents say it is useful"
  - 31% said: "I might want to work there"
  - 28% said: "Britain is in the Common Market and as a European I feel I ought to speak at least one European language"
  - 23% said: "I want to have a pen pal"
  - 22% said: "I want to learn about the way of life of people in the country"
  - 21% said: "I want to get to know people in the country"
  - 13% said: "I want to go and stay with a friend in the country or visit"
  - 12% said: "I want to live there some day"
  - \*11% said: "I have no reasons for learning the language (13% in S2, 9% in S1)
  - 8% said: "I will need to use the language in my job"
  - 6% said: "Life and people are more exciting in that country"
  - 5% said: "I have family connections with the country"

\*Note the comparison of this figure (11%) when reasons have been suggested, with 18% in 3 above.

*Comment:* It is of course instructive to see that the main reasons for motivation such as getting a qualification, using a language in one's job or holiday or travelling, that provide the most popular reasons, but some pupils also feel the need for pen-pals, for friends in a foreign country and as many as 42% are actually enjoying their learning. It may be that the crisis in Modern Languages which is often attributed to pupil motivation is much more a result of teacher attitudes than pupil performance.

### Which Jobs?

5. (Open). The sort of jobs that a number of pupils have in mind for themselves in which a foreign language may be useful are as follows:
  - Air Hostess
  - Army
  - Navy
  - RAF
  - Merchant Navy
  - Secretary

Journalist  
Interpreter  
Travel Agency  
Airport Staff  
Pilot  
Lorry Driver  
Mechanic

Many other jobs were however mentioned -- teacher, engineer, architect, chef, travelling salesman abroad, oil rig work, dress designer, etc.

#### Which areas of Language?

6. (closed choice). When asked whether they were learning the language so that they could use it now, later as an adult, or now and later:

14% said: Later as an adult only  
15% said: Now only  
69% said: Both NOW and LATER

7. (closed choice). When asked whether they wished to learn friend to friend language, or tourist-to-stranger language, or both:

10% said: Friend-to-friend language only  
21% said: Tourist-to-stranger language only  
67% said: Both friend-to-friend and tourist-to-stranger language.

#### Which Modes of Communication?

8. (closed choice). When asked if they wanted to be able to listen to and understand foreigners and speak to them in the foreign language, or be able to understand them only and reply in English.

86% said: They wished to understand and reply in the foreign language  
14% said: They wished to understand only and reply in English

*Comment:* There is a moral here for those who wish to restrict the least able to receptive activities, as in the grid at the back of the paper Curriculum 11 16 (Modern Languages) produced by the HMI in England.

9. (closed choice)  
82% wish to READ in the foreign language  
18% do not wish to READ in the foreign language

10. (closed choice)  
81% wish to WRITE in the foreign language  
19% do not wish to WRITE in the foreign language

*Comment:* Alas, yes!

11. (closed choice)  
35% see listening and speaking as more important than reading and writing  
5% see reading and writing as more important than listening and speaking  
58% see BOTH of the same importance

*Comment:* A sensible balanced answer!

#### What Listening Activities?

12. (closed choice + open possibility). Pupils chose as follows:

74% Directions given by a stranger to help you get somewhere  
71% Conversation with foreign friend  
69% Things said by a shopkeeper  
66% Things said by a waiter in a cafe  
66% Things said by a policeman  
58% Foreign programmes on radio and television  
55% Things said by a hotel receptionist  
53% Foreign films  
50% Things said by ticket office clerk  
46% Announcements in railway station  
37% Foreign songs  
22% Other people's conversations  
6% Don't want to be able to understand the language at all

Other things added by the pupils include tourist guide talks, teacher in class, insults, sports reports, foreign classes learning English.

*Comment:* The importance given to Interaction with friends, and to the more Transactional language with shopkeepers, policemen, waiters, etc., should lead us to provide pupils with a balanced diet of both. It is also encouraging to note the fairly large number of pupils who would like to be able to cope with Radio, Television, Films and Songs. We must clearly provide for Listening for Information Activities and Listening for Pleasure Activities.

### What Reading Activities?

13. (closed choice). Pupils chose as follows:  
64% wish to read BOTH stories and articles containing information  
17% wish to read articles only  
8% wish to read stories only  
10% don't want to be able to read in the foreign language
14. (closed choice)  
72% would like to be able to read Menus  
71% would like to be able to read Signs and Notices  
64% would like to be able to read A Newspaper  
64% would like to be able to read Instructions on bottles/gadgets  
60% would like to be able to read or interpret Maps  
56% would like to be able to read Stories  
54% would like to be able to read Magazines  
52% would like to be able to read Tourist Brochures  
49% would like to be able to read Comic strips  
26% would like to be able to read Stories about famous people  
6% don't want to be able to read in the foreign language

*Comment:* Again we can see the desire for functional reading (menus, signs, instructions) and for informational and pleasurable reading (newspapers / magazine / tourist brochure, and stories / comic-strips).

Note the number of those who don't want to read in the foreign language goes down from 18% in Question 9, to 10% in Question 13, to 6% in Question 14 as more suggestions are offered to the pupils.

### Which Writing Activities?

15. (closed choice)  
79% would like to be able to write letters  
68% would like to be able to fill up forms  
43% would like to be able to write a diary  
41% would like to be able to write stories  
29% would like to be able to write dialogues  
22% would like to be able to summarise what they have read  
10% do not want to learn to write

*Comment:* Again pupils wish to be able to master both social / interactional activities (writing letters), and functional activities (filling up forms). Why they should wish to write stories I cannot imagine!

### Which Physical Settings?

16. (open). When asked in what sort of places they thought they would want to speak the foreign language the most popular were:  
Shop/supermarket/market  
Ticket office  
Travel place — station, bus stop, airport, garage, boat, car, train, tram, plane, taxi, bus  
Hotel/Camp-site  
Street  
Police station  
Cafe/Restaurant/Pub  
Home setting (Friends, T.V., etc.)  
Others mentioned included:  
Bank, Post Office, Cinema, School, Football ground, Swimming pool, Phone booth, Hairdresser's, Party/Disco/Night club, Job Centre, Seaside.

*Comment:* A useful start to a check list.

### Which Spoken Communicative Activities / Functions?

17. (open). When asked what sort of things they would want to be able to do or say when speaking the foreign language, the most popular answers were as follows:

#### ASKING:

- directions
- for the time
- for information from others
- others for information about themselves
- others for information about their country
- prices/money
- about jobs
- for money from a bank
- for the bill
- about places to visit
- about entertainment possibilities

#### GIVING:

- directions
- information about oneself
- information about one's likes / dislikes
- inviting someone out
- making plans/suggestions



using the phone  
telling a joke  
saying what's wrong at the doctor / dentist  
insulting others if necessary  
talking about the weather  
saying how you want your hair done  
answering questions put by other people,  
eg. Police

**Transactional:**

Buying things (food, tickets, stamps, etc.)  
Ordering food and drink  
Booking a room

**Cultural:**

Singing songs

**Comments:** This makes a very useful basis for the start of a Communicative Syllabus check-list of activities / functions.

**Which Topics?**

13. (open). When asked what special things they would want to talk about in the foreign language the most popular topics expressed were:

Sports  
Pop Music  
T.V. programmes  
Britain/Scotland and The Foreign Country — similarities and differences  
Self/Others  
School  
Parties/Discos/Dances  
Holidays/Travel/Seaside  
Films  
Food and Drink  
Sex  
Pocket money  
Cars/Bikes  
Animals  
Fashion  
Parents  
News/World Affairs  
Jobs  
Hair Styles  
War/Violence

**Conclusion**

Although this in no way indicates the strength or lack of strength of motivation felt by pupils towards their foreign language learning, it does provide an interesting starting point for the design of an S1/S2 syllabus. It shows that, on the whole, pupils

would not be satisfied with a syllabus concerned mainly if not entirely with receptive activities, nor with a syllabus concerned with tourism only, nor with a syllabus that did not take account of their needs here and now as teenagers as well as their potential later needs as adults.

There would seem to be a danger in our search for limited syllabuses for the least able of not providing them with the balanced mixture that on the whole they want, and that most certainly they need, if they are to have any communicative success in the sort of activities they wish to engage in.

**Part 4: The difference between a checklist external syllabus, a teaching syllabus, and a learner syllabus**

Check-list external syllabuses of the sort indicated in Part 2 attempt to include those functions of language and language areas that learners need and want to cover. Our ongoing discussions and work in Lothian Region have led us to conclude that it is better to produce a wide-ranging composite external syllabus from which teachers may draw their own particular syllabuses in accordance with their own pupils' wants and needs, and in accordance with the resources that are available to them. In Council of Europe terms we follow the lead of the French "Un niveau seuil" from which teachers may draw, rather than the English "The Threshold Level", which is a more mandatory sort of document. The Lothian Regional check-list syllabuses are merely guides to teachers as to what to aim towards, and as to what particular language activities and language forms may be appropriate to the particular stage of learning in question. They are not *teaching* syllabuses in the sense that any teaching syllabus must organise and sequence content into units/lessons on some principled basis. At each of the Regional Stages it seems appropriate to specify as mandatory a minimum number of Language Activities that the learner must be able to perform. It also seems reasonable to SUGGEST appropriate forms for these Activities, taking into account the situations, participants, places, topics, functions and notions that are the very stuff of the Activities themselves.

However, it does not seem sensible to make the suggested forms mandatory for either productive



or receptive purposes. After all, when in contact with the foreign language, through conversation, written correspondence, magazine or newspaper articles, stories, news broadcasts or whatever, it is not possible for the learner to limit the language spoken or written by others to those forms he has learnt in his syllabus. Real Life is just not like this. The purpose of language learning is not simply to be able to regurgitate or understand forms specified in a defined syllabus, but to be able to adapt what one has mastered in the way of forms, and of strategies for understanding and producing forms, according to the communicative tasks that arise.

It is at the school-level that we shall be asking each individual school department to produce a scheme of work in which the language activities and language content are organised and sequenced into a teaching syllabus, probably on the basis of commercial or home-made materials available to the staff or that they intend to produce. This scheme of work would then be a blue print for any member of staff, and would be a useful document for headmasters, parents, probationers, pupils and others to consult. At the school-level it will be necessary to organise the content that will make up the Regional Stage into school Waystages. Since pupils are asked to monitor their own progress and to work towards the completion of the language activities on their Progress Card at their own speed (as far as this can be managed in each school's practices), it may well be that the Regional Stage is too distant an aim for motivating purposes. School Waystages will be shorter term goals on the way to the Regional Stages.

It is of course also at the school level that all the diagnostic assessment of pupils against lesson content must be done, and resulting extension or remedial work provided. The Regional syllabuses will merely indicate the composite global Achievement criteria against which pupils may be assessed at the particular Stage in question.

At the Learner level, he will be provided with a school-based Progress Card on which are written the various Language Activities that he must learn to master in order to complete the Waystage in question. When he has completed all the school-based Progress Cards related to a particular Regional Stage he will be able to take a test to confirm his progress. The Progress Card is thus the Learner's syllabus, and the means by

which he can monitor his own progress through the various Language Activities he is learning to perform.

### Conclusion

Syllabus designers in their attempt to suggest what to teach have many areas of concern to take into account. Essentially these are centred on the learner and the learning process and on language and how it functions.

In addition, when it is realised that they must also take into account the conflicting demands of the examination system, current educational materials and techniques, the organisational limitations imposed by school — different learning styles of individuals in a group, and a whole host of other irreconcilables, the task becomes a daunting if not impossible one. And yet it must be done. To pursue together the ideal within the realm of the possible, and thereby to raise the level of consciousness of all those involved in the exercise, is what curriculum development, of which syllabus design is an important element, is all about.

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The Lothian Regional Studies Group on Modern Languages has produced a Draft set of syllabuses in French, German, Spanish, Russian and Italian for beginners in school. Further details may be had from John Clark, Assistant Adviser in Modern Languages, Dean Education Centre, Belford Road, Edinburgh EH4 3DS.

I should like to express my gratitude and debt to those who took part in the Syllabus Design working party at the recent CILT Conference on Graded Objectives and Tests, many of whose ideas are reflected in this article.

LOTHIAN REGION MODERN LANGUAGES PROJECTGRADED STAGES AND LEVELS OF ACHIEVEMENT IN FOREIGN LANGUAGE LEARNINGINTRODUCTION

(Descriptive Document 2) 1978

In order to make the provision of Foreign Languages more relevant to the learners, and more appropriate to the various aims and levels of ability among school and adult learners, the Lothian Regional Study Group on Modern Languages has embarked on a long-term project to develop a scheme for Graded Stages and Levels of Achievement in Foreign Language Learning. This has been approved by Lothian Region's Consultative Committee on the Curriculum.

The project is related to the Council of Europe's work in the specification of a unit/credit system for foreign language learning.

The project involves the following tasks:

1. Specification of the communicative needs in a foreign language of the various language learners.
2. Examination of the aims, interests and motivational patterns of the various learner groups.
3. Elaboration of appropriate syllabuses at graded stages for teachers and for learners.
4. Elaboration of appropriate assessment procedures at graded stages allowing for differing levels of performance. A bank or pool of items and tests will be established.
5. Search for suitable materials, and probably production of new or supplementary materials for the syllabuses.
6. Research into classroom methodology for communicative language teaching and learning.
7. Examination of actual pupil performance as it develops through the various stages.
8. Preparation of an in-service training package for teachers embarking on the Project.
9. Evaluation of the Project.

It will be clear from the tasks outlined above that the Project is a very long-term one.

## SCHOOL SECTOR

Within the Scottish secondary school, 3 stages are envisaged for the first two years (S1/S2) - the compulsory language learning period. Thus for the S1/S2 period:

Stage 1 should be within the reach of even the weakest learners, given a normal allocation of learning time within the school

Stage 2 should be within the reach of average learners

Stage 3 should be within the reach of the most able.

For the S3/S4 optional period of language learning Stage 3 will serve as an aim for the weaker pupils, Stage 4 for the average learners and Stage 5 for the most able.

It is hoped that Stage 3 will lead to the Foundation Level, Stage 4 to the General Level, and Stage 5 to the Credit Level, as envisaged in the Dunning Report on Assessment Patterns in the Third and Fourth Years of Secondary Education in Scotland (HMSO 1977)

For S5/S6 alternative syllabuses and assessment procedures at two further stages will be developed to cater for the varying aims and specific interests of the learners.

Each stage is a statement of what the learner should be able to do at that particular point in his learning. Each successive stage contains the previous stage and adds further to the learner's repertoire. Thus Stage 2 is Stage 1 plus more.

In the assessment of the learner's ability to carry out the tasks specified at a particular stage, there will be different levels of performance. Success or failure will be determined by whether the learner has understood and communicated effectively or not. Success, however, may be achieved at differing levels of performance, reflecting the differing stages of development in the learner's control of the target language system. This will be a question of accuracy, range and appropriacy of language, of development in the control of the various skills involved in communication, and will also no doubt have to take into account the effectiveness of the learner's communicative strategies.

### Languages Covered

The Foreign Languages included in the Project are those currently taught in schools - French, German, Spanish, Russian and Italian.

### Assessment and Certification

Learners will be provided with a Progress Card on which will be marked the Language Activities that they are required to perform for the particular Stage or Waystage that they are working towards. When they have completed these Activities, they will be ready to take a Stage Test.

This will/



## School Sector (cont.)

This will be given in two parts:

Part 1 A paper and pencil test

Part 2 An aural/oral interaction test.

The tests will be taken whenever the pupils are ready to take them.

A Pupil Profile system will be maintained for each pupil. Success at each Stage will be indicated on the Pupil's Achievement Card.

## ADULT SECTOR

A similar series of Stages suitable for Adults will be developed for the Further Education and Adult Class sector.

## PROGRESS TO DATE (May 1979)

1. Draft syllabuses for S1/S2 have been produced for schools in French, German, Spanish, Russian and Italian. The Stage 1, Stage 2 and most of the Stage 3 Language Activities will be based on these syllabuses.
2. The School Stage 1 set of Language Activities has been finalised. Schools are now engaged on sequencing these and on formulating their own Waystages according to the materials available to them.
3. A draft Adult syllabus for beginners is still being worked out.
4. Experimental Tests for Stage 1 have been given to school pupils in French, German, Spanish, Russian and Italian. Results are not yet to hand.
5. A document on Syllabus Design for Graded Stages and Levels of Achievement in Foreign Language Learning has been produced. This will appear in Modern Languages in Scotland No.18.
6. The Results of a Questionnaire given to S1/S2 pupils to ascertain their 'wants' in Foreign Language Learning have been written up, and will appear in AVL Journal Vol.17 No.2 (Summer 1979) in an article entitled 'The Syllabus: What should the learner learn?'.  
.
7. The Pupil Profile and Achievement Cards are currently being elaborated.
8. An article describing the Project will appear in Modern Languages in Scotland No.19 entitled 'Lothian Region's project on Graded Levels of Achievement in Foreign Language Learning'.

For further details about the Lothian Project, please contact Mr John Clark, Dean Education Centre, Belford Road, Edinburgh EH4 3DS.



GRADED LEVELS OF ACHIEVEMENT IN FOREIGN LANGUAGE LEARNINGSTAGE 1 TESTS

The syllabus and assessment pattern at Stage 1 is tailored to less able pupils. It is hoped that even the least able will attain a Stage 1 Pass towards the end of S2.

It is possible to view Stage 1 as an end goal by the less able towards the end of S2, but since the Stages are sequential and cumulative in nature, it is also possible to view Stage 1 as a stepping stone on the way to Stage 2 or Stage 3. It is thus an appropriate aim towards the end of S2 for the less able, but earlier for more able pupils, perhaps even towards the end of S1 for the most able ones. It is also an appropriate early stepping stone for those who start a second language in S3. It is thus not age-bound. It would normally be taken by any learner who had completed a Stage 1 progress card.

In order to provide guidance as to the content of the tests to teachers who might like their pupils to take a Stage 1 test this Summer Term, the proposed Stage 1 Progress Card of Language Activities on which the Test will be based is attached to this paper.

The Stage 1 Test will be in two parts. The first part will be an external paper and pencil test set by a regional panel of teachers. It is hoped that parts of this test will be standardised and perhaps even computerisable over the years so that standards may be accurately monitored. Eventually some three to ten versions of the test duly standardised will be available for schools to draw on.

Part 2 of the test will be a school-based Individual Oral test. This will follow a common regional framework, but each school will be able to adjust the content of the test so that individual pupils do not all get the same items. For the purposes of our experiment this Summer Term schools will receive an externally set Part 1 test to be administered to all pupils, and an externally set Part 2 Individual Oral Test which will allow the teacher to choose between alternative versions of questions wherever possible.

PART 1 External Paper and Pencil Test

This will be in three sections.

Section 1 is a Sequence of 20 items - some involving Listening Comprehension, some involving Reading comprehension; some involving the selection of an appropriate English meaning for what was said or written, some involving the selection of an appropriate foreign language response to what was said or written. This is based on the Oxfordshire sequence test. The pupil is required to select the correct answer from 4 choices given.

Total 20 items

/ Section 2

Section 2 is a Letter from a foreign pen-pal which gives information about the pen-pal and asks for 5 bits of information from the pupil.

The test consists of 5 questions, (Multiple choice or direct questions with answers in English) to see whether the pupil has understood the information provided. The pupil is also asked to write a letter in English in reply to the pen-pal providing the 5 bits of information that the pen-pal has asked for.

Total 10 items.

Section 3 is a News Round Up, as on radio or TV, in the foreign language. The pupil will listen to this right through once. Then he will receive questions broken up into blocks directing him to look for specific bits of information in the News Round Up. This is then spoken/played through again but this time it will be broken up into blocks to conform to the blocks of questions. It becomes a Listening for Information test, and therefore does not involve memory work to any great extent. There will be 10 questions in the News Round Up in either multiple choice or direct form (in English).

Total 10 items.

Total items in Part 1 Paper and Pencil Test 40 items.

## PART 2 Individual Oral Test

There will be 4 sections in this test.

Section 1 involves the pupil in a series of 10 short initiating and 10 short responding items. For the 10 initiating items the pupil will be cued in English. For the 10 responding items the pupil will hear a cue in the foreign language to which he will be asked to give an appropriate personal response.

Total 20 items.

Section 2. Finding out about other people. In this section the pupil is told to find out about the examiner who plays a particular role. The pupil will receive a piece of paper on which is indicated 5 bits of information he is to get. He is told to get the information and note it down on the paper. He is therefore involved in formulating 5 questions and noting down 5 answers.

Total 10 items.

Section 3 is a Survival-type Exchange (Shopping, ordering food and drink, finding directions, travelling and staying in places). The pupil is placed in a particular situation in English and then has to say something and interact with the examiner. The examiner is told what 5 things to award marks to.

Total 5 items.

Section 3 is a General Information type of Exchange describing events, places, people or things. It may be based on a diary, or town, or picture of a lost person or thing. The pupil is put in a situation in English and then has to interact appropriately with the examiner. The examiner is told what 5 things to award marks to.

Total 5 items.

Total items in Part 2 Individual Oral Test 40 items.

Brief examples of items (French only)

PART 1 External Paper and Pencil Test

Section 1

Sequence

e.g. A Someone stops you in the street and asks:

"Quelle heure est-il?"

He wants to know

- a) What the time is?
- b) Where the post office is?
- c) Who you are?
- d) What the weather is like?

B You are looking for something to eat. Which sign do you look for :

- a) Pharmacie
- b) Restaurant
- c) Boulevard
- d) Sortie

Section 2 Letter Only a bit of a letter is given

Cher James

Merci de ta lettre. Non je ne joue pas au football, mais je joue au tennis.  
Et toi?

A-type questions

Does he play football?

B Answer your pen pal's letter in English answering all his questions to you

Section 3 Only a bit of a News Round Up is given

Aujourd'hui le Président Carter arrive à Paris. Il dîne avec le Président  
et Mme Giscard d'Estaing à Paris ce soir

e.g. Who is coming to Paris today?

What is happening this evening?

PART 2 Individual Oral Test

Section 1 Initiating items

- e.g. a) You want to find the way out of the station, what do you ask?
- b) You want to open the window, what do you say?

Responding items

- e.g. a) Quel âge as-tu?
- b) Quel est ton sport favori?

Section 2

Finding out about other people

You have a new Exchange teacher from France in your school. You have to write a few things about him/her in your school magazine. Find out the following things and note down the answers.

e.g. Name and where he comes from?

How long he's here for?

Does he like Scotland?

Section 3

Survival Exchange

e.g.

Cue for pupil You go into a Restaurant with your friend. You want to order a meal. Ask for the menu and order your meal.

Cue for examiner Mark the pupil on his ability to do the following. Help him.

- A Greeting
- B Table for how many
- C Request for the menu
- D Order a meal
- E (You tell him one of the items is off)  
Order an alternative item

Section 4

General Information Exchange

e.g.

Cue for pupil You are on holiday in Paris. Your parents have lost their car. You go to a Police Station, and since your parents can't speak French, you have to explain what's happened. Listen to what the policeman asks. Here is a picture of your car.

Cue for teacher Mark pupil on his ability to do the following. Help him

- A Say what's happened
- B Give make/model
- C Give colour of car
- D Say where it was lost
- E Say where the family come from (Scotland)



LOTHIAN REGION'S PROJECT ON GRADED LEVELS  
OF ACHIEVEMENT IN FOREIGN LANGUAGE LEARNING  
FROM PRINCIPLES TO PRACTICE

INTRODUCTION

Lying behind the work of the Lothian Regional Study Group on Modern Languages are two basic shifts of emphasis which are inextricably linked. These I would like to outline as follows:

1. A shift of emphasis from Language Practice towards Communication.
2. A shift of emphasis from Teacher Imposition towards a more Learner Orientated Approach.

Note that I use the word "towards" and not the word "to", because our aim is to help teachers to move as far along each continuum as they comfortably can within the constraints of their own situation.

Our normal classroom practices lead us to isolate a bit of grammar, to dress it up in a situation, to exemplify it in a contrived text or dialogue, and then to present it to our pupils. Presentation is followed by choral, group, and individual repetition; question and answer work; pattern drills; and in later stages written exercises. We aim at inculcating mastery of the grammatical forms and of a selection of items of vocabulary. This is Language Practice. It is not Communication. In real life we do not repeat what our interlocutor says to us, nor do we take up fixed roles as questioner and answerer, and ask or answer questions to which we already know the answer. We do not often refer to the visually present environment in order to describe it. We do not repeat a grammatical pattern in a series of sentences, whether contextualised or not. We do not sit down and turn singulars into plurals in writing, or make summaries of the news programme we have just heard, or the article we have just read. One could make an endless list of the artificial activities that we get up to in the classroom in order to avoid allowing pupils to communicate. We create artificial activities, because, according to our faith, authentic communication would lead to errors, and these must be avoided.

All this would not be so bad, as I shall point out later, if such contrived activities were merely preparations for proper language use, and actually led to rehearsed or authentic communication, but more often than not they do not.

The present reform is one summed up in the two words "Functions" and "Notions", as exemplified in the work of Wilkins amongst others. Wilkins, and through his influence Van Ek, Coste, Porcher, and others in the Council of Europe, Munby in the British Council, and at school level the Lothian Regional Study Group on Modern Languages have all attempted to classify what might be taught into communicative units rather than purely into formal units. In this way it is hoped to provide some surrender value for those opting out of further language study at any particular stage. But, and here is a caveat, in case we all rush

. 2 .

off into functional/notional syllabuses as if this was the end road of our journey, the change from a listing of discrete language forms to a listing of discrete language functions and notions, although representing a move in the right direction, cannot account for the whole of communicative competence. It is not the memorised knowledge of which sentences relate to which functions or which forms to which notions that makes up our *total* communicative competence. Rather it is our ability to assign the appropriate function and notions to stretches of language not memorised before, and the ability to make up appropriate and communicatively effective stretches of language that are to a greater or lesser extent new to us.

The formal language syllabus leaves the learner to make the leap from language practice to communication by himself. The functional/notional syllabus, as conceived at present, leaves the learner with the task of learning how to assign functions to stretches of more or less new language, and of learning how to string together such stretches to carry out his intentions. Recall of stereotyped phrases or sentences relating to particular functions will not be enough. The formal syllabus suggests that the learner who has internalised a grammar and a dictionary will somehow be able to communicate. The present functional/notional syllabus may suggest that the learner who has swallowed an appropriate phrase book will be able to communicate and understand all he needs to. I seem to remember something about postilions being struck by lightning. What is wrong with the postilion and lightning form of teaching is of course partly that the phrase is a singularly useless one, but more importantly that the learner who has learned a fixed phrase in one context is untrained in how to adapt it to his purposes, since he has no explicit or implicit understanding of how it is made up or of how it might relate to other contexts.

We wish surely to prepare our learners for the real world of communication, and not for a convenient artifact drawn from it, since, at whatever point in his language learning progress he chooses to opt out, it is with the real world of communication that the learner will have to deal.

The framework within which the Lothian Project work is being done operates at Regional, School and Classroom level. At the Regional Level consensus has been achieved as to how many Stages to have. Each Stage represents a point on the language learning continuum and involves mastery of a communicative competence permitting the learner to carry out a number of defined language activities and communicative functions. The Stages are sequential, so that each Stage contains the previous Stage and more. The 'more' can be summed up as firstly an enriched language content to carry out the same activities and communicative functions as in the previous Stage but in more complex contexts, and secondly some additional activity (ies) and/or communicative functions.

At the school level schools are asked to break down the Stages into Waystages of an appropriate length for their pupils. There might be any number of School Waystages leading to a Regional Stage.

It has been decided that 3 Stages are necessary for the varying levels of achievement in S1/S2. Thus Stage 1, Stage 2 and Stage 3 can be seen as transitional or terminal points for pupils in S1/S2. In S3/S4 Stage 3, Stage 4 and Stage 5 provide the necessary transitional or terminal points.

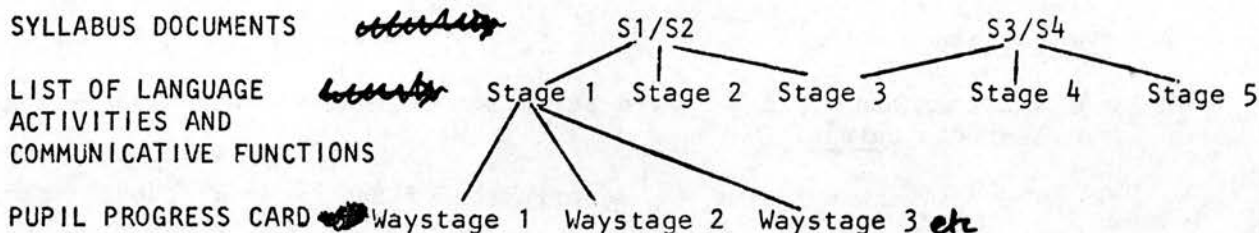
It is hoped that Stages 3, 4 and 5 will be compatible with Dunning's Foundation, General and Credit levels. Until this happens, it is hoped to have some sort of CSE link-up and therefore national award for Stages 3 and 4, and to make Stage 4 and Stage 5 compatible with O Grade. These will of course be necessary transitional measures until we can achieve a more communicative national pattern of exams at various levels.

For Stages 1, 2 and 3 in each language a syllabus document is to be produced outlining language activities, communicative functions, notions, formal realisations, a mini-grammar, and a list of vocabulary. This will be based on the Draft syllabus for S1/S2 already produced. A similar syllabus document for Stages 3, 4 and 5 will be produced in each language.

A list of activities and communicative functions in language comprehensible to the pupil has been elaborated for Stage 1. Similar lists will soon be produced for Stages 2 and 3. The activities and communicative functions in these lists must be sequenced and organised into Waystages by each school based on the materials in use.

At classroom level each pupil will receive a <sup>Waystage</sup> Progress card on which to monitor his progress. The Waystage Progress card will indicate the activities and functions he is asked to master. When he feels he has mastered one, the pupil will tick it off on the Progress Card. The teacher may put another tick if he wishes to, when he has checked the pupil's mastery. Thus the pupil will have an immediate way of monitoring his progress.

Here is a diagram outlining the above framework:-



Here is an example of one <sup>Lothian</sup> school's 1st Waystage Progress Card for pupils sequenced according to the school's own requirements.

Tick off in the Pupil column each of the following Language Activities when you are sure that you can do it.

Ask your teacher to tick the teacher column once you have proved that you can do it.

	Pupil	Teacher
Address people, greet them, enquire after their health, say how you feel.		
Say goodbye		
Thank someone		
Answer 'Yes', 'No', 'Perhaps', 'I don't know'		
Ask someone's <u>name</u> , give one's name		
Say 'I don't understand' and ask for repetition		
Ask for information and give information about <u>family</u>		
Ask the way to well-known places		
Count from 1 to 10		
Ask for simple food and drink in a shop		
Be able to use money		



The biggest problem that has to be resolved is to reconcile the linear successive nature of such activities and communicative functions with the essentially non-linear cyclic nature of the development of a language resource, which resembles the development of a bud into a flower.

The University graduate in French, touring in France, finds himself faced with the same communicative challenges as the school pupil on exchange in a French family for the first time. The communicative functions and activities they have to perform are the same; it is only the language resource they bring to the problems that differs. It is thus essential even at the lowest level of communicative competence at Stage 1 to provide pupils with a budding language resource which will allow them to perform essential communicative functions and activities more or less well.

I would like now to turn to the three parts of the teaching/learning scheme of work that the Lothian Project embraces. These are:-

A. The Syllabus

- i) The learner's syllabus - a description of the end objectives - the learners' output.
- ii) The teaching syllabus - a description of the input to the learner.

B. The evaluation of the end objectives.

C. The means to obtain the end objectives.

A The Syllabus

i) The Learner's Syllabus

In the Lothian Project we have been working towards a consensus on end objectives. Through questionnaire and informal discussion we have tried to obtain pupil wishes and these have been written up in A.V.L. Journal Volume 17 No. 2. Through meeting together at innumerable working sessions, with pupil wishes as a starting point, teachers have also achieved some sort of consensus on the Learner's Syllabus. The Stage 1 List of Language Activities and Communicative Functions represents a distillation of our various deliberations.

The Stage 1 List is set out in language understandable to the pupil in terms of his potential communicative needs. He can see why he is being asked to master the various forms.

Such a learner syllabus is an "output" syllabus i.e. it tries to express in as explicit a way as possible the outcomes that are hoped for as a result of the teaching/learning process. As such it has several dangers:-

1. In its rigid definition of discrete communicative units it will not necessarily lead towards the development of a language resource that can cope with extended speech and writing. Language ability as a whole is much more than the sum of its discrete parts however well they may be defined.



2. The teacher may feel that all he has to do is to cover the items in the syllabus. He may forget that the syllabus can at best be a list of general suggestions, and that individual learners will "need" individual elements that go beyond the defined syllabus.
3. Such an "output" syllabus may be directly used as an "input" syllabus. The teacher may easily be misled into thinking that teaching a language involves the learner learning by rote the forms suggested for the Language Activities in the "output" syllabus. This would be in the worst traditions of learning through memorisation and recall with no reference to either explicit or implicit understanding of the processes involved in learning and using language.

## ii) The Teaching Syllabus

A teaching syllabus is an 'input' one. A good 'input' syllabus provides a rich exposure to simplified but authentic language, which will lead not only to mastery of the defined language, ~~but also to the mastery of the defined language~~

- Activities and ~~Communicative~~ functions, but also to the building up of strategies to cope with speech and writing that is often more or less new to the learner in both the receptive and productive modes. The inherent dangers of going beyond the pupil's capabilities with such an input syllabus are obvious. A compromise has to be reached between the richness of the input and the tender state of development of the learner's language ability.

So far, in the Lothian Project, we have only got to the stage of listing suggested communicative units for "output" as a guide to teachers. It will be necessary to think deeply about what "input" to expose learners to in order to achieve not only the discretely defined end objectives, but also the sort of language resource that represents communicative competence.

## B The Evaluation of the End Objectives

In the Lothian Project we are moving towards a three fold form of evaluation.

1. The mastery of discrete functions and forms will be evaluated by the teacher as the learner acquires them, unit by unit or lesson by lesson. This part of Formative Assessment is sometimes called Diagnostic Testing. The purposes of such an assessment can be summarised as follows:-
  - a) To provide the learner with feed back on his learning progress. He can tick off the various Language Activities that make up his Progress Card as he masters them. This will, we hope, provide him with a visible sign of success.
  - b) To provide feedback to the teacher. He will be able to see whether what he hopes to have taught has been learned at the end of each unit/lesson. He will be able to DIAGNOSE which pupils require further help in which areas and which pupils can benefit from extension work. He will have some sort of feed-back on the efficacy of his teaching.

~~To provide over the weeks and months a cumulative record in a profile of each pupil's progress, thus providing a record of continuous assessment that will highlight the strengths and weaknesses of individual pupils. This will no doubt be found useful by guidance staff, parents, pupils and teachers.~~

- 2. We shall also have Waystage Tests which cover a block of units/lessons in ways that suit a particular school's administrative set-up. Waystage Tests will be a sort of half-way house between Diagnostic Tests (testing discrete functions and forms) and Summative Stage Tests which will attempt to test in a more global way.

The results of Waystage Tests will be useful to pupils, teachers, parents and others ~~as above~~ and will provide a record in Pupil form of each individual pupil's progress.

- 3. The Summative Stage Tests will aim at measuring the language resource of the learner in his ability to cope with authentic language use. Since the development of a language resource involves more than the sum of its discrete communicative parts, it is necessary to test this language resource in a way that is rather different from that suggested in the other two tests outlined above. Whereas in Formative Assessment we are concerned with assessing relatively easily defined functions and forms, in Summative Assessment we attempt, as it were, to get a dipstick reading of the learner's language development. It is perhaps obvious, but it needs restating, that individual learners of a foreign language develop at their own pace, in the same way as individual learners of mother tongues. It is naive to assume that they will all reach 'O' Grade by S4 whether by Mastery Learning or otherwise. Unless we really want to create a society of sheep and goats, we must get the national examination pattern changed to account for the varying language competencies that our learners evidence. It serves no-one's purpose to state that pupil X has failed 'O' Grade or not been presented. We need to know where pupil X is along the language learning continuum and what he can do. We need recognition of Graded Levels of Achievement. This is what Lothian is attempting to provide at Regional level at the various Stages.

The purposes of Summative Stage Assessment are as follows:

- a) To provide feed-back to the learner on the state of his language resource.
- b) To ~~provide feedback~~ help those who have to formulate decisions about the pupils future - whether he is likely to be a Stage 5 pupil by S4 or by S5 - since it shows how far he has gone along the language learning continuum and how far he still has to travel in the time available to him.
- c) To provide feedback to the teacher on the efficacy of his daily teaching procedures.

The Regional Authorities have now agreed to provide a Regional Modern Languages Achievement Card which will accompany the learner throughout his language learning in the Region. Each time that the learner passes a Stage Test in any language, this will be written into the Achievement Card, thus providing him with a visible proof of success and progress. Since an outline of what the learner is able to do at each Stage is provided, it may be found useful to show the card to future employers for example.

Several points need to be made here. Firstly it may well be impossible to bridge the gap through Summative Assessment in the early Stages between the demands of authenticity of language use, which we see at present as being the "best" way to get at language development, and the inevitably limited communicative competence that the learner will bring to the test. This can only be discovered in the light of research. Secondly, in our attempt to achieve authenticity, we may well have to sacrifice our instincts to "sample" the syllabus widely. An authentic conversation is a lengthy exercise which may sample only a few communicative units; yet it is authentic in the way that testing a series of more or less unrelated functional items is not. Thirdly, it will probably be necessary in the final evaluation of any learner to combine both the results of his mastery of discrete functions and forms, as shown in the Pupil Profile, and the result of his level of language development as indicated in Summative Assessment. This may go some way towards the tremendous problem posed by the memory lapses of less able learners, which are likely to be highlighted in Summative Assessment. Fourthly, I must state that the Lothian experimental Stage 1 Test, which was intended as a Summative Test, may well have been too much of a compromise between the testing of discrete functions/ notions/forms and authentic language use. In this respect it was similar to the York and Oxfordshire tests. I would hope to see our next attempt at a Summative Test move closer to authentic communicative activity.

There has been much mention of authenticity, and it is perhaps an appropriate moment to repeat Widdowson's words of caution about it. A spoken dialogue or written text is not authentic just because it was actually spoken or written by native speakers. It only becomes authentic if the learner approaches it as an example of language use, and not as an exemplification, of particular forms i.e. if the learner is required to unravel the speakers intention behind the text rather than just to analyse forms and textual meanings. As Widdowson puts it: "Authenticity is a function of the interaction between the reader/ hearer and the text which incorporates the intentions of the writer/speaker".

Here is a diagram which outlines the Lothian Assessment scheme.

<u>Test Type</u>	<u>Contents</u>	<u>Users</u>	<u>Functions</u>
Diagnostic Test	Communicative Functions Forms	Pupil Teacher	<i>Feedback to TIP Learning</i> <del>Part of continuous Assessment and of Pupil Profile.</del> <i>to remediate/extend work.</i>
Waystage Test	Communicative Functions Forms Language Activities	Pupil Teacher Parent	Part of Continuous Assessment and of Pupil Profile.
Stage Test	Authentic Language Activities	Pupil Teacher Parent Guidance Staff Future Employer	Indicates state of Language Development. When added to results of Pupil Profile, the total result can be marked on the Regional Achievement Card



### C The Means to Attain the End Objectives

I would like to introduce the thorny issue of natural language learning into the argument at this point. It is beyond dispute that the child learns his mother tongue without formal instruction. It is also beyond dispute that many immigrants learn to communicate through a foreign language without formal instruction. There is thus natural mother tongue learning, and natural foreign language learning. They both occur in conditions that permit massive exposure to language, and in both cases the learner is motivated to become master of his environment through language.

There is now a lot of evidence from research into mother tongues, second, and foreign language learning, which indicates that they all develop in much the same way from a sort of pidgin with simplified forms and limited functions towards a more complete adult set of forms and a more complete range of functions. In natural foreign language learning, as evidenced in the way immigrant talk develops the learner does not acquire the correct forms of the foreign language right away. He starts by using simplified forms which gradually develop in the direction of the 'correct' system of the language he is learning, as his communicative needs become more complex, as he integrates further into the society whose language he is learning, and as he is exposed further to a wider range of contacts and contexts. Corder suggests that in approaching the learning of a new language, the learner retains some sort of residual experience from learning his mother tongue, and that it is this that forms the starting point in his progress towards fuller mastery of foreign language forms. The evidence indicates that errors in form made by language learners in their development towards mastery of the correct forms follow a fairly regular series of steps. At any point on the learning continuum the learner seems to show a certain amount of variability in his use of forms. He will use, for example, correct forms if given time to construct them, and if correctness of expression is vital, but he will revert to his own variant forms when speed will not allow him to refer to his knowledge of the grammar rules. When under the pressure of normal communication, where the message is what is important and not formal correctness, he will tend to use the simplified forms. The interesting fact about the research evidence I am referring to is that these simplified forms seem to be universally similar, and that the sort of variability shown by learners who use correct and variant forms within the same time period can also be shown to follow a fairly regular pattern.

What we must now try to examine is how best to facilitate 'natural' foreign language learning within the formal classroom situation. What we must somehow attempt to foster in the classroom language learner is the development of a language resource which permits communication (as does the pidgin of the natural foreign language learner) but which does not prevent development towards the correct forms of the target language. This would indicate that we need to find a balance between explicit teaching and thus explicit learning of correct forms and implicit learning from exposure and from trial and error communication experiences. It is necessary through explicit teaching to enable the learner to build up conscious knowledge of the language and how it works that will permit him consciously to 'monitor' his performance. This will be very useful to him when he has time to refer to his conscious knowledge, but it may well let him down in the real world of communication where he will not have time to do this. It is equally necessary to allow him to build up an ability to communicate without conscious reference to his monitor model. It is when 'explicit' learning is far ahead of and thus/



thus out of step with 'implicit' learning that problems arise. So much of our past teaching has been of this sort. It is probable that in the classroom situation a balance between conscious explicit learning and implicit learning through communicative experience must be maintained, so that the conscious knowledge may in turn be accommodated within the more important developing implicit language resource of the learner. In this way the pidgin errors that will occur in the building up of a communicative resource will gradually be 'corrected' through the learner's developing conscious knowledge. Often in the classroom the learner will ask the teacher why a particular language form is as it is. He does this because he is aware of a discrepancy between what his experience (his implicit knowledge) suggests it should be, and what it actually is. It is at times like this, when the learner feels the need for explicit knowledge, that the teacher can most usefully intervene with explanation. Hopefully such explicit knowledge, gained out of need, will become part of the learner's developing language resource.

This means that language teachers must develop a new attitude to learners' errors. Errors can be seen as evidence of the learner's instinctive grasp of the communicative nature of language. Note that I am talking about errors in communicative activities, where the task set to the learner is to get a message over, and not about errors in the practice of the language code - its grammar and vocabulary - where the task set the learner is to get the code correct and not to get a message over.

Unfortunately, it is possible to contrive language learning - to teach learners to regurgitate correct sentences in response to some formal or functional stimulus. But take such a learner out of the classroom, away from the contrived stimuli which allow him to produce correct language, and place him in authentic conditions of language use, and he will immediately start to produce all the simplified forms - that the natural language learner evidences. We must therefore beware of the danger of contriving language learning which strictly behaviourist practices lead to.

Let us examine what might be meant by simplified forms. It is necessary first of all to realize that all language users whether beginners or not have a tendency to use simplified forms. Although it is a vast oversimplification such forms can be divided into two sorts for pedagogical purposes, those that are errors that one would not wish to teach, eg 'Moi arrive huit heures', and those that are 'correct' that one would want to teach, eg 'T'es allé où?' rather than 'où es-tu allé?' or 'où est-ce que tu es allé?'

The formal realisations of Communicative Functions and Notions in the Lothian Stage 1 syllabus, from which the Stage 1 mini-grammar was derived, draws heavily on such simplified forms. We discovered, for example, that in spoken French a two-sound system covered all persons of '-er' verbs in the expression of Present, Future, and past time *that were required by the syllabus.*

Thus the two sounds 'mãz' and 'mãze' can cover time expressions as follows:-

er verbs

	mãz	mãze
Present	je, tu, il, elle, on, ils, elles	vous ~
Future	either present tense as above <del>or</del> <i>or</i>	je vais ~ etc
Past	_____	j'ai ~ etc
After modals	_____	je peux ~ etc
Command forms	~	~

We also discovered that a declarative form with appropriate intonation would cover all the basic sentence types we required, eg statements, questions, requests, invitations, orders, and instructions.

Statement	Je mange à huit heures
Question	Tu manges quand?
Invitation	Tu viens ce soir chez-moi?
Orders (polite)	Tu fermes la porte, Georges, s'il te plaît?
Requests	Tu ouvres la fenêtre? Je peux ouvrir la fenêtre?
Instructions	Tu mets le couteau ici, la fourchette là, et la cuillère là . . . . .

Given that learners will develop pidgin forms in the first stage of communicative competence Valdman has even suggested that we should teach pidgin forms. This I cannot agree with for the following reasons:-

- 1) This would be to act counter to natural foreign language learning processes, where the native speaker (represented in the classroom by a teacher) does not speak pidgin to the immigrant or foreigner. Indeed it would be the height of insult to speak to an English or German learner of French in his own pidgin! It would also run contrary to the learner's experience of schooling to have the teacher actively teaching him errors.
- 2) Such errors might fossilize - they might not be developed in the direction of the correct forms since in the classroom the social stigma of wrong forms felt by learners living in a foreign country is simply not there. On the contrary, there is often in the classroom a social stigma in the opposite direction which actively encourages the 'swots' not to get things correct!
- 3) Another reason why we should not teach the sort of errors that learners will inevitably produce is that once again it would be confusing the nature of 'inputs' and 'outputs'. We must somehow try to get away from the idea that what we put in must necessarily come out in some sort of fixed immutable manner.

Language teachers have always seemed to want to use the learner's mind as if it were a blank slate onto which must be written the correct foreign language forms from Day 1. The lessons of Piaget are forgotten. The mental construct that we gain from our experience of the world is only capable of assimilating that which can be accommodated within the construct without disrupting it too much. Any new knowledge that is assimilated must necessarily make the learner change the existing construct. The learner will resist new knowledge that causes too great a change, unless he is very highly motivated to accommodate it.

There is a need in language teaching as in other subjects of the curriculum for the teacher to step back from his role as classroom dictator, the fount of all knowledge, whose task it is to transfer items of knowledge or packages of skills to ignorant pupils, who will submit passively, learn, regurgitate them and obtain an A, B or C grade at school or in SCEEB exams to the delight of headmasters, teachers, parents, and conservative politicians, who can then relax because the mythical standards are being maintained, and the national heritage of out of date knowledge and skills has been passed on.

But you may say, is the language teacher not after all the fount of all knowledge? Is he not different from all other subject teachers in this respect? This curious but attractive notion is frequently propounded. It is not true. The pupil has mastery of his own language. He has little difficulty in carrying out his everyday intentions through his own language, however limited these may be. The learner comes to the foreign language classroom fully aware that he uses language for communicative purposes, and not as an exercise for turning sentences into the plural, or conjugating verbs. In the initial stages of foreign language learning there will be a certain amount of willing suspension of disbelief, but if after a certain time, he sees that he is never going to communicate in the foreign tongue, the learner will lose motivation. The teacher who concerns himself with the teaching of the forms of the language system alone, will be forced to sit alone in his garden, conjugating away quietly to himself. The pupils will have long ago jumped over the fence. As La Bruyère put it:- 'Le voilà planté et qui a pris racine au milieu de ses tulipes'.

Those teachers who ask their pupils what they want to learn and who discuss the learning and assessment process with them will not only learn a lot but will find their pupils willing to learn a lot more too.

What we in our Lothian Project are now searching for is not only methodological techniques for getting communicative activities going in the classroom - there are quite a number of these, most as yet known best to our colleagues the teachers of English as a Foreign language - but also a methodology that uses pupil knowledge and pupil needs, and does not impose new language on a blank state of mind. This would be a methodology that moved from Needs to Language, and not from imposed texts to communicative possibilities. It would be a methodology that started with a discussion of needs, moved to trial and error attempts by the pupil to carry out his needs in the foreign language on the basis of his developing ability, then moved to teacher intervention to get over difficulties and iron out problems, then moved to the practice of the new areas of learning that had been thrown up, and finally moved to spoken and written texts and activities in which what had been learnt was now exploited. It would be a methodology that stands the present one on its head. Instead of moving from Texts to possible Uses, we would move from Needs to Texts.

Finally I would like to stress that it is the process of self-education that teachers in Lothian are undertaking through our project that is as important as the end product. It is, in the long run, through the raising of the level of consciousness of teachers, and, as a result of this, through adoption of better practices, that our learners will experience better learning.

Dean Education Centre  
Edinburgh.

October 1979



LOTHIAN REGION STUDY GROUP ON MODERN LANGUAGESGRADED LEVELS OF ACHIEVEMENT IN FOREIGN LANGUAGE LEARNINGPupil Progress Card Stage 1

1978 2nd Draft

List of Language Activities that pupils should have mastered before taking a Stage 1 Test. These should be sequenced and broken down into Waystages by each individual school which will establish its own Waystage Pupil Progress Cards

A LISTENING AND SPEAKING ACTIVITIESBeing Polite

- A 1 Address people, greet them, enquire after their health, say how you feel
- A 2 Say goodbye
- A 3 Thank someone
- A 4 Apologise
- A 5 Wish someone      Happy Birthday  
                                    Happy Christmas  
                                    Happy New Year

Reacting to things that happen or are said

- A 6 Say 'Blast'
- A 7 Say 'You fool'
- A 8 Say 'I don't understand' and ask for repetition
- A 9 Answer 'Yes', 'No', 'Perhaps', 'I don't know'
- A 10 Say 'Great!'

Talking about oneself and finding out about others

ASK for information about  
GIVE information

- A 11 Name  
A 12 Age  
A 13 Home Town  
A 14 Address  
A 15 Family  
A 16 Nationality  
A 17 Pets at home  
A 18 Birthday  
A 19 Personal Possessions

ASK for information about  
GIVE information about  
Talk about      Likes, Dislikes,  
                                    Preferences  
                                    Ability to do things

- A 20 Daily Life at Home  
A 21 Daily Life at School  
A 22 Leisure Activities  
A 23 Sports  
A 24 Foreign Languages



- A 25 Ask for  
Give information about Immediate Plans  
Intentions
- A 26 Say "I've lost, forgotten or finished" something
- A 27 Say "I've been" somewhere and "I went" somewhere
- A 28 Ask someone if they saw and liked something  
Say you saw and liked or disliked something
- A 29 Ask someone if he/she is  
Say you are sick, tired, happy, hungry,  
thirsty or sleepy

ARGUMENT/OPINION

- A 30 Make a statement
- A 31 Question the truth of what someone has said
- A 32 Say "It's not true/Idon't agree." State what is true

DESCRIBING

- |                     |       |      |   |
|---------------------|-------|------|---|
| Ask for information | about | A 33 | Weather   |
| Give information    |       | A 34 | People (size, personal characteristics)   |
|                     |       | A 35 | Clothes (colours)   |
|                     |       | A 36 | Everyday means of transport to school and home and town                                   |
|                     |       | A 37 | Possessions/Things (colour, physical condition, size, other peculiarities)                |
|                     |       | A 38 | What one is doing/Actions<br>( <u>when the other person cannot see or does not know</u> ) |

GENERAL INFORMATION

- A 39 Ask for information about  
Give information Quantity (Numbers, Kilos, Litres, a lot etc)  
Containers (Bottle, tin etc)
- A 40 Ask "Is there a....."  
"Are there any ....."  
Say "There's a ....."  
"There are ....."

- A 41 Say whether someone is present or absent
- A 42 Ask where people/things/places are  
Say
- A 43 Ask when things happen/will happen  
Say
- A 44 Ask where one/others come from or is/are going to  
Say
- A 45 Ask or tell the time
- A 46 Ask how to say something in the foreign language
- A 47 Ask  
Say how to get somewhere

INVITATIONS/SUGGESTIONS/REQUESTS

- A 48 Ask someone what he'd like to do  
Say what you'd like to do
- A 49 Invite someone to do something  
 Accept  
 Decline
- A 50 Request someone to do something
- A 51 Ask permission to do something
- A 52 Offer someone an object  
something to eat or drink  
 Accept  
 Decline
- A 53 Say : "Watch out"

SURVIVING AS A TOURIST

- A 54 Buy things (food, drink, tickets, postcards etc)
- A 55 Order food/drink
- A 56 Find your way about -- directions
- A 57 Cope with Travel Arrangements (Ask for information about forms of travel, times, places etc.)

A 58 Accommodation - Get yourself a room in a hostel/hotel, or a place for a tent at a camping site

B LISTENING ACTIVITIES

B 1 Carry out simple instructions

B 2 Listen to and understand a simple radio/TV news programme, interview, weather report, sports report etc

B 3 Listen to and understand simple dialogues involving yourself and others

C READING ACTIVITIES

C 1 Read signs and notices on roads, shops and in public places

C 2 Read a menu and be able to order food and drink from it

C 3 Read a school timetable

C 4 Read a map

C 5 Read a travel timetable

C 6 Read a simple diary of events

C 7 Read a letter from a pen pal in the foreign language and write an answer to him/her in English

C 8 Read a simple story as suggested in the eventual list of suitable readers for Stage 1

C 9 Read a magazine-type article as suggested in the eventual list of suitable magazines etc for Stage 1

Use of Commercial Materials, Supplementary Materials andG.L.A.F.L.L. Syllabuses

1. It was agreed at the outset by the Regional Study Group that it was worthwhile attempting to agree a list of Language Activities at a series of Regional Stages that pupils should be able to perform without explicit reference to any particular course or text book. It was thought that there was a need for an agreed set of objectives at different stages to rectify imbalances in particular course materials.
2. Having established by agreement a list of Language Activities for Stage 1, Working Parties are now being set up to relate the various Commercial Courses in use in schools to the Stage 1 Activities. A similar task will be carried out for Stage 2 and Stage 3 in the coming term.

The intention is:

- a. To relate Language Activities in course books to the Language Activities specified in the Regional Stages.
- b. To relate Grammar and Vocabulary in course books to the forms suggested as appropriate to the Language Activities in the Regional Syllabus documents.
3. In this way, it is hoped to diagnose what supplementary materials will be needed for each particular course and to set about producing these in working parties.
4. It is also felt that all courses are likely to be lacking in communicative activities, and it is probable that a set of practice communicative activities for pair and group work will have to be produced.
5. Ways of providing more individualised work will also be studied, so that learners may have more opportunities for working on their own at their own pace. It is felt at this stage that individualised 'practice' materials will be more useful than individualised 'learning' materials.
6. For the Information and Interest parts of the Regional syllabuses, a list of suitable Readers, Magazines, Songs, Poems, Puzzles, etc. will be drawn up by Working Parties for the various Stages.



Lothian Region Modern Languages ProjectGraded Stages and Levels of Achievement in Foreign Language LearningPLANS FOR 1979/80G.L.A.F.L.L. Syllabuses & Tests

1. The Draft Syllabuses for S1/S2 have been produced in French, German Spanish and Russian and there is an equivalent syllabus for Beginners in Italian.
2. It is intended that the Stage 1, Stage 2 and most of the Stage 3 Language Activities will be derived from these composite syllabuses. The Stage 1 Language Activities are finalised and copies of these are included with these papers. The Stage 2 and Stage 3 Language Activities will be drawn up during the coming Winter Term.
3. Pupils will be able to sit Stage 1, Stage 2 and Stage 3 tests during the coming Academic Year, though it is likely that no tests will be ready till the Spring/Summer term. Those pupils who are successful in their Stage Tests will have this recorded in their Modern Languages Achievement Card.
4. It will also be necessary to produce a Draft Syllabus document in French, German, Spanish, Russian and Italian for S3/S4 leading from Stage 3 to Stage 5 of the Regional Scheme aiming to incorporate O Grade at Stage 5.
5. It is hoped to achieve some sort of link-up between the scheme for Regional Stages and C.S.E. Mode III, so that pupils working towards Regional Stages could obtain some sort of C.S.E. recognition if they entered under the Group system.

Pupil Profiling Scheme

1. Schools opting into the G.L.A.F.L.L. scheme will be asked to prepare Pupil Progress Cards of Language Activities based on the materials they intend to use (or produce) leading towards the agreed list of Language Activities specified for the Regional Stages. Schools who have made up Progress Cards have found it more motivating to produce a series of Pupil Progress Cards, each of which the pupils can complete in a relatively short period of time (6 - 10 weeks) rather than a longer Progress Card which it would take the pupil 1 or 2 years to complete. Each individual school in the scheme is asked to produce its own series of Progress Cards in accordance with its own materials and its own administrative frameworks leading towards the Regional Stages.
2. Each complete Pupil Progress Card can be seen as a Waystage on the way to a Regional Stage, Schools may wish to establish their own Waystage Tests. It is possible that for the less able pupil it is better to test performance cumulatively at a number of Waystages, which involve fewer memory problems, rather than summatively at the end of a longer period of time (i.e. at a Regional Stage), where memory of work done some time ago may pose difficulties. It may be that as a result of research into this aspect, it will be more appropriate to award a Pass at a Regional Stage to less able pupils on the basis of cumulative results on Waystage tests rather than on the basis of a summative Stage test.
3. It has been agreed that the Region will provide a Modern Language Record of Achievement for learners on which will be recorded progress in Modern Language Learning. When the pupil has succeeded in achieving a particular Stage in a particular Language, this will be recorded on the Achievement Card. The Achievement Card will bear the Regional crest and the signature of the Headmaster of the pupil's school.
4. In order to keep the Pupil Progress Cards, Waystage Test results, and Modern Language Achievement Card, it is suggested that a simple Pupil Profile Folder be provided for each pupil into which all these documents can be put. Some schools will prefer to keep these Pupil Profile Folders in safe keeping; others will prefer to encourage pupils to keep them themselves. This must be a decision for each individual school.
5. It is intended through research to attempt also to develop a way in which each pupil may keep a record of the language exponents he learns as he goes along and to which he will be able to refer at any time. This will probably be recorded in a booklet/jotter under particular headings. It might be called a Language Resource Booklet.

Pupil Profile

The Modern Languages Record of Achievement will be available to award to pupils on successful completion of tests this academic year. The award will be made on the basis of results recorded on a Pupil Profile made up from Continuous Assessment in Waystage Tests, and on the results obtained in the Stage test. It will therefore be necessary for schools to maintain a record in Profile form of pupil results on Waystage Tests leading up to the Stage Tests.

In order to blend the results obtained in Waystage Tests with the results obtained in the Stage Test, it is suggested that the following framework be used for the Waystage Tests Profile.

<u>Waystage Test</u> Possible activities include :-	Understood/ communicated score (U/C)	Level of Performance Grade (LOP) 0.1.2.3	Comments
Conversation	e.g. 7/10	2	
Survival Routines	e.g. 10/10	3	
Listening Activities	e.g. 1/10	0	
Reading Activities	e.g. 4/10	1	
Writing Activities (from Stage 3)	e.g. 5/10	2	

For each Waystage test, against the particular activity tested, a total mark would be indicated in the understood/communicated column for the particular items tested. A U/C mark is awarded if the pupil has succeeded in understanding and communicating what he is asked to. No mark is awarded where he fails to do this.

A Level of Performance (L.O.P.) mark is also given on the pupil's performance over a whole section in terms of accuracy and appropriacy of grammar and vocabulary, pronunciation, spelling, range of expression, length of utterance, speed of performance and fluency. Although it is difficult as yet to pinpoint in a very explicit way the characteristics of a particular Level of Performance the following is given as a guideline:-

L.O.P./

- L.O.P.        0        The pupil has failed to understand/communicate enough over the section of a test to warrant a "Pass" even at a minimum level of competence.
- 1        The pupil has understood/communicated enough to warrant a "Pass". He performs at the minimum level of accuracy/fluency.
- 2        The pupil passes and performs at an adequate to good level in terms of accuracy/fluency.
- 3        The pupil performs at a very high level of accuracy and fluency and would merit a "Credit".

It will be necessary over the years to build up taped and scripted examples of pupil performance that will help teachers to have as objective and explicit an idea as possible as to what is meant by "minimum acceptable level of performance", "adequate to good level in terms of accuracy/fluency" etc.

It may also be found useful in certain Waystage Tests to assess the pupil's mastery of grammar and vocabulary directly. This could be indicated separately in the Profile as a score and/or as a Level of Performance mark.

It is hoped that schools intending to use G.L.A.F.L.L. tests this year will be able to produce some information in Profile form of their pupils' achievements in class work and/or Waystage Tests.

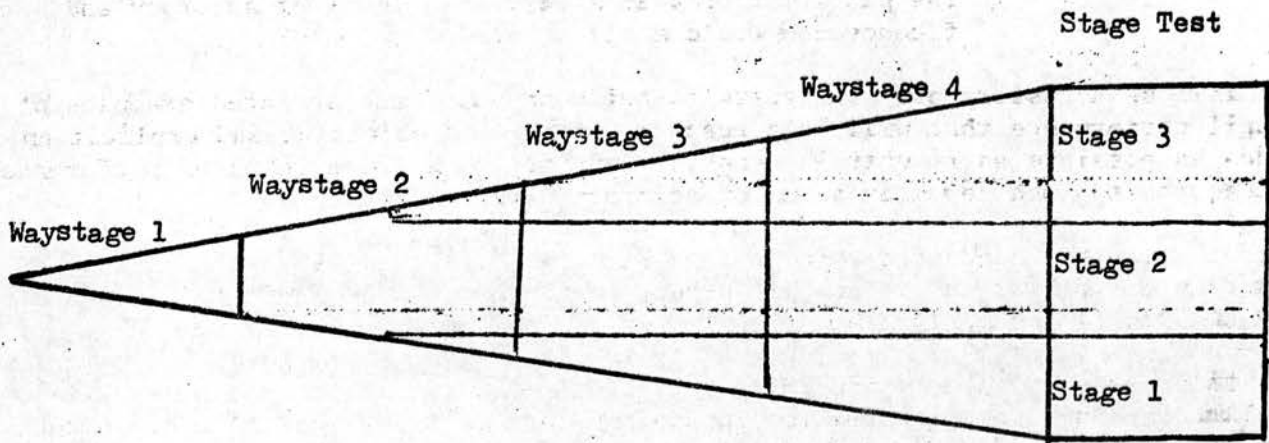
December 1979



G.L.A.F.L.L. PROGRESS CARDSStarter PaperWaystages and Progress Cards

It is clear that at some point in S1/S2 the Waystage Progress Cards presented to whole age groups and therefore to a wide range of ability will diverge. Some will be aiming for Stage 3, others Stage 2, and others Stage 1; it may even be necessary to envisage different Waystage Progress Cards for different sets of pupils in the same mixed ability class.

In order to outline what might happen I propose the following in diagram form:-



Assuming about 4 Waystages on the way to a particular Stage Test towards the end of S2, it is likely that Waystage 1 would be a common one to the whole S1 age group. Waystage 2 would no doubt be largely in common but might begin to diverge in terms of reading and possibly writing activities. Waystage 3 would almost certainly have divergent Progress Cards for prospective Stage 3, Stage 2 and Stage 1 pupils, though again a number of activities/communicative functions/language forms would no doubt be the same. Waystage 4 would again no doubt have divergent Progress Cards as above leading to the different Stage Tests.

It is hoped that schools will have completed the exercise of making up Waystage Progress Cards for S1/S2 on the basis of their resources (commercial and home-made material) leading towards the various Regional Stages by the end of this academic year (1980/81).

It would also be useful to make a start on making up Waystage Progress Cards for S3/S4 leading to Stage 5 ('O' Grade), Stage 4 and Stage 3 as proposed targets. We shall aim to complete this exercise in 1981/82.

G.L.A.F.L.L. ASSESSMENTSTARTER PAPER ON LEVELS OF PERFORMANCE (L.O.P.)

A Level of Performance in Foreign Language Use is to be seen in terms of many different parameters. Without attempting to be exhaustive, the main parameters would seem to be:-

(Intention)	Communicative Ability
(System)	Width and Accuracy - grammar, vocabulary, pronunciation
(Context)	Appropriacy - grammar, vocabulary, pronunciation

Other perhaps equally important parameters that are connected to those above would seem to be:-

(Rhetorical Organisation)	Ability to organise thought in language
(Fluency)	Speed of understanding and of delivery
(Length of Utterance)	Ability to cope with longer and longer stretches of language

In our attempt to set out Graded Stages and Levels of Achievement in Foreign Language Learning it is necessary to describe as clearly as possible not only the Activities that are to be mastered and assessed at each Stage, but also the Graded Levels of Performance which indicate learning progress in terms of ability to carry out the Activities prescribed.

It is hoped that at each succeeding Stage the learner should be able to perform the Activities of the preceding Stage at a higher level of performance.

It is therefore necessary:

- to determine how many levels of performance we wish to set up from Stage 1 to Stage 4.
- to describe as accurately as possible what is meant by each level of performance in each main skill.
- to indicate ways of recognising each level of performance when assessing learners.
- perhaps to determine Credit/Pass/Fail divisions in terms of the levels of performance for each of the Stages.

A POSSIBLE FRAMEWORK

L.O.P.	Stage 1	Stage 2	Stage 3	Stage 4
5				CREDIT
4			CREDIT →	PASS
3		CREDIT →	PASS ←	FAIL
2	CREDIT →	PASS ←	FAIL	FAIL
1	PASS ←	FAIL	FAIL	FAIL
0	FAIL	FAIL	FAIL	FAIL

This would permit overlaps in the sense that a learner who scored an overall Level 3 on a Stage 2 test might be allowed to sit the extra bits and pieces of a Stage 3 test and obtain a Stage 3 Pass. In the opposite direction a pupil who scored a Level 3 on a Stage 4 test would not obtain a Pass at Stage 4 but could be given a Pass at Stage 3.

Marking on Stage Tests would be done in terms of U/Cs on those tests where there were marks for discrete items. A decision would need to be taken on how many U/Cs were necessary for a Credit, and how many for a Pass e.g. 85% for a Credit and 70% for a Pass. In those tests where there was a need for a L.O.P. as well as/in place of U/C marks (Oral Tests & Letter-writing in particular) pupils would be given the L.O.P. that best suited their performance. It is expected that on a Stage 1 Test L.O.P.s would vary from 2 (Credit i.e. capable of passing at Stage 2) to 0 (Fail i.e. not up to minimum requirement of Stage 1). The bulk would be expected to obtain a L.O.P. of 1, i.e. Pass at Stage 1.

This system would mean that an explicit description of what was meant by each Level in each main Activity would have to be drawn up based on actual pupil performance in tests of the nature we intend to set. This would ensure that the award of a particular L.O.P. to a particular pupil was done on objective grounds, on the criteria described, rather than on the basis of the normal distribution of ability. This would help to ensure that for example a L.O.P. of 2 on a Stage 1 Test was NOT automatically given to the top 10% of pupils in each class, but was awarded only to those who came up to the criteria of L.O.P.2. That might mean 50% or 0% of any particular school's candidates.

#### REPORT CARDS TO PARENTS

On the Report Cards to parents one might indicate against the main Activities whether the pupil's level of performance was "Below Minimum", or "Minimum", "Average to Good", or "Very Good" at the particular Stage at which the pupil was working.

This could be done on the following lines:-

L.O.P.	Stage 1	Stage 2	Stage 3	Stage 4
5				(very good
4			(very good	(average to good
3		(very good	(average to good	(minimum
2	(very good	(average to good	(minimum	below minimum
1	(average to good	(minimum	below minimum	
0	(minimum	below minimum		
	below minimum			

Were it necessary to have Grades at the end of S2 for the total age group it would also be possible to arrange these as follows:-

<u>Grades</u>	A	Level 4 performers
	B	Level 3 performers
	C	Level 2 performers
	D	Level 1 performers
	E	Level 0 performers

Rather than being norm-referenced Grades with no real meaning attached to them, these would be criterion-referenced Grades with no doubt a much better predictive value for future success, and with a much clearer indication of what sort of performance could be expected from the pupils.



Stage Tests 1980 (Description)

This year's G.L.A.F.L.L. tests are now approaching their final form for all 4 stages in French, German, Spanish, Italian and Russian and should be available to schools by the end of this term. Changes have been made to the format and to the test types of the Stage 1 Tests so that they are no longer exactly the same as the 1978/79 Experimental Tests of which you have a copy. Stages 2, 3 and 4 Tests are also now nearing completion. It is therefore perhaps a good moment to let you know what activities will be tested and how this will be done this year.

The Stage Tests are essentially summative surrender-value tests, a kind of "dipstick" reading of a pupil's potential to cope with authentic, communicative situations in the foreign language. The activities and communicative challenges do not vary much from stage to stage, since in everyday communication it is not the activities that change, it is the pupil's ability to deal with the communicative challenges encountered (see the notion of Level of Performance on attached paper). The Waystage tests devised by each school should be based on Progress Cards and test the various parts of the syllabus in the order in which the school teaches them. The final decision as to whether a pupil gets a Credit, or Pass, or fails at any Stage will be based on the results obtained in Waystage Tests AND in the Stage Test.

It has been the aim of the test constructors to produce tests which, wherever possible, present the pupils with a purposeful communicative challenge, with authentic material in the foreign language, and with a reason for responding to the material. For some of the reading activities the use of a dictionary is envisaged, or a glossary may be provided, as this sort of help is likely to be available in real-life reading.

Stages 1 & 2

These Stages go together, and it is proposed to use the same textual material for the tests with the addition of one extra paper for reading at Stage 2. At Stage 2 however, there will be some harder questions. Where questions are the same, Stage 2 pupils are expected to show a higher level of performance.

PART 1 TESTS/



PART 1 TESTS (External Paper and Pencil Tests)

SECTION 1                    Sequence of items - including Listening and Reading Comprehension - almost identical to the Sequence in the Experimental Stage 1 Test (1978/79) but some items are now open-ended.

SECTION II                    Letter : This will be an authentic penpal letter, hand-written by a foreigner. The comprehension questions will, in so far as is possible, be those that might arise in discussion of the letter with a friend or parent who does not speak the foreign language well. The pupil will also be expected to write a letter in English answering any questions asked by the penpal. S2 pupils will be asked questions which would enable them to reply more completely to the letter and which demonstrate their response to the letter, as opposed to a mere understanding of individual vocabulary items.

SECTION III                    Listening Activities : the very simplified news items of the experimental test have been replaced by a sequence of conversations in which the candidate is involved and to which he/she will have to respond. The questions will be given first so that the candidate knows what he is listening for. Each conversation will be played twice (recordings will be provided).

SECTION IV                    Reading Activities : (Stage 2 only) : A selection of short reading items which should be of interest to the pupil. These might be adverts, cartoons, magazine requests for penpals, very short news items of interest to teenagers etc. These will mostly be taken from authentic foreign teenage magazines. The questions are designed to test whether the pupil has grasped the gist of the text and how well the pupil responds to the challenge posed. It is not expected that pupils will understand all the words found in the texts.

It is also expected that pupils being presented for a Stage 2 test will have done some individual Reading for Pleasure in the foreign language and that some sort of record of progress of this has been kept. This information should be recorded on the Pupil Profile.

Stages 3 & 4                    These stages go together.

SECTION 1                    Reading Activities : As for Stage 2 the main source of reading material will be teenage magazines, and pupils will be asked to respond in a realistic way to selected items. A series of items will be chosen, some of them in common for both Stages but with different questions for each Stage. The use of a dictionary or a glossary is envisaged for some of them.

Reading for Pleasure - as above in Stage 2

SECTION II                    Writing Activities : Part of a letter or post-card handwritten by a foreigner will be the stimulus for a letter to be written by the candidate in the foreign language in reply. Instructions will be given clearly in English so that the candidate knows precisely what he has to say in his letter. An indication will be given as to length but it is not proposed to have candidates counting the number of words. A higher L.O.P. will be expected at Stage 4. Stage 4 candidates only will also be expected to write a short note in the foreign language for a foreign friend.

SECTION III

Listening Activities :

A sequence of conversations similar to those at Stages 1 and 2 where the candidate is involved and has to respond in some way. Pupils will be given questions in advance and therefore have to look for information.

(Stage 4 only)

Media items taken from authentic foreign media sources, wherever possible, for which pupils will be given questions in advance so that they are listening for specific information.

PART 2

ORAL TESTS

There will be two basic sorts of tests :

- transactional tasks - getting something one wants
- interactional tasks - exchanging information in order to reach some decision or make some plan

At each Stage there will be two tests.

Test 1 will be a Teacher with Pupil Oral Test where the Teacher/FCA plays the part of a foreigner. Ideally this would be done by the Foreign Assistant with the teacher as examiner not participating in the exchange. The test might be of two sorts :

- a) A Transactional task where the pupil would have to get something from the teacher (e.g. a ticket, a meal, money)
- b) An Interactional task where teacher and pupil would exchange information. (e.g. about their home towns, family, hobbies etc)

Test 2 will be a Pupil to Pupil test where information and opinions will be exchanged so that some decision is reached.

Marking

Marking of Oral Tests will probably be done in terms of U/Cs and L.O.P.s.

U/C means understand and/or communicated

L.O.P. means Level of Performance in terms of accuracy, appropriacy, fluency etc.

The teacher would have an indication of those bits of information/ bits of transaction that would have to be included for successful completion of a task. This would form a common number of bits/ items in each test for each candidate to have to cover and could be marked in terms of finite U/Cs.

A L.O.P. for each pupil would be decided upon over a whole test. Explicit verbal descriptions of sequential L.O.P.s would aid the examiner to choose the appropriate L.O.P. for a particular performance.

e.g. Level 1 Speaks hesitantly, with many errors of form but can get a basic message over etc.

The % of U/Cs achieved would determine whether a pupil passed or failed, while the L.O.P. would indicate the level at which he passed. (If he failed his L.O.P. would be 0 anyway).

PART 2 (contd)

Common Standards

In order to come to common agreement about U/Cs and L.O.P.s, samples of pupil speech on actual tests duly U/Ced and L.O.P.ed will be available to markers to study and to discuss.



An award on the Record of Achievement in Modern Languages is given on the basis of Continuous Assessment in class and of the results obtained in a Regional Stage Test of communicative ability.

At each succeeding Stage the learner is required to show a higher level of performance, i.e. more communicative ability, greater accuracy, a wider range of grammar and vocabulary, more fluency and the ability to cope with longer and more complex stretches of language.

Learners who reach the required level of achievement at any Stage will be awarded a Pass. A Credit indicates a very high level of achievement.

Assessment will be based on the following activities:

#### Stage 1

- Exchange simple personal information
- Exchange simple general information; discuss and make choices, decisions and plans at a simple level
- Understand and take some part in simple everyday conversation
- Understand basic signs and notices
- Undertake simple tourist transactions such as buying, ordering food and drink, making travel and accommodation arrangements, travelling and asking directions
- Help a foreigner in Britain to do the above
- \* Understand an authentic letter or postcard from a foreign friend and be able to reply to it in English

#### Stage 2

- Stage 1 Activities at a higher level of performance
- \* Look for and extract basic information from simple authentic reading material (e.g. adverts, articles, instructions)

#### Stage 3

- Stage 1 and 2 Activities at a higher level of performance
- \* Write a simple postcard or letter to a friend in the foreign language
- \* Read simple stories for pleasure

#### Stage 4

- Stage 1, 2 and 3 Activities at a higher level of performance
- Hold a simple telephone conversation
- Look for and extract basic information from simple authentic spoken media sources
- Write simple instructions and explanations for a friend in note form
- \* Prepare a holiday abroad (e.g. write for information, read tourist brochures, book accommodation etc.)
- \* Find information in the foreign language related to a topic of personal interest, write it up in English, and be able to talk about it at a simple level in the foreign language

\* The use of a dictionary may be permitted in these activities.



LOTHIAN REGIONAL STUDY GROUP ON MODERN LANGAUGES  
GRADED STAGES AND LEVELS OF ACHIEVEMENT  
IN FOREIGN LANGUAGE LEARNING

Instructions to schools for Stage 1 to 4 Tests in 1980

1. Format of Tests and Time Allocation

- 1.1 The Stage Tests are divided into two Parts.  
Part I involves Paper and Pencil tests  
Part 2 involves Conversation tests

- 1.2 Stage 1 and 2 paper and pencil tests go together, and Stage 3 and 4 paper and pencil tests go together.

It is therefore possible for pupils sitting Stage 1 and pupils sitting Stage 2 tests to be given most of the paper and pencil tests together. It is also possible for pupils sitting Stage 3 and Stage 4 tests to be given most of these tests together.

- 1.3 At Stage 1 and Stage 2 the paper and pencil tests contain the following sections:-

Section I A sequence of 20 items, some Listening some Reading, to which the pupil is asked to respond. The text and the questions are the same for Stage 1 and Stage 2. 20 points.

Section II A Letter in the foreign language from a friend. The pupil is asked to answer some questions in English on the content of the letter, and then to write a letter in English in which he answers questions in the friend's letter. The text is the same for Stages 1 and 2, the comprehension questions may be different but the letter in reply will be the same. 10 points

Section III Listening Activities

The pupil is asked to look for information in a sequence of conversations involving him.

The text is the same for Stages 1 and 2 but the questions may be different 10 points

Section IV (Stage 2 only) Reading Activities

The pupil is asked to answer questions on short reading texts (adverts, cartoons, short articles etc.) 20 points

- 1.4 At Stage 3 and Stage 4 the paper and pencil tests contain the following sections:-

Section I Reading Activities

The pupil is asked to answer questions on short reading texts (adverts, cartoons, articles). Most of the texts will be the same for Stage 3 and Stage 4 but the questions may be different. There may be additional texts and questions for Stage 4 only.

Stage 3 - 25 points  
Stage 4 - 30 points

Section II Writing Activities

The pupil is asked to write a reply in the foreign language to a letter or part of a letter from a foreigner. This is common to Stage 3 and Stage 4.

For Stage 4 only pupils will be asked to write a short note in the foreign language for a foreign friend.

Stage 3 - 10 points  
Stage 4 - 15 points

### Section III Listening Activities

The pupil is asked to look for information involving him in a sequence of conversations.

The text is the same for Stage 3 and Stage 4 though the questions may be different.

For Stage 4 only pupils will be asked to look for information from a spoken media source.

Stage 3 - 15 points

Stage 4 - 25 points

### 1.5 Time Allocation for Paper and Pencil Tests

Teachers are asked to use their discretion about the time allocation for Tests.

As a rough guide the following time allocations are suggested:

<u>Stage I</u>	Section I	Sequence	20-30 mins.
	Section II	Letter	approx.20 mins
	Section III	Listening Activities	20-30 mins
<u>Stage II</u>	Section I	Sequence	20-30 mins
	Section II	Letter	approx.20 mins
	Section III	Listening Activities	20-30 mins
	Section IV	Reading Activities	30-40 mins
<u>Stage III</u>	Section I	Reading Activities	30-40 mins
	Section II	Writing Activities	approx.30 mins
	Section III	Listening Activities	20-30 mins
<u>Stage IV</u>	Section I	Reading Activities	40-50 mins.
	Section II	Writing Activities	approx.40 mins
	Section III	Listening Activities	approx.40 mins

- 1.6 Teachers are reminded that Stage Tests should be taken as and when pupils are ready to take them. They should not be used as blunderbus end-of-year exams and indeed are designed to replace these. There can be no guarantee of pupil success unless pupils have worked through Progress Cards at the various Waystages leading to the Stage Tests.

### 1.7 Conversation Tests

At each of the 4 Stages there will be Conversation Tests with 2 Sections.

#### Section I Pupil with Teacher/FCA test

The pupil will be given a task to complete with the aid of the teacher/F.C.A. who will play the part of a foreigner. If the F.C.A. is available the teacher would act as evaluator of the pupil's performance.

#### Section II Pupil to Pupil Test

A self-selected pair of pupils will be given a task to complete. The teacher merely acts as evaluator of each pupil's performance.

Should it be difficult to assess a particular pupils performance (perhaps because of his partner's lack of ability), then the teacher should ask the pupil(s) a few questions relevant to the task set to assess more effectively.

## 1.8 Time Allocation for Conversation Tests

<u>Pupil with Teacher/FCA test</u>	<u>4 mins.</u>
<u>Pupil to Pupil test</u>	<u>4 mins.</u>

This means that for each pair of pupils the Conversation tests should take no more than 15 minutes. They will be marked on a Level of Performance (LOP) basis, see 3.4

## 2. Administration of Tests

- 2.1 The tests may be given at any time during 1980/81 until replacement Stage Tests are elaborated.

Teachers should give Mrs. Hamilton, Research Officer in Modern Languages at Dean Centre, at least a month's notice of how many test papers are required at each Stage for their school.

- 2.2 It is essential that test-papers be kept confidential and that they be stored in a safe place in school or Dean Centre away from pupils, since in theory they can be used again and again. Teachers must ensure that all question papers and all answer papers are collected and stored in a safe place. Under no circumstances should any pupil keep any part of any Stage Test. Past Stage Test papers may NOT be used as practice material.

Over the years successful Stage Tests will be kept and stored in a bank of available Stage Tests at Dean Centre. Failure to adhere to the confidential nature of Stage Tests will inevitably mean that pupils will cease to be eligible for awards on their Regional Record of Achievement in Modern Languages.

## 2.3 Administration of Paper and Pencil Tests

<u>Stage 1 and 2</u>	<u>Section I</u>	<u>Sequence of 20 Items</u>
----------------------	------------------	-----------------------------

There will be a Teacher's Sheet and a Pupil Sheet.

The Pupil Sheet will contain the contextualisation in English for each item, those parts of the cue that are to be read, the question to be answered and where relevant the multiple choice. It will of course not contain the parts for Listening Comprehension. The Pupils will select the appropriate answer and mark it on the Pupil Sheet or Answer Sheet provided.

The Teacher Sheet will contain each item as a whole, e.g. contextualisation in English, cue whether for listening or reading, question to be answered, and the four alternatives.

The teacher will give a Pupil sheet to each Pupil at the start of the test.

Ensure that each Pupil writes his/her name on the Pupil Sheet or Answer Sheet



2.3 contd.

For each item, the teacher will read out the contextualisation in English. It is also there for the pupils to read in their Pupil Sheet. The teacher should ensure that pupils know what they have to do.

If the item is a Listening Comprehension one (marked L.C. on the Teacher's Sheet), then the teacher should read the Listening Comprehension part TWICE and then leave the pupil to read the question and select the appropriate answer. The Listening Comprehension part is underlined in the Teacher's Sheet.

The whole Section 1 test is estimated to take 20-30 minutes, e.g. 1-1½ minutes per item.

The teacher should go through the Instructions and Example in the Pupil Sheet and ensure that pupils know what to do before starting the test.

Stage 1 and 2                      Section II                      Letter

For Section II there will only be a Pupil Sheet. The instructions, test, and questions are all given to the pupil on this sheet. The teacher will distribute one to each pupil. Teachers will provide pupils with school paper to write their answers on. Ensure that each pupil writes his/her name on the Answer Sheet. This test should take approximately 20 minutes.

Stages 1 and 2                      Section III                      Listening Activities

For Section III there will be a Teacher's sheet, a Pupil sheet and a Tape.

The Pupil sheet will contain the instructions, contextualisations and the questions.

The Teacher sheet will contain the text of the conversations and instructions for giving the test.

The Tape will contain a recording of the conversations duly broken up into parts.

The teacher will proceed as follows:-

1. Distribute the Pupil Sheets to the pupils, and give them some paper on which to write their answers in English.
2. Ensure that they write their name on their Answer Sheets.
3. Give them an appropriate time to read the instructions, contextualisations and questions for the first conversation.
4. Play the first conversation on the tape BOTH READINGS.
5. Leave the pupils an appropriate amount of time to answer the questions on their answer sheet.
6. Give them time to read the contextualisation and questions for the second conversation.
7. Play the second conversation on the tape BOTH READINGS.
8. Leave the pupils time to answer the questions on their answer sheet.  
*etc...*

The whole test should take 20-30 minutes.

2.3 contd.

Stage 2

Section IV

Reading Activities

There will be a Pupil Sheet . This will contain texts to read and questions to be answered. An Answer Sheet may also be provided.

Teachers should give out the Pupil Sheets and Answer Sheets or paper on which to answer the questions.

Ensure that the pupils write their name on the answer sheet.

The test should take 30-40 minutes.

Stage 3 and 4

Section I

Reading Activities

There will be a Pupil Sheet . This will contain texts to read and questions to be answered. An Answer Sheet may also be provided.

Teachers should give out the Pupil Sheets and Answer Sheets or paper on which to answer the questions.

Ensure that the pupils write their name on the answer sheet.

The Stage 3 test should take 30-40 minutes

The Stage 4 test should take 40-50 minutes.

Stage 3 and 4

Section II

Writing Activities

There will be a Pupil Sheet only containing a Letter or part of a letter in the foreign language that the pupil should read and answer in the foreign language.

For Stage 4 only the Pupil Sheet will also contain instructions as to the note to be written for a foreign friend.

The teacher should supply paper on which pupils write their answers and should ensure that they write their names on the answer sheets.

The Stage 3 test should take approximately 30 minutes

The Stage 4 test should take approximately 40 minutes.

Stage 3 and 4

Section III

Listening Activities

There will be a Pupil Sheet, a Teacher's Sheet, and a Tape.

The Pupil Sheet will contain the instructions, contextualisation, and the questions.

The Teacher sheet will contain the text of the conversations and instructions for giving the test.

The Tape will contain a recording of the conversations duly broken up into parts.

The teacher will proceed as follows:-

1. Distribute the Pupil Sheets to the pupils, and give them some paper on which to write their answers in English.
2. Ensure that they write their name on their Answer Sheet.
3. Give them an appropriate time to read the instructions, contextualisations and questions for the first conversation.

## 2.3 contd.

### Stage 3 and 4      Section III      Listening Activities

4. Play the first conversation on the tape BOTH READINGS
5. Leave the pupils an appropriate amount of time to answer the questions on their answer sheet.
6. Give them time to read the contextualisation and questions for the second conversation.
7. Play the second conversation on the tape BOTH READINGS.
8. Leave the pupils time to answer the questions on their answer sheet.

For the Stage 4 Media items, which will also be on the tape, proceed as above.

The Stage 3 test should take 20-30 minutes

The Stage 4 test should take approximately 40 minutes.

## 2.4 Administration of Conversation Tests

The tests are common to all languages.

It is suggested that pupils should do the conversation tests in self-selected pairs.

Pupil 1 does the Pupil with Teacher test and then Pupil 2 does the Pupil with Teacher test, then both pupils do the Pupil to Pupil test.

The teacher will have a number of Pupil with Teacher tests from which he selects one Test per pupil.

The teacher will have a number of Pupil to Pupil tests from which he selects one test for each pair of pupils.

Realia will be provided for some of the tests as appropriate.

Each section (Pupil with Teacher and Pupil to Pupil) should not take more than 4 minutes.

Each pair should therefore be tested within 15 minutes.

## 3. Marking

- 3.1 In the paper and pencil tests marks will be given as indicated in the Pupil Sheet and where appropriate in the Marking scheme provided.
- 3.2 In the Conversation Tests teachers are asked to see themselves as intelligent native speakers aware that they are conversing with/ listening to foreigners. Teachers are asked to determine whether pupils have understood and communicated in a way comprehensible to such a native speaker. Teachers must first decide whether pupils have carried out 70% of the communication tasks set them in each test in a comprehensible manner. If so, irrespective of grammatical accuracy, the pupil will achieve an appropriate L.O.P. (See below 3.4). If the pupil has not succeeded in carrying out 70% of the tasks set he will be allocated a L.O.P. (Level of Performance) of 0.

3.2 cont.

Explicit descriptions of criteria for allocating L.O.P.'s to pupils for their performance are provided in 3.4 below. It must be understood that these are suggested criteria for this year and that in the light of research they may be amended or added to.

Thus Conversation Tests will be marked on a L.O.P. basis and not a marks basis.

A L.O.P. should be awarded for each Test and then a decision taken as to an overall L.O.P. on the Conversation tests for each pupil.

- 3.3 An award on the Regional Record of Achievement in Modern Languages will be made on the basis of Pupil Profile marks + Stage Test results. Pupils who score 70% or more over the whole range of marks and who obtain an appropriate L.O.P. in the Conversation Test will receive a Pass. Pupils who score 85% and obtain an appropriate L.O.P. will receive a Credit.

- 3.4 SEE SEPARATE SHEETS ATTACHED.

- 3.5 Stage Tests Allocation of Marks/L.O.P.'s

	Stage 1	Stage 2	Stage 3	Stage 4
Sequence	20	20	-	-
Letter	10	10	-	-
Listening Activities	10	10	15	25
Reading Activities	-	20	25	30
Writing Activities	-	-	10	15
TOTAL Paper & Pencil Test Marks	40	60	50	70
Conversation Tests PASS L.O.P.	LOP 1	LOP 2	LOP 3	LOP 4
Conversation Tests CREDIT L.O.P.	LOP 2	LOP 3	LOP 4	LOP 5

- 3.6 However TOTAL marks, on which an award on the Record of Achievement in Modern Languages is based, will include the results of Waystage Tests recorded on the Pupil Profile. Pupil Profile marks should be allocated as follows:-

	Stage 1	Stage 2	Stage 3	Stage 4
Listening Activities	20	20	20	25
Reading Activities	20	20	30	30
Writing Activities	-	-	10	15
Conversation	40	40	40	40
Project	-	-	-	30
Total	80	80	100	140



- 3.7 To determine awards to be made on the Regional Record of Achievement in Modern Languages the pupil's marks on both Profile and Stage Test should be added together. The Profile marks count for  $\frac{2}{3}$  of the total marks and the Stage Test results for  $\frac{1}{3}$  of the total.

	Stage 1	Stage 2	Stage 3	Stage 4
Total Profile Marks	80	80	100	140
Total Stage Test Marks Paper & Pencil Tests	40	60	50	70
TOTAL	120	140	150	210
PASS MARK	84	98	105	147
CREDIT MARK	102	119	127	178
Stage Test Conversation LOP - Pass	LOP 1	LOP 2	LOP 3	LOP 4
Stage Test Conversation LOP - Credit	LOP 2	LOP 3	LOP 4	LOP 5

Thus a Stage 2 pupil, for example, who scores more than 98 as a total of Profile and Stage Test marks and who gets a LOP of 2 on his Stage Test Conversation will obtain a PASS.

A Stage 2 pupil scoring a total mark of more than 119 and getting a L.O.P. of 3 on his Stage Test Conversation will obtain a CREDIT.

### 3.8 Overlaps

A pupil who scores less than he needs to obtain a Pass at a particular Stage may be awarded a Pass at a Stage below. Details as to how this would operate will be worked out when general results come in.

A pupil who scores an overall Credit will be eligible to take a shortened version of the test at the next Stage and could obtain a Pass or Credit at that Stage. Again details of how this will work will depend on an examination of results.

L.O.P.	Communicative Ability	Range of Structures	Grammatical Accuracy and appropriacy	Pronunciation	Hesitancy Speed	Length of Utterance
0	<u>Stages 1/2/3/4</u> Does not understand/ communicate 70% of what he/she was asked to do.	/	/	/	/	/
1	<u>Stages 1/2/3/4</u> 70% understood/ communicated. Can cope with the Functions of the Stage 1 syllabus.	L. Can cope with the range of items in the Stage 1 syllabus but is "thrown" by items beyond this. S. Very narrow. Uses a small number of set phrases and one word utterances. Has reasonable mastery of Stage 1 vocabulary and phrases.	Uses set phrases accurately but, when "creating", sentences are inaccurate and often contextually inappropriate (confuses formal/ informal and adolescent/adult language) but is intelligible.	Intelligible, but errors in sounds, stress and rhythm, and intonation.	L. Probably needs a lot of repeti- tion and can only cope with slow speech. S. May hesitate a lot. Slow.	L. Only copes with very short sentences. S. Very short- Maximum is 1 sentence.
2	<u>Stage 1</u> 85% under- stood/communicated. Coped very well with the Functions of the Stage 1 syllabus <u>Stages 2/3/4</u> 70% understood/communi- cated. Copes with the Functions of the Stage 2 syllabus.	L. Can cope with the range of items in the Stage 2 syllabus but is "thrown" by items beyond this. S. Narrow. Uses a stock of set phrases, but attempts some re- combinations. Has reasonable mastery of Stage 2 vocabulary and phrases.	Fairly accurate on Stage 1 items, but somewhat inaccurate beyond this. Uses contextually in- appropriate language sometimes.	Intelligible but errors in sounds, stress and rhythm, and intonation weak.	L. May ask for repetition often. Slow speech needed but not always. S. May be slow and a bit hesitant.	L. Copes with single sentences and some larger utterances. S. Short. In 2 sentences maximum.

L.O.P.	Communicative Ability	Range of Structures	Grammatical Accuracy and appropriacy	Pronunciation	Hesitancy Speed	Length of Utterance
3	<p>Stage 2 85% understood/communicated. Copes very well with the Functions of the Stage 2 syllabus</p> <p>Stages 3/4 70% understood/communicated. Copes with the Functions of the Stage 3 syllabus.</p>	<p>L. Can cope with the range of items in the Stage 3 syllabus but is "thrown" by items beyond this.</p> <p>S. Beginning to use structures creatively. Relies less on set phrases for everything. Has reasonable mastery of Stage 3 vocabulary and phrases.</p>	<p>Fairly accurate on Stage 1/2 items, but somewhat inaccurate beyond this. Uses reasonably appropriate language.</p>	<p>Intelligible. Beginning to master more awkward sounds. Rhythm, stress and intonation quite good.</p>	<p>L. Less repetition asked for. Can cope with near native speech in known situations.</p> <p>S. Less hesitant, but may be a bit slow.</p>	<p>L. Copes with combined sentences in short utterances.</p> <p>S. Beginning to combine sentences, but vast majority will be one sentence utterances.</p>
4	<p>Stage 3 85% understood and communicated. Copes very well with Functions of the Stage 3 syllabus.</p> <p>Stage 4 70% understood/communicated. Copes with the Functions of the Stage 4 syllabus.</p>	<p>L. Can cope with the range of items in the Stage 4 syllabus.</p> <p>S. Uses structures creatively to convey meaning. Has reasonable mastery of Stage 4 vocabulary and phrases.</p>	<p>Fairly accurate on Stage 1/2/3 items, but somewhat inaccurate beyond this. Uses reasonably appropriate language.</p>	<p>Intelligible. Beginning to master more awkward sounds. Rhythm, stress and intonation quite good.</p>	<p>L. Occasional repetition asked for. Can cope with near native speech in a fair range of situations.</p> <p>S. Beginning to show confidence. Less slow, less hesitant.</p>	<p>L. Copes with combined sentences in short utterances.</p> <p>S. Combining 2 sentences quite effectively.</p>

L.O.P.	Communicative Ability	Range of Structures	Grammatical Accuracy and appropriacy	Prinunciation	Hesitancy Speed	Length of Utterance
5	<p>Stage 4 85% understood and communicated. Copes very well with the Functions of the Stage 4 syllabus.</p>	<p>L. Can cope with the range of items in the Stage 5 (0 Gde) syllabus.</p> <p>S. Uses structures creatively to convey meaning. Has reasonable mastery of Stage 5 (0 Gde) vocabulary and phrases.</p>	<p>Fairly accurate on Stage 1/2/3/4 items but somewhat inaccurate beyond this.</p> <p>Uses appropriate language.</p>	<p>Fairly accurate sounds. Good rhythm, stress and intonation.</p>	<p>L. Occasional repetition asked for. Can cope with native speech in a fair range of situations.</p> <p>S. Speaks with some confidence.</p>	<p>L. Beginning to cope with larger utterances quite well.</p> <p>S. Combining sentences quite effectively</p>



PUPIL MARK SHEET FOR STAGE TESTS, PROFILE MARKS, AND AWARDS  
ON RECORD OF ACHIEVEMENT IN MODERN LANGUAGES.

NAME:.....  
 CLASS:.....  
 SCHOOL:.....  
 STAGE:.....  
 DATE PAPER AND PENCIL TEST COMPLETED:.....  
 DATE CONVERSATION TESTS COMPLETED:.....

PROFILE MARKS (Waystage Tests)

Listening Activities	
Reading Activities	
Writing Activities	
Conversation	
Project	
TOTAL	

← 1

STAGE TEST MARKS

Sequence	
Letter (Answer in English)	
Listening Activities	
Reading Activities	
Writing Activities	
TOTAL Paper & Pencil Marks	

← 2

Conversation Test 1 L.O.P.	
Conversation Test 2 L.O.P.	
Overall Conversation L.O.P.	

← 3

TOTALS & AWARD

TOTAL Profile Marks	
TOTAL Stage Test (Paper & Pencil) Marks	
TOTAL ALL MARKS (1 + 2)	
CONVERSATION TEST L.O.P.	
AWARD	

← 1

← 2

← 3

Remarks

Signature of Teacher:.....



An award on the Record of Achievement in Modern Languages is given on the basis of Continuous Assessment in class and of the results obtained in a Regional Stage Test of communicative ability.

At each succeeding Stage the learner is required to show a higher level of performance, i.e. more communicative ability, greater accuracy, a wider range of grammar and vocabulary, more fluency and the ability to cope with longer and more complex stretches of language.

Learners who reach the required level of achievement at any Stage will be awarded a Pass. A Credit indicates a very high level of achievement.

Assessment will be based on the following activities:

#### **Stage 1**

- o Exchange simple personal information
- o Exchange simple general information; discuss and make choices, decisions and plans at a simple level
- o Understand and take some part in simple everyday conversation
- o Understand basic signs and notices
- o Undertake simple tourist transactions such as buying, ordering food and drink, making travel and accommodation arrangements, travelling and asking directions
- o Help a foreigner in Britain to do the above
- \* o Understand an authentic letter or postcard from a foreign friend and be able to reply to it in English

#### **Stage 2**

- o Stage 1 Activities at a higher level of performance
- \* o Look for and extract basic information from simple authentic reading material (e.g. adverts, articles, instructions)

#### **Stage 3**

- o Stage 1 and 2 Activities at a higher level of performance
- \* o Write a simple postcard or letter to a friend in the foreign language
- \* o Read simple stories for pleasure

#### **Stage 4**

- o Stage 1, 2 and 3 Activities at a higher level of performance
- o Hold a simple telephone conversation
- o Look for and extract basic information from simple authentic spoken media sources
- o Write simple instructions and explanations for a friend in note form
- \* o Prepare a holiday abroad (e.g. write for information, read tourist brochures, book accommodation, etc.)
- \* o Find information in the foreign language related to a topic of personal interest, write it up in English, and be able to talk about it at a simple level in the foreign language
- \* The use of a dictionary may be permitted in these activities.





There are two major shifts of emphasis embodied in our G.L.A.F.L.L. project:

1. A move from language practice towards communication i.e. from the practice of particular structures, vocabulary or pronunciation within contrived language activities such as Questions and Answers on texts, oral composition, reading aloud etc. towards the use of language through authentic language activities such as conversation, looking for information, reading for pleasure etc.
2. A move from teacher imposition towards a more learner-centred approach which places the learners at the heart of the process, and in which their needs, potential, speed of learning and interests are taken into account.

Research and experimentation are now urgently needed in the area of G.L.A.F.L.L. methodology. Modern Language teachers have largely rejected the traditional cognitive approach with its emphasis on overt translation of what other people said or wrote, the analytical study of sentence structure, the learning of isolated and unrelated bits of vocabulary etc. More recently there has been wide-scale criticism of the more modern behaviourist approach with its emphasis on audio-visual presentation and immediate regurgitation of set phrases, oral drills, learnt dialogues, and the practice of skills in isolation e.g. Listening Comprehension, Oral Composition, Reading Comprehension etc.

There is no doubt that both of the above approaches contain useful practices. Both approaches as used in our schools, however, have been characterised by a total neglect of the learner's needs, potential, speed of learning and interests. Both approaches have imposed what had to be learnt, set it out in a rigid way, and assumed that whole classes could be taught at a uniform speed in a uniform way towards the particular objectives. Learners who failed to keep up were deemed unfit for modern language learning, and shed at the next opportunity, whether this be at the end of S2 or S4.

Three forces have now combined to make us re-examine what we do:

1. The rationale of comprehensive education has helped Modern Language teachers to question the validity of their elitist practices.
2. Developments in our understanding of language, how it is learnt and used at differing levels of communicative performance have called many of our ancient beliefs into question.
3. An all too pervasive state of failure and frustration felt by many learners and teachers alike has provided us with a stimulus for re-examining our beliefs and practices.

The present situation might be summed up by saying that we recognise that our past endeavours, whether cognitive or behaviourist or a mixture of both, have not always been successful; that we have some indicators of how we might experiment to improve them (e.g. needs analysis, functional-notional approaches to content, diagnostic assessment as part of the teaching process, explicit objectives in Pupil Progress Cards, providing pupils with authentic language activities, setting out graded levels of achievement etc); but that in G.L.A.F.L.L. we are still far from having developed a rational and coherent set of methodological practices.

In the field of methodology there are two elements in particular in our daily teaching that have come under review in G.L.A.F.L.L.

- a) The slavish adherence to a particular course book
- b) The instructional method

The slavish adherence to a course book is open to criticism because:-

- a) Courses have a very limited life not only in terms of socio-cultural-linguistic content, but also in terms of the particular methodological practices they suggest. They inhibit.
- b) There is no guarantee that any course book has set out appropriate objectives for the particular group of learners in question.
- c) Slavish adherence to a course book reduces the extent to which the teacher is in control. He cannot adapt his 'teaching' to the learners. Decisions about choice of objectives, choice of language, choice of emphasis, choice of activities, choice of methods etc. are taken away from the teacher.

It is our belief that when teachers are in conscious control of such factors they are inevitably made aware of their need for further learning through in-service work; through active in-service work they become more conscious and gain more understanding of the teaching/learning process and thereby become better equipped to experiment in the classroom and to evaluate their own results. It is hoped that through G.L.A.F.L.L. teachers can participate in research and developmental work that will help to improve foreign language teaching/learning.

The alternatives proposed to the slavish adherence to a particular course book are well known:

- a) A more judicious use of the course book with much adapting, leaving-out and supplementing done in accordance either with some external yard-stick such as a syllabus (e.g. G.L.A.F.L.L. syllabuses), or with internal decisions reached by teacher and/or pupils as to the suitability of particular parts, or with a mixture of both.
- b) A pick-and-mix solution, where various resources chosen from published courses, supplementary materials and from home-made sources are built up into a set of available resources to be used.
- c) A do-it-yourself solution where a team of teachers chooses to write their own materials based on an external syllabus, or on "experience" or on both.
- d) A do-what-the-pupils-want solution, where, through some form of negotiation with pupils, teachers attempt to fulfil their needs and respond to their interests. This has probably never been systematically attempted. At a school level, with learners who do not perceive themselves as having communicative "needs" in the foreign language, it may well prove to be impossible. For highly motivated adults learning for particular reasons it is clearly possible.

Teachers have traditionally had materials that dealt with the grammar and vocabulary element (the system) in a structured way, but that did not deal in any systematic way with the communicative side of language teaching (Longmans, *Le français d'aujourd'hui*, Whitmarsh etc). We may well see a majority of the next generation of materials dealing with the communicative side in a fairly systematic way, but leaving the system to be taught by the teacher as and when necessary (e.g. *Eclair*).

Courses such as *Vorwärts*, *Tour de France* and *Tricolore* contain both system and communicative elements to some extent.

What is worth investigating is the extent to which learners can be encouraged to negotiate the content of their learning both in terms of communicative activities and system development, so that language learning may follow the more natural path leading from communicative or system needs to language control, rather than the fixed classroom one of language (in the form of texts or taped dialogues imposed on the pupil) leading sometimes but not often to communicative uses. It has now been shown through research (Mitchell et al, Stirling University) that the amount of language that takes place in the classroom in either real or simulated communication is in fact infinitesimal. It should not be impossible to improve this!

What the G.L.A.F.L.L. project hopes to lead towards is a strategy for selecting or writing particular materials for particular purposes so that they can be built up in a rational way into a flexible scheme of work covering, for example, graded teaching/learning resources, graded remedial and extension resources, and "graded" authentic foreign language resources, providing the teacher with material which responds to the needs, potential, speed of learning and interests of the learners.

The instructional method is in force in all our classrooms. The Modern Language teacher sees himself as the only direct source of knowledge. He takes pride in his own hard-earned knowledge and skills, and sees his task essentially as one of "teaching" that knowledge and those skills to his learners in as direct, as quick, and as effective a way as possible. Certain questions may be asked however:

- a) To what extent does the teacher's direct teaching prevent the learner from learning how to learn. This is a crucial question.
- b) Is the teacher really the only source of knowledge and skills? Are there not resources that can help the learners to learn and to improve - tapes, texts, readers, work-sheets, dictionaries, programmed learning material, grammar books, BBC material, Linguaphone, computer programmes etc. etc?
- c) Is it more motivating to have to learn by your own efforts with help from a teacher, or to have the teacher in effect imposing learning upon you?

It is not being suggested that the resources mentioned above replace the teacher. It is however suggested that by judicious use of them at appropriate times teachers can:

- a) Help and encourage learners to learn how to learn.
- b) Release themselves to some extent from the teacher-to-whole-class-situation to concentrate on particular tasks with particular groups or individuals. It is exceedingly tiring (as teachers know only too well) to be a permanent theatrical performance in front of a large class.

There is no doubt that Modern Language teachers have been very much slower than teachers of Science, History, or Home Economics, for example, to move away from an Instructional to a more Enquiring method. The major reason for this, of course is the fact that in the learning of a foreign language a new code has to be learnt. There is much less of a code problem in the learning of science or history (but it is never entirely removed). It could be argued however that whereas the code problem is much greater in learning to use a foreign language, the content is much less of a problem than in other subjects. We do not on the whole teach new concepts or ask pupils to extend their experience beyond the fairly well-known.



The instructional method has led to total teacher domination of the classroom situation and has even meant that such potentially useful aids as dictionaries have been phased out of S1/S2 classrooms as "dangerous" aids to learning. The pupil is instructed to "use only what he knows", and to rely entirely on the teacher/text book for any new information. This is inhibiting and clearly unproductive, however many errors it may avoid.

What we must now do through G.L.A.F.L.L. is to experiment with the enquiry method. Wherever possible we must devise methods for pupils to learn by their own efforts and through this to acquire strategies for learning how to learn. This means inevitably developing individualised resources and evaluating the results.

We might examine how other subject teachers do this and adapt their ideas to our own subject.

An enquiry method would help the foreign language learner develop strategies for finding out:

- a) how in the foreign language to convey his meanings
- b) what particular chunks of the foreign language mean when he hears or reads them.
- c) how to go about tying the threads of the disparate elements of language he comes across into some sort of manageable system. In classroom foreign language learning this cannot be left to chance and to nature. It must be actively promoted.

Here are some possible areas for research. We would essentially like G.L.A.F.L.L. teachers or schools to take any one or more of these areas to work on in their classroom :

- Can we negotiate the content (both the communicative and system aspects) of lessons with pupils?
- Can we develop a methodology that moves from needs to language and not from imposed text to possible uses?
- For what things can we develop individual learning materials? Do learners learn better sometimes without a teacher, or always better with a teacher?
- How could we consciously set about helping pupils to learn how to learn? What would we do? How would we know whether we had succeeded?
- What methodological techniques and material can we use to encourage communication in the classroom (e.g. games, simulations, role-playing, tasks involving exchange of information and decision-making etc) A lot of work has already been done for us here but will need adaptation to our purpose
- What methodological techniques can we recommend for the teaching/learning of the system (grammar etc) which pay some attention to the findings of natural foreign language learning i.e. that one learns to control the grammar of language in a developmental way, and cannot be expected to get things "right straight away? Can we develop a series of acceptable approximative stages and ensure that the system will not fossilize in an imperfect state for those who wish to reach the next stage.

These are but some of the areas we might tackle. Any volunteers?

John L Clark  
9.5.80



GLAFLL 24

Assessment S1 - S4

Purposes and Types of Assessment

ASSESSMENT S1-S41 PURPOSES AND TYPES OF ASSESSMENT

1.1 The principal purposes of assessment would seem to be as follows:

- a To help the pupil and teacher to know where strengths and weaknesses lie so that appropriate action can be taken. This is usually referred to as assessment for diagnostic purposes.
- b To help the pupil and teacher to monitor progress and to record this for parents, future employers etc. The aim here is to build up a profile covering the whole range of outcomes towards which learning a foreign language in the classroom is orientated, stated both in terms of classroom progress in the dimensions of the syllabus and in terms of proficiency in accomplishing real-life tasks.
- c To help the pupil come to terms with his own progress in language learning so that he can make realistic decisions about future courses of action in conjunction with those who guide him in course choice and in his eventual career. This can be referred to as self-evaluation by the pupil.
- d To help the teacher to evaluate his/her own teaching in the light of the progress made by pupils in the various dimensions of the syllabus. This can be referred to as self-evaluation by the teacher from which information can be fed back into the language-teaching/learning process.

A whole and healthy assessment policy would be concerned with all of the above purposes. In order to plan a framework that would include them all, we need to consider what should be done in each of the four areas.

1.2 Assessment for Diagnostic Purposes

Before undertaking this form of assessment, there has to be a basic agreement as to:-

- a What it is that the pupil should learn to do (global tasks)
- b What the various components of the learning tasks are in which individual pupils may find difficulty (skills and knowledge areas)
- c How one might diagnose such difficulties or weaknesses (diagnostic tests)
- d Having diagnosed a weakness, how one might help the pupil to get over it (remedial work)

Let us take each of these four areas in turn.

- a One might reasonably suggest that what has to be learnt are the various communicative competencies that underlie the ability to communicate in a variety of tasks. Thus we might start by specifying the communicative tasks to be performed in the various communication areas of the syllabus.
- b We might then try to specify the various components of the communicative tasks. These might be seen in terms of:
  - i the skills and strategies that will be required to carry them out
  - ii the meanings (intentions and concepts) that are likely to arise
  - iii the particular language resource in terms of pronunciation, grammar and vocabulary that is likely to be needed to fulfil the tasks.

Pupils may have difficulties in any one or more of these areas. Failure to carry out a task may, for example, be due to faulty auditory perception, or lack of vocabulary, or unintelligible intonation patterns in expression etc.

- c How one is to diagnose what may be the cause of a particular difficulty is not an easy question to answer. It is often not too difficult to diagnose a macro-skill weakness (i.e. difficulty in listening comprehension), but it is much more difficult to isolate why there is that weakness.

In the classroom it is all too common for teachers to diagnose a general weakness but not to isolate a particular cause.

- d Without isolating a particular cause it may be less than helpful to provide remedial work in the form of more of the same learning experiences. That some pupils often do no better on a retest than they did on the first test is an indication of this.

We shall have to do considerable research into ways of isolating weaknesses, of devising diagnostic tests to reveal them, and of providing appropriate remedial work.

In the area of development of the written system of a language i.e. its written grammar and its vocabulary, it seems entirely practical to consider the use of existing computers for testing and remediation of individual errors. This, however, is dependent on the development of a system for diagnosing errors and understanding why they arose in the first place, so that the appropriate computer programming can be undertaken.

### 1.3 Profiling Pupil Progress

In order to build up a profile of progress for each individual pupil, a Modern Languages department must ask itself the following questions:

a/



- a In what areas/along what dimensions do we wish to record pupil progress?
- b What instruments do we use to measure this progress?
- c In what terms shall we record the progress made for our own purposes?
- d How shall we report the progress to parents?

Let us take each of these four questions in turn:

- a The areas/dimensions in which we will want to record pupil progress will be determined by our views as to what are the various hoped for outcomes of modern language learning at the different stages in school.

In the first four years of the secondary school, it is suggested that these outcomes should include:-

- i Proficiency in communicative skills, which implies development of the appropriate skills and strategies, and of an appropriate language resource (pronunciation, grammar and vocabulary) to interpret and express meanings, and an understanding of the rules of use in the target cultures concerned.
- ii Better language awareness: of language as a human activity, of the potential of language for drawing people together and creating divisions, of the systematic but arbitrary nature of language, of the uses of language, of the varieties of language etc.
- iii Growth of responsibility for one's own learning so that one learns how to learn.
- iv Awareness of other cultures and values.

There might be others such as the development of aesthetic awareness, or the widening of horizons through experience of another country.

We have very limited experience of monitoring progress in the development of communicative skills as opposed to the four language skills, rather more experience of assessing the development of grammar and vocabulary, but little if any experience at monitoring the development of language awareness or responsibility for one's own learning.

If a profile were to cover communicative skills alone, as might be suggested, then there is no doubt that less emphasis would be placed on other areas. It is probable that neither teachers nor pupils would devote much time or thought as to how these other areas might be promoted. They would assume them to be catered for. We may well find it difficult to specify exactly how we would go about developing and assessing progress in language awareness, or responsibility for learning, but it needs to be thought about.

- b The instruments that we might use to monitor progress are



many and various. We would almost certainly wish to use class tests, ordinary classwork and homework, project work, subjective judgements where relevant, a folder of pupil work kept over a period of time, external examinations, records of individualised work etc.

Each of these instruments would no doubt be suited to different purposes. Tests would best be used for communicative skills or language resource development areas, teacher judgements perhaps for awareness and responsibility areas, folder work for project areas etc.

- c We have usually recorded pupil progress in terms of marks out of a total mark on a test. A mark on a test, however, gives little indication of progress, since the test criteria are rarely specified, so one does not know whether 50 out of 100 is a 'good' or 'poor' mark in that particular test.

It is suggested that progress in communicative proficiency can really only be monitored against criteria which are spelled out in terms of tasks and of levels of performance. For example, for each unit of instruction one might indicate a series of communicative tasks involving a range of skills, meanings, and language resource areas. Both teachers and pupils would agree the tasks, skills and knowledge areas to be completed for each unit, and these items might be recorded for each pupil on a progress card. Progress could thus be measured in terms of successful completion of the items on the progress card. Although not a particularly difficult framework to elaborate, it nonetheless involves a lot of co-operative work by teachers and pupils on the one hand, and by teachers working together on the other.

Whereas the assessment of achievement looks backwards and assesses whether the pupil has mastered what he was supposed to have learnt in the classroom, the assessment of proficiency looks forwards and tries to assess how the pupil would fare in the real-life tasks he is likely to come up against. The teacher and pupil are both concerned with proficiency towards which they must aim. Some periodical assessment of how the pupil is progressing in this dimension must therefore be made and be recorded. It is suggested that this can be done both through internal assessment and through periodical external examinations as pupils become ready for them.

A pupil profile should enable the teacher to record progress in the various dimensions in the syllabus. An example of a simple scale indicating level of performance on communicative items might be suggested in a letter or number form, and might look like this:

- A or 3 (meaning success at a high level)
- B or 2 (meaning success at a satisfactory to good level)
- C or 1 (meaning success at a minimum adequate level)
- D or 0 (meaning not yet successful)

Note 1 The use of terms such as 'high', 'good' etc should not be interpreted as deriving from norm-referencing i.e. calculated on the basis

of what so many percent of pupils achieve. Rather, such terms derive from an evaluation of the quality of communication or learning as defined by criteria such as fluency, appropriacy etc.

Note 2 Other dimensions of the syllabus might require fewer grades, or even all or nothing categories.

The information provided in this way is of some meaning in terms of telling what the pupil can do, since one can refer to his progress card to find out. It also indicates how well he can do it, since the letter or number will indicate this. Both pupil and teacher can thus have a clearer idea of progress if this system is used; they would have much less information if a series of marks was given.

An example of a profile is given at Appendix 2 (page 75).

d The report card that is sent to the parent probably does not need to include all the information that we might wish to keep on the individual pupil profile. It will be up to schools in dialogue with parents to determine exactly how much the parents would like to know. It is suggested, however, that the parents need to know:

i what has been taught, and what progress has been made

ii how well the pupil has performed

iii how well he has worked

iv what sort of future can be reasonably expected for the pupil on the basis of present attainment.

We would therefore need a report card that dealt in criterion-referenced terms with i) and ii), that might include some information about educational outcomes and attitudes to work at iii), and that gave some sort of prognosis of likely success at iv). It is suggested that simple verbal descriptions of grades or categories be used for reporting to parents rather than letter or number systems.

#### 1.4 Self-Evaluation by the Pupil

It is suggested that just as one of the main aims of teaching is to enable the pupil to learn how to learn, one of the principal aims of assessment is to enable the pupil to assess his own progress, and through this to make judgements about future courses of action. For this the pupil must know what intermediate or terminal goal he is aiming at, how far he has progressed, how well he has done, what still remains to be learnt, and how much time he is likely to have available to him. It is only when the pupil is helped to know these facts that he can take decisions and determine the amount of effort he will have to put in to attain whatever goals he has in mind. We require an assessment scheme that encourages every



pupil to achieve as high a level of successful attainment as he can within the constraints that are particular to him.

Such a scheme would require to be open so that the pupil had access to all the information available. There should be no mystery and no secrecy. Both the content of courses and the criteria against which progress and proficiency would be measured should be made explicit to the pupils. In this way pupils could be more meaningfully brought into the decision-making process.

Pupils can also be encouraged to assess their own work from time to time through the provision of self-checking answer sheets, or through asking them to assess how well they feel they have performed on a particular task. Self-assessment and appropriate remediation will become more immediately available with the advent of classroom computers. Making pupils responsible for assessing themselves from time to time will help them gradually to develop greater responsibility and self-critical awareness.

### 1.5 Self-Evaluation by Teachers

By examining the outcomes of his teaching in terms of pupil performance and pupil attitudes, the teacher can have some idea of how well he has done. Through examination of pupil results, through looking at his classroom in a critical way, through opinion-gathering, he can build up an idea of what might usefully be changed. This important area is beyond the scope of this paper.

## 2 A COMPREHENSIVE ASSESSMENT SCHEME

For assessment to cover all the purposes and all the various dimensions outlined above there must be a balanced scheme incorporating a wide range of different components.

Perhaps the first question that needs to be debated is whether there is any need for external assessment, or whether internal assessment by the school based on clearly set out schemes of work and assessment criteria would be sufficient.

Let us examine the possible justifications and roles of external assessment.

### 2.1 External Assessment

This can be seen either as the monitoring of internal assessment by some method of comparing standards to ensure that the judgements made about pupil performance from school to school are fair and reliable, or it can be seen as the setting of external exams common to pupils from a variety of schools who are judged by the same standards, whether the marking is done by the teachers in schools or by external examiners.

In the first case the monitoring of internal assessment implies some common national syllabus and common assessment criteria, the comparisons of assessments made in one school are to be compared in any reliable way with assessments made in another school. Such a system would no doubt require a large number of

external assessors. The CSE Mode 3 form of assessment has perhaps not led to total public acceptance of its reliability, since grades awarded to one set of pupils on the basis of one content and one set of criteria are difficult to equate with grades awarded to another set of pupils assessed on different content matter by different criteria. It would seem that moderators are given a very difficult task in these circumstances.

What has emerged from CSE Mode 3 work and other innovatory projects in Scotland is a great deal of evidence to support the claim that teachers can and do learn to plan schemes of work for themselves, and that many of these are more interesting and more usefully challenging than current examination syllabuses. It is therefore our view that the planning of teaching syllabuses and schemes of work should be the job of the teacher and not that of any external body. It is extremely unlikely that any one official body of people has a monopoly of wisdom in the field of syllabus planning. All other things being equal, what makes one syllabus work better than another is the extent to which the learner and teachers concerned are committed to it, and commitment is more likely to be obtained from teachers and pupils who have been enabled to take decisions about course content in the light of all the available current insights. There is no doubt that this would mean that all teachers should be involved in better and more rigorous professional training and in-service work than is often currently available, so that they may be equipped on a continuing basis with the relevant insights. This in its turn implies that a proper allocation of time be made in the teacher's professional life for training, planning and assessing, and that the contact teaching hours be appropriately reduced. With falling school rolls it may well be now or never for a change in our professional circumstances, and there is little sign as yet of those in responsibility in educational administration preparing to argue for this.

There is no doubt that a valid external exam common to a variety of schools, if assessed reliably, is seen by many to be the best way of monitoring and comparing standards. It is a help to future employers and further education establishments to have the proficiency of potential students/employees assessed against common criteria regardless of the history of their learning. This in no way reduces the importance of internal assessment, concerned as it is with the whole range of educational outcomes, but implies acceptance of an external examination as one element in a comprehensive assessment system.

The dangers of having an external examination as the only means of assessment recognised by society are well known, but need to be indicated here.

- a External examinations are limited. They cannot assess the total range of educational and subject-based outcomes that are aspired to in the classroom. There will be many classroom activities, learning experiences and educational outcomes such as the ability to take part in the exchange of tapes with a foreign school, or the development of a sense of responsibility, or the individual reading of books for pleasure, which cannot be assessed in external examinations.



- b External examinations are limiting. Teachers concentrate on those target outcomes that are to be assessed in the exam, so that the classroom is transformed from a place of education into a rehearsal area for the examination in question. Whether the external exam is a good one or not, the effect is to limit the range of learning experiences offered.

If external examinations are to be retained as one element in a comprehensive assessment scheme, then we must ensure that the limiting effects are reduced to a minimum, accept the limitations, and plan accordingly. We must determine what external examinations should assess within these constraints.

- 2.2 We have stated that we believe that each school should be involved in the elaboration of its own teaching syllabus. A teaching syllabus is concerned with the provision of learning experiences in the form of PARTICULAR INSTANCES of a wide range of tasks, skills, language elements etc. from which it is hoped that the GENERAL COMPETENCE underlying communication in a foreign language can be derived. We have made it clear that, within certain limits, we believe that it may not matter too much which particular instances of tasks are chosen provided that there is a commitment to them on the part of teachers and learners. Teachers must do their utmost to ensure that the learning experiences selected do in fact lead to general communicative ability.

It seems to us that it is this general communicative ability, not simply linguistic proficiency, that external examinations can most reasonably be asked to assess. The most appropriate means of doing this is to ask pupils to apply what they have learnt (irrespective of the content and history of this) to a range of real-life tasks. Through criterion-referenced tests of proficiency on real-life tasks, towards which all classrooms can be expected to lead, however diverse the paths, external exams can provide a means for monitoring standards and comparing pupil performances.

It is suggested therefore that a consensus of views is required as to what constitutes relevant real-life tasks, and that the consensus can best be achieved by an external agency such as an examination board bringing together the various parties of teachers and language users concerned (e.g. industry and commerce, professions using languages, schools, universities, colleges etc) to map out what these tasks might be and what levels of performance on them are to be expected.

In the early years of language learning (at present exemplified in the S1-S4 all-through course) these tasks might reasonably be confined to a common core of tasks encountered by visitors to a foreign country or by those interested in information or entertainment in the foreign language, rather than the more specialist vocational or literary tasks which are inappropriate at these levels. An external examination syllabus should, then, be elaborated containing the communicative tasks agreed. It is inevitable and indeed logical that the external syllabus communicative tasks then become one of the target outcomes for classroom teaching. It therefore follows that all schools will have this component in common and will necessarily include it

in their internal assessment schemes. It would then become possible to monitor this component of internal assessment externally in a reliable way, since the content and assessment criteria would be common to all schools. Internal assessment should not of course be limited to this component, however, concerned as it will be by communicative tasks related to the classroom (penpals, tape exchanges with other schools, games, classroom interaction), with mastery of specific language elements and other outcomes that do not feature in an examination syllabus concerned with real-world communicative tasks.

- 2.3 It is suggested that teachers should be asked to make available their teaching syllabuses/schemes of work, on which their internal assessment is to be based, to some regional or national body. It is suggested that Regional Advisory Services be asked to discuss with individual schools and to provide advice about their teaching syllabuses and internal assessment schemes. It is suggested that guidelines on the construction of teaching syllabuses and on internal assessment should be produced.
- 2.4 We need now to discuss how many levels of external examination might be necessary. Periods of study of a foreign language may vary from a one year crash course to six years. There would be no point whatsoever in teaching a foreign language to any pupil, unless one could guarantee some meaningful proficiency in real-life tasks at the end of the study period. It is therefore necessary to elaborate a graded series of age-free external examinations in foreign languages so that every pupil may be assessed at the level appropriate to him/her.

It is probable that no national external examination board will be ready for some years to take on the responsibility for a comprehensive graded series of age-free external examinations. It looks in Scotland as if the best that can be achieved in the foreseeable future at the national level is Dunning's three levels of examination (Foundation, General and Credit). The notion of different levels of examination is to be welcomed, but the decision to make these age-bound (for those over 16) is in contradiction to the principles of this paper and to any learner-centred approach to education. Some other agency must therefore take on the responsibility for providing the missing age-free levels of external examination.

It is suggested that Regional Authorities should be encouraged to set up their own graded series of external examination as components of comprehensive assessment schemes. This has already been done in a considerable number of authorities such as Oxfordshire, West Sussex, Cumbria, Leeds, the South West Consortium of Authorities, Lothian and others. Not only might such regional initiatives provide real objectives and validation for every pupil's endeavours, thus increasing motivation and raising standards, but they might also provide a focus and framework for teacher training and for active teacher participation in the elaboration of regional schemes of work including examinations and internal school assessment schemes to complement these.

The proposal we make within the Dunning framework is for internal assessment, encouraged and assisted by regional initiatives, and a graded series of external examinations, some at regional level.



and some at national level. This is inevitably a messy compromise and does not reflect the ideal of age-free external examinations at various levels. It is suggested that in early school foreign language learning the following picture might emerge:

Stage 1	Internal Assessment + an External Examination at Regional level (Age-free)
Stage 2	Internal Assessment + an External Examination at Regional level (Age-free)
Stage 3	Internal Assessment + an External Examination at National (Foundation) level (End of S4)
Stage 4	Internal Assessment + an External Examination at National (General) level (End of S4)
Stage 5	Internal Assessment + and External Examination at National (Credit) level (End of S4)

What might happen beyond this is dealt with in a separate paper.

## 2.5 Pupil Record of Achievement/School Certificate

The end product of the assessment scheme that we propose would be a Pupil Record of Achievement or School Certificate on which would be recorded the latest internal assessments made over the whole range of outcomes and the external examination proficiency results. There would be no sense in conflating internal and external assessments into some single grade or mark, since the end result of internal assessment will be a profile over the whole range of outcomes, while the end result of external assessment would be a very limited profile covering only the areas in the examination. Conflation of the two would only be possible in those areas of the profile where the information provided could logically be put together. We feel that this is unlikely to occur, since internal assessment is concerned with both achievement and proficiency, whereas external assessment is concerned with proficiency alone. The aim of the Record of Achievement/School Certificate would be to provide external users (future employers etc) with the sort of information that they require. We feel that this is likely to be in terms of a profile of results obtained in different areas both in school and on an external examination. It is clear that only when dialogue with users of the Record of Achievement/School Certificate is properly initiated will consensus on what information is required on it be achieved.

The present argument about the weight to be given to internal v external assessment seems to us to be founded on a misunderstanding of the nature and purpose of the two components. They provide complementary but different information. A clear statement of internal and external components on a Record of Achievement/School Certificate indicating what a pupil has been able to do and at what level he has done it in the various areas concerned would provide all the "certification" that is necessary.

## 2.6 Conclusion./

## 2.6 Conclusion

It is our belief that only when a comprehensive assessment scheme is adopted, such as is outlined here, will balance be achieved and real improvement in the classroom made, since internal assessment will ensure that the classroom is seen as a real world in its own right subject to the purposes of education as a whole, and not just to those target outcomes assessable in external examinations, important though they are. Improving the external examination system alone will not ensure a proper balance between the demands of the classroom, where pupils and teachers will only work more effectively if they are committed to what they are doing, and the demands of outside users as reflected in the external examination. We must be seen to be concerned not only with external ends and end products, but also with classroom means and processes.

## 3 COMMUNICATIVE PROFICIENCY

The external proficiency examinations typically encountered in the British school system have focussed largely on pupils' linguistic proficiency to the neglect of communicative proficiency of which linguistic proficiency is only a part. It is communicative proficiency that is to be assessed in external examinations. It is now necessary to attempt to define what we mean by communicative proficiency.

### 3.1 The nature of 'communication'

Communication means using a language for a purpose other than, or additional to, the formal practice or display of skills. That is, it means using the language with a substantial function or functions (which may be instrumental, affective, descriptive etc) other than the function of language practice. This may involve Listening, Speaking, Reading or Writing or combinations of these skills.

Whether a particular piece of foreign language use can be described as communicative or not is ultimately a subjective matter, depending on the mental focus of attention of the participants in the discourse. However, an observer can usually make useful guesses as to the communicative or non-communicative character of particular instances of use, for participants, by attending to a number of features of the discourse, of which the following constitute a partial list:

#### a Unpredictability

If the form of successive utterances is unpredictable, i.e. cannot be predicted from that which went before, with very few exceptions (such as greetings) the discourse is likely to be communicative.

#### b Purpose

If a clear instrumental purpose (e.g. getting someone to do something) can be identified together with appropriate behavioural consequences, the discourse is likely to be communicative.



c Information gap

If the information sought or transmitted via the foreign language is not previously known to the person receiving the message, the discourse is likely to be communicative.

d Discourse Coherence

If the successive utterances of the discourse are linked by 'normal' real-world rules of discourse coherence (e.g. inviting being followed by accepting or declining), it is likely to be communicative.

e Personal Involvement

If the task involves the participant in drawing on personal experience then it is likely to be communicative.

This non-exhaustive, overlapping list of indicators concerning the probable communicative or non-communicative character of particular instances of Foreign Language discourse is also useful in attempting to plan classroom activities, and to construct test items or tasks, which are likely to elicit instances of communicative use.

### 3.2 'Simulated' and 'real' communication

The classroom setting, given a particular orientation and commitment on the part of the teacher in particular, can provide a context for a range of communicative uses of the foreign language. The ongoing management of the classroom may take place through the foreign language; the foreign language may be used to discuss pupils' families, hobbies, or other topics of intrinsic personal interest; it may be used to transmit substantive information about - say - the culture and society/ies associated with it; or it may be used as a source of indirect imaginative experience through exposure to literature, film etc. All these activities may take place while the pupils retain their actual identities.

However the range of communicative activities possible in the classroom is not limited to those in which the pupil sustains his own present identity. Simulation techniques offer the possibility of widening the range of activities beyond those of the classroom, to encompass situations and events likely to be met with on visits to the foreign country, for example. Such simulated activities may be judged communicative, or otherwise, by exactly the same criteria as the 'here and now' activities previously discussed. Short of parachuting all candidates for external proficiency assessment into the foreign country, there is no other way of tapping directly the communicative skills needed for purposeful interaction with foreign language speakers (at least as far as the oral skills are concerned).

### 3.3 Assessment of communicative proficiency

When candidates are aware of the fact that their efforts are to be assessed in terms of linguistic proficiency alone (accuracy in speech or in writing etc), it is natural that they will wish to display their knowledge and skills to best

advantage by playing safe and avoiding the expression of ideas which will involve them in making up sentences whose accuracy they cannot guarantee. This clearly militates against communicative use of the foreign language. There is some evidence that when pupils are aware of the fact that it is their communicative proficiency and not just their linguistic proficiency that is being assessed, they will 'have a go' and create novel utterances if necessary by drawing on whatever resource of skills and language they have available to them for the fulfilment of the task. The examiner's job is to select as test items those tasks most likely to encourage this.

### 3.4 Appropriate tasks for assessing communicative proficiency

What types of task are appropriate to communicative proficiency in an assessment context? It seems to us that three main principles can be referred to, in answering this question:

- a Tasks should be of an integrative, global character, rather than of a discrete item type.

It seems to us that a focus on communicative rather than on linguistic knowledge will be promoted by the development of test items in the form of broad tasks (e.g. conversations, listening activities, or reading and/or writing activities) taking several minutes to complete, with a fairly open specification of what constitutes an adequate pupil response. Thus conversations would be favoured over scripted Q/A exchanges; replying to a given letter would be favoured over filling blanks in a text; reporting the gist of an aural text would be favoured over recall and translation of individual words. Such tasks would frequently require 'mixed' skills (as in conversations, or in replying to a letter).

- b The tasks that are set should lead to communicative activity which embraces the discourse features of real communicative language use.

Some of the usual characteristics of communicative foreign language use have been discussed above (unpredictability, purpose, personal involvement, discourse coherence etc). An appropriate selection of these features should be built into any test tasks intended to tap pupils' communicative proficiency, whether of a real or of a simulated character. This should at least make it more unlikely that, e.g. a 'shopping' simulation task will merely call forth the repetition of a rehearsed script.

- c As far as possible, tasks should require pupil behaviour of kinds to be expected in 'real life' language use. We shall examine this below.

### 3.5 In real life, individuals may be involved in communicative language use in three ways:

- a They may participate in a given communicative event by means of overt linguistic behaviour (e.g. by participating in



a conversation, giving a talk, or by writing something down).

- b They may participate through overt but non-linguistic means (e.g. by carrying out an instruction).
- c They may participate through largely covert means (e.g. in reading a novel, or listening to the radio).

In events of the sort covered in a and b there is overt, observable evidence of the individual's engagement in communicative activity, generated as part of the communicative event itself. In those of the sort covered in c, however, no such evidence is produced.

Many of the tasks, real or simulated, we may wish to include in communicative proficiency tests will be of types a and b (e.g. interactive conversation tasks, or the following of practical instructions such as directions). In these cases the only pupil product required should be the linguistic or non-linguistic behaviour required for completion of the task, to standards acceptable from non-native speakers in the real world.

Other problems arise in the case of tasks of type c (e.g. reading or listening activities without direct behavioural outcomes, such as listening to a radio programme). If a selection of such tasks were to be included in communicative proficiency tests, it would be necessary to collect evidence of task completion by indirect, 'unnatural' means. Since such tasks generate no observable behaviour testees must perforce be asked to report on the covert linguistic activity which has taken place. It was felt that it was important to include tasks of type c in external examinations, provided the "communicative" character of any such listening or reading tasks was assured as far as possible through:

- i providing texts likely to motivate pupils to listen to or to read them for reasons additional to the display of linguistic proficiency.
- and
- ii formulating the response stimuli in as open a manner as possible (e.g. "What were those people talking about?" rather than "What age was the speaker's little sister at her last birthday?")

### 3.6 Real Life Conditions

Real life tasks are carried out under real life conditions. Those who receive letters or texts in a foreign language, which have to be understood, will no doubt have dictionaries to help them and have time to do the necessary work. Examination conditions should attempt to replicate the sort of authentic conditions appropriate to particular tasks. In conversation with a native speaker it should always be possible to ask for repetition, rephrasing or help with a particular difficulty etc. Interlocutors usually help one rather than assess one! Conversation tests should therefore reflect these conditions. For most if not all reading tasks dictionaries are appropriate, as they would be for most writing tasks.

## 4 SELECTING AND GRADING TASKS

### 4.1 Selecting Tasks

It has been suggested above that a consensus of views between teachers in school and professional users of language is required as to which particular real-life tasks should feature in the various levels of external examination.

In real life when we are in contact with people or with things foreign, many everyday communicative tasks are common to us all, whether we have mastered very little of a foreign language or quite a lot of it. It is suggested that at Foundation level the pupil should be able to carry out those communicative tasks that he cannot opt out of if he is to fulfil his everyday needs and wants on the one hand, and to maintain some level of social prestige within the speech community on the other hand. Examples of such tasks may be found in the syllabus example at 5.4. It is of course always possible to try and opt out of foreign language communication through:

- a using English and expecting others to do so too
- b asking someone else to interpret for you
- c conveying basic messages through gesture and other paralinguistic means

We are agreed that in examinations of foreign language proficiency pupils should be required to communicate through using the foreign language, though gesture and other paralinguistic features may add additional support to what they have to say.

At General and Credit levels we are concerned with the same Communicative tasks that are covered at Foundation level plus the additional tasks that those with a larger language resource and additional skills can be expected to opt into, e.g. more extended reading, more complex conversation tasks involving discussion and debate rather than mere exchange of personal information etc.

The problem that we must resolve is that of grading the tasks, so that we set tasks appropriate to each stage of learning.

### 4.2 Grading Tasks

In traditional schemes of work, grading is seen in terms of progression through a linear sequence of supposedly increasingly difficult structural and vocabulary elements. For example the past tense is considered more difficult and tackled later than the present tense, and the future and the conditional are done later still. In a communicative scheme of work, however, where the syllabus content is seen in terms of communicative needs, even a beginner must be equipped with a minimal adequate system for communicating past time or future time. All pupils will also have to acquire the necessary skills and strategies to cope with the authentic listening and reading tasks that arise.

Grading can no longer be seen in purely linguistic structural terms. It must be seen in global communicative terms. It is suggested that this can be done along the following dimensions:



- 1 Task difficulty
- 2 Complexity of language to be interpreted
- 3 Topic/Context difficulty

#### 4.2.1 Task Difficulty

- a This would be judged in terms of the amount of creative thinking the pupil had to do to carry out the task set.
- b It would also be judged in terms of the skills involved in the fulfilment of a particular task. Understanding the fine detail of what is written may be more difficult than extracting the gist. Engaging in a task involving a combination of skills, e.g. listening, note-taking and writing may demand more effort than single-skill tasks.

#### 4.2.2 Complexity of language to be interpreted

This would be judged in global rhetorical terms, i.e. how easy or difficult it is for the pupil to understand the meaning of what is said or written.

In information-processing tests involving reading and listening it is the examiner who can determine to some extent the level of rhetorical complexity used, since he can choose which texts to set. He can bear in mind the structural complexity, the width of the vocabulary, the length of the text, the speed at which decoding has to be done, whether the information is given directly or indirectly etc.

In Conversation Tests it is also possible for the examiner/interlocutor to vary the level of complexity of the language to which pupils are exposed. Whether this should or should not be done is debatable, since in real life a native speaker speaking to a foreigner would adapt the level of his talk to a level that the foreigner can understand. This may, however, involve a certain amount of raising and lowering of level of complexity to find an appropriate level which neither insults the foreigner's ability nor yet goes beyond his/her capacities.

#### 4.2.3 Topic/Context difficulty

It is more difficult for pupils to handle topics with which they are not familiar in their everyday experience, and it is more difficult for them to operate in contexts (e.g. airports) in which they are not familiar with the language activities involved.

It is also clearly easier for pupils to react to topics subjectively rather than to discuss them objectively in general abstract terms.

#### 4.3 Caveat

Since language is not in any one-to-one relationship with meanings it is not always possible to set tasks which determine in advance the complexity of language to be

"produced" by the pupil to express meanings in conversation tests. Criteria such as width of vocabulary or breadth of structural mastery or length of utterance may prove irrelevant in judging a pupil's productive performance, since pupils may choose to carry out a task with admirable economy, simplicity, directness and precision, which may well not provide direct evidence of a very large language resource.

#### 4.4 Conclusion

This is an attempt to set out a list of the various features that may be involved in complexity and in grading tasks. This list is not intended to be exhaustive. Further research work needs to be done in this area before any clearer picture emerges.

##### Interpretative Tasks

- The complexity of the skills involved
- The extent to which creative thinking is involved
- The complexity of the language:
  - structural complexity
  - complexity of vocabulary
  - directness/indirectness
  - length of sentences
  - speed of delivery
  - well-formedness
- The familiarity of the topic/context
- The extent to which help is provided (dictionaries etc)

##### Expressive Tasks

- The extent to which creative thinking is involved
- The extent to which help is provided (from interlocutor or dictionary)
- Width of range of meanings to be expressed
- The familiarity of the topic/context
- The extent to which objectivity of treatment is required
- The extent to which accuracy and appropriacy are required for intelligibility to be achieved.

## 5 AN EXAMPLE OF AN EXTERNAL EXAMINATION SYLLABUS FOR FOUNDATION, GENERAL AND CREDIT LEVELS

What follows is an attempt to set out the sort of syllabus implied by this paper. It represents a consensus of views of individuals involved in the Lothian, Strathclyde and Tour de France projects, though its origins lie in Lothian's GLAFLL project.

5.1 This syllabus example will be set out in the form of:

a/

- a Communicative tasks - any one of which might be included in the examination. These tasks must therefore be seen as prescriptive. Probable functional and notional content will be indicated where appropriate.
- b Skills that are involved in the above communicative tasks. These will cover the interpretative and expressive skills, discourse organisational skills and the various micro-skills.

There is no neat one-to-one relationship between forms in language and total meanings or messages (intentions + concepts). It is possible, for example, to get someone to open the window by using a number of different language forms. Conversely the same language form can mean a number of different things according to the context in which it is used. Thus it is not possible to DEFINE a syllabus of forms to fit particular functions, though it may be possible to SUGGEST one or two appropriate forms of expression for particular functions in particular contexts in the style of the Council of Europe's Threshold Level syllabuses. Here we prefer the "pick and choose" style of Un Niveau Seuil to the more prescriptive format of Threshold Level for English. It is an impossible task to define a receptive syllabus, since native speakers and writers will have an entire language resource at their disposal to express themselves and can draw on a whole variety of forms to convey a particular meaning. It maybe unrealistic to prescribe the language elements of a productive syllabus, since individuals in communicative situations will choose which concepts and which intentions they wish to convey, and also which forms (standard or non-standard) they wish to use to embody them.

In addition to this, each individual will have different needs. One has only to think of the pupils' differing interests, hobbies, likes and dislikes, pets, father's profession etc to be persuaded that a prescriptive vocabulary is unhelpful if personal involvement is one of the characteristics of communication.

The argument is that the actual choice of language forms selected to embody the pupils' communicative needs within the prescribed tasks should be worked out in the classroom and form part of the teaching/learning scheme of work and not of the external examination syllabus. The language learning process is seen more as a question of helping pupils to discover and then to learn what meanings and language they need to carry out tasks, rather than one of imposing language forms externally for ingestion and regurgitation. Assessment of the pupils' developing ability to internalise and control the language resource taught is an essential part of internal assessment.

## 5.2 Syllabus Overlap between Foundation, General and Credit

At each progressive stage the candidate will be expected to carry out all the tasks he was able to carry out at the previous stage but with increased skills, an increased ability to handle meanings, and an increased language resource in terms of phonology, grammar and vocabulary. He will thus



be able to carry out the same tasks with a finer degree of appropriacy in a wider range of contexts.

The candidate will also have learnt to carry out a few new tasks at each progressive stage which may have involved the acquisition of new skills, new meanings or new language elements.

Progress in language learning is thus seen as the development of an ability to carry out more and more tasks better and better.

The Foundation level syllabus will be set out in full.

Only those additions at General and Credit levels will be mentioned, since the General syllabus automatically includes the entire Foundation syllabus, and the Credit syllabus includes the entire General syllabus.

### 5.3 Communicative Areas, Settings and Topics etc

In order to establish a framework within which to set out communicative tasks, the syllabus has been subdivided into various Communication Areas within which real-life tasks may be set. These areas remain common to each level, though the tasks within them become progressively more demanding. The Communication Areas are as follows:

- Social Relations through Conversation
- Processing information and communicating it in some way
- Corresponding at a distance
- Entertaining a foreign friend or helping a foreign tourist in Britain
- Staying in a foreign home
- "Tourist" Transactions:
  - a travelling
  - b finding the way
  - c eating and drinking
  - d accommodation/camping
  - e shopping
  - f getting services
  - g leisure activities
  - h sight-seeing

The settings within which the tasks may take place include the use of the foreign language in Britain, as well as abroad.

The interlocutors with whom candidates will be expected to communicate include foreign strangers, acquaintances and friends, teenagers and adults, officials and sales persons.

The written materials which candidates may have to handle include letters, articles and extracts as appropriate from magazines, brochures, publicity leaflets, newspapers and books, and realia such as menus, timetables, forms to fill in etc.



The spoken material may include extracts from radio or TV recordings, or from live conversation or monologue, or from conversation and monologue recorded for the purposes of the examination within the constraints of the criteria set out for communication.

The topics to be handled at each level can only be suggested, since each individual may well choose to converse or correspond about different things within the prescribed tasks. The following suggestions cannot therefore be prescriptive but are intended to highlight the sort of topics related to the interests and experiences of most teenagers:

Hobbies

Sports

Pop scene - records/music  
                   pop stars  
                   gear

Fashion

Entertainment personalities

TV

Cinema

Clubs/Societies

Holidays

Travel/school trips etc

Bikes/cars

Discos and dances

Relationships with parents

Relationships with others/other sex

Pets

Shopping/prices

Pocket money

School world

Teenage reading

Personal care

Comparisons Scotland: Foreign Country

News and events of relevance to age group

Careers

Topics of interest in other subjects in school

Personal experiences

- FOUNDATION LEVEL -

Tasks

FI/1 Getting to know someone

Greetings	} about
Exchanging information	
Commenting	
Asking for clarification	

Possible Functional Areas

Possible Notional Areas

Personal background  
 Likes/dislikes/preferences  
 School  
 Leisure activities  
 Pop scene  
 Sport  
 Friends  
 Food and drink  
 Clothes and fashion  
 Abilities

FI/2 Conversing on appropriate topics

Exchanging information  
 Seeking/giving comment  
 Seeking/expressing simple attitudes: non-committal surprise approval and disapproval hope  
 Seeking/expressing sensations  
 Asking opinion/expressing opinion  
 Seeking/stating reasons  
 Expressing agreement or disagreement



Home  
 School  
 Leisure activities: TV films pop scene  
 Food and drink  
 Personal relationships  
 Past experiences  
 Things bought and prices  
 Future intentions  
 Holidays  
 Jobs  
 Time/weather  
 Well being/sickness  
 Thirst, heat, cold, tiredness etc.

F1/3 Getting things done or doing something at someone else's request and reacting to certain events/situations

Expressing wishes/reacting  
Making requests/reacting  
Asking permission to do things/reacting  
Offering/reacting  
Expressing needs/reacting  
Carrying out instructions  
Expressing thanks  
Apologising  
Swearing and abusing  
Getting rid of someone  
Expressing good wishes

Activities related to personal comfort (opening windows, eating etc. or to context (e.g. request for a pen)

Objects  
Actions

F1/4 Planning activities in common (using a diary if appropriate)

Suggesting/reacting  
Arranging  
Inviting/reacting  
Stating reasons

Activities related to context  
Leisure activities  
Times, places, rendezvous etc.  
A project

F1/5 Participating in general conversation with a number of other interlocutors, so as to follow the drift of the conversation, understand the gist that concerns or interests you, and participate when asked to or when you wish to.

Exchanging information  
Exchanging opinions  
Exchanging attitudes  
Exchanging comments  
Exchanging experiences  
Making arrangements  
etc.

Topics as they arise

G1/1 Discussing appropriate topics

Exchanging information  
Seeking/giving comments  
Seeking/giving opinions  
Seeking/stating reasons  
Seeking/expressing attitudes  
Expressing agreement or disagreement

Topics and events of personal interest  
Topics and events of current general importance both in school and out of school

G1/2 Narrating personal experiences

Exchanging information  
Reacting to information

Events of personal importance

- GENERAL LEVEL -

Actions done  
How to do things

As in Fl/4

Different ways of life  
Prices  
What things look like

Topics of interest to the participants

What to do and how to do it

Seeking for help and advice and reacting to information  
Explaining/seeking explanation (cause/effect: reason)

As in Fl/4

Seeking/giving: information comment

- CREDIT LEVEL -

Presenting an argument  
Exchanging opinions and attitudes  
Hypothesising

Giving information in English about what has just been said in the foreign language

Giving information/advice  
Instructing

11/3 Seeking for explanation, help, advice, and explaining

11/4 Telephoning to make arrangements

11/5 Discussing and making comparisons between British and foreign ways of doing things

11/1 Debating appropriate topics

11/2 Interpreting in English for someone who understands French

11/3 Giving appropriate advice and help to someone



COMMUNICATION AREA 2

PROCESSING INFORMATION AND COMMUNICATING  
IT IN SOME WAY

- FOUNDATION LEVEL -

Getting the Information

Tasks

- F2/1 Finding information for personal interest  
e.g.  
Finding out one's horoscope  
Finding out about the pop scene  
Finding out about events of interest  
Finding out about a topic of personal  
interest e.g. football/fashion/motorbikes  
etc  
Finding a suitable pen-pal  
Learning about the way of life in a  
foreign country  
Finding out about another person and  
his/her plans
- F2/2 Finding information about foreign goods  
and prices
- F2/3 Finding information related to one's  
holiday plans  
- travel, accommodation  
- things to see and do etc.
- F2/4 Finding information for some set task  
e.g. to make a recipe  
to make a model

Source Material

Written Sources

Teenage magazines  
News articles  
Leaflets  
Any appropriate texts/extracts  
Letters from friends

Catalogues, adverts

Travel and tourist brochures  
Leaflets  
Timetables and other tabular information  
Letters from foreign friends

Reference materials such as text books  
hobby manuals  
fashion magazines  
cooking books

Spoken Sources

Communicating the information

- F2/6 Presenting information in tabular written form in English for someone else
- F2/7 Answering questions in English through speech in English to someone else who has a purpose in asking them
- F2/8 Answering questions in English through writing in English for someone else who has a purpose in asking them
- F2/9 Answering questions in the foreign language through speech in the foreign language to someone foreign who has a purpose in asking them

See 3.5

- GENERAL LEVEL -

Source Material

Written Sources

Commercial letters

Spoken Sources

Telephone call

Getting the information

Tasks

- G2/1 Finding information for some set purpose (e.g. holiday accommodation, purchase of goods etc.)

- G2/2 Taking a telephone call and relaying the message to someone else

Communicating the information

Tasks

- G2/3 Exchanging information one has gleaned from spoken or written sources with someone else who has matching/mismatching information and through conversation in the foreign language drawing conclusions/making decisions.

- G2/4 Presenting information as a verbal summary in English for someone else
- G2/5 Presenting information as a written summary in English for someone else

- CREDIT LEVEL -

Source Material  
Spoken Sources

- C2/1 Finding information for some set purpose e.g. finding out about the news finding out about a topic of interest

Actual TV/radio  
News/weather report  
Other informative programme  
Actual interview or conversation on a suitable topic on TV/radio or suitable taped version

Getting the information  
Tasks

Communicating the information

Tasks

- C2/2 Presenting the information as a verbal summary in the foreign language to someone else
- C2/3 Interpreting the information in English on the spot to someone who doesn't understand the foreign language and who asks for specific information

- FOUNDATION LEVEL -

<u>Tasks</u>	<u>Possible Functional Content</u>	<u>Possible Notional Content</u>
F3/1 Exchanging pen-pal letters to get to know someone	Seeking/giving information Seeking/giving attitudes comment Reacting appropriately	Personal background Likes/dislikes/interests Pop scene Home environment School
F3/2 Social correspondence with friends, e.g. - exchanging information in general - planning some common activity - getting information or giving information relevant to some particular purpose	As above + Making plans/arrangements Seeking/giving/reacting to opinions Asking for/offering things and reacting appropriately Expressing good wishes and reacting appropriately	Topics as above Holiday arrangements (times/travel etc) Gifts
F3/3 Understanding a written message from a friend giving specific information or making a plan involving you	Extracting information Reacting appropriately	Events as relevant to the context. Leisure activities plans Times/rendez-vous/places etc.
G3/1 Social correspondence - narrating personal experiences	Seeking/giving information Seeking/giving attitudes Seeking/giving comment Reacting appropriately	What you have just seen, heard or done
G3/2 Social correspondence - thank you letters to people who have offered hospitality/help	Thanking	What you have just seen/done etc.

- GENERAL LEVEL -



G3/3 Commercial correspondence -  
(receiving letters only)  
Understanding requested  
information

Extracting information

Holiday plans  
Travel plans  
Purchase of goods

G3/4 Writing a message for a  
friend giving some specific  
information or making some  
plan

Giving information  
Explaining  
Suggesting

Events as relevant to the context  
Leisure activities  
Times/rendez-vous/places etc.

- CREDIT LEVEL -

C3/1 Commercial correspondence  
e.g. planning accommodation  
on a holiday  
purchasing/hiring some-  
thing

Seeking/giving/reacting to  
information  
Requesting  
Seeking clarification

Holidays  
Goods  
Prices  
Conditions

- FOUNDATION LEVEL -

<u>Tasks</u>	<u>Possible Functional Content</u>	<u>Possible Notional Content</u>
F4/1 Telling someone how to get somewhere	Reacting to requests for directions Giving directions	Places that tourists etc visit (e.g. monuments, shopping area, museums, banks, restaurants, pubs, accommodation etc) Directions
F4/2 Answering requests for general information	Reacting to requests Giving information	Time Distance Best place for some particular purpose Whether one can do something (e.g. smoke, drink etc.)
F4/3 Meeting a friend as he/she arrives in Britain and putting him/her at ease	Politenesses Asking for information/ reacting to information	Well being Journey Tiredness
F4/4 Showing a friend round your town/environment/local sights of interest	Giving information/describing Reacting to requests for information	Sights Shops Parks Countryside etc Descriptive expressions
F4/5 Showing a friend round your house and showing him/her his/her room and how to use the amenities	Giving information/describing Reacting to requests for information	Rooms Amenities e.g. - bath, loo, TV, heating, fridge, telephone
F4/6 Describing daily routines and times for them in your family	Giving information/describing Reacting to requests for information	Getting up Meals Going to bed Leisure activities Times and days

F4/7	Describing local transport system to and from home	Giving information Reacting to requests for information	Buses Trains Times Distances Length of journey Payments Where to get on and off etc.
F4/8	Enquiring about well being of foreign friend	Seeking - information opinions feelings Reacting appropriately	Likes/dislikes Health Feelings Sensations Food/leisure etc.
F4/9	Planning leisure activities with friend (See F1/4)		
F4/10	Offering food, drink and other things as appropriate	Offering	Food/drink Objects as appropriate
F4/11	Taking leave of your friend at the end of his/her visit	Politenesses	
- GENERAL LEVEL -			
G4/1	Offering help to someone/ offering to lend something	Offering help Reacting to request for help	As appropriate to context e.g. shopping, post office, travel, restaurant etc.
G4/2	Describing sights and amenities in home town for tourists to visit	Giving information Commenting	Sights to see Leisure activities Expressions of approval and disapproval
G4/3	Telephoning (call to or from foreign friend) Making arrangements (See G1/4)		
G4/4	Comparing things British to things foreign (See G1/5)	Seeking/giving/reacting to information and comments	Way of life Goods/prices Pop scene

G4/5	Writing appropriate written message for foreign visitor (See G3/4)	Giving information	As appropriate to context
G4/6	Finding out one's friend's interests in leisure activities and making appropriate suggestions within the context of one's own home town	Seeking/giving information Suggesting Commenting	Leisure activities + sightseeing
- CREDIT LEVEL -			
C4/1	Advising/explaining to someone what to do in a particular circumstance e.g. - in an accident - when someone is ill - the best place to go for a particular purpose - use of telephone - use of vending machine - public transport system	Giving advice and information Explaining	Where to go What to do How to do it Appropriate places and actions Shops, sights to see, accommodation, amenities etc.
C4/2	Interpreting for a foreign tourist or friend in difficulty (from English to foreign language and from foreign language to English)	Translating other person's meanings, or explaining signs, notices, menu items etc.	As appropriate to context e.g. shopping, restaurant, directions, travel and transport etc.
C4/3	Explaining difference between things British and things foreign	Comparing and explaining	Way of life How things work Goods and prices Pop scene Special events



## - FOUNDATION LEVEL -

<u>Tasks</u>	<u>Possible Functional Content</u>	<u>Possible Notional Content</u>
F5/1 Making conversation when being met at the start of a stay	<p>Politenesses</p> <p>Introducing oneself</p> <p>Seeking/giving information</p> <p>Reacting appropriately</p> <p>Expressing: sensations feelings</p> <p>Expressing wishes</p>	<p>Personal background</p> <p>Journey description</p> <p>Tiredness</p> <p>Hunger etc</p> <p>Food/drink/loo/sleep etc</p> <p>Rooms</p> <p>Amenities</p> <p>Routines (e.g. time to get up, meal times etc)</p>
F5/2 Being shown around the home Asking about routines, places etc	<p>Seeking information</p> <p>Extracting information</p>	<p>Food/drink</p> <p>Things/actions appropriate to context (e.g. writing paper to write home, TV programmes to be put on etc)</p>
F5/3 Asking for things (expressing wishes and needs) Requesting things to be done	<p>Expressing wishes and needs</p> <p>Asking and requesting</p> <p>Reacting to information</p>	<p>Language problems (how to say something)</p> <p>Use amenities</p> <p>How TV works</p>
F5/4 Asking how to do certain things	<p>Asking for information</p>	<p>Places</p> <p>Amenities</p> <p>Gadgets</p> <p>Directions</p> <p>Rooms</p> <p>Topics as appropriate</p> <p>Past experiences</p>
F5/5 Asking where things are	<p>Requesting to information</p> <p>Reacting to information</p>	
F5/6 Participating in general conversation at meal times etc so that you know what the drift of the conversation is about, and so that you can	<p>Politenesses</p> <p>Information</p> <p>Comment</p> <p>Attitudes</p>	

- F5/7 Planning activities in common  
(as in F1/4)
- F5/8 Reacting appropriately to requests about your likes/dislikes, feelings, well-being etc
- F5/9 Reacting appropriately to particular events, e.g. accidents, mistakes, getting a present etc (See F1/3)
- F5/10 Offering to help to do things/understanding what to do
- F5/11 Planning departure and journey
- F5/12 Reading material in the home (see F2 Tasks)
- F5/13 Inviting a host to stay with you and explaining what to do to get there
- G5/1 Discussing and commenting on what you've just seen or done
- G5/2 Taking telephone messages for others (see G2/2 and G3/4)
- G5/3 Telephoning to made arrangements
- Giving information  
Expressing - sensations feelings  
Expressing likes and dislikes
- Well-being  
Health  
Present sensations etc  
Leisure activities  
Food etc
- As appropriate to context
- Apologising  
Swearing  
Thanking etc
- Offering  
Understanding information given
- Seeking/giving information
- Politenesses  
Inviting  
Giving information  
Reacting to information
- GENERAL LEVEL -
- Seeking/giving information  
Seeking/giving comment  
Seeking/giving opinions
- Housework tasks, garden tasks, shopping etc.
- Days/times/dates  
Travel/transport  
Where to go etc
- Times/dates  
Arrangements  
Things to do etc
- TV programmes  
Sports  
Outdoor activities  
Leisure activities  
Expressions of approval and disapproval

- CREDIT LEVEL -

Plumbing/heating/fire etc problems

- Giving information
- Explaining
- Narrating
- Asking for help/service
- Reacting appropriately

Any topic

Coping with emergencies  
(face to face and telephoning)

C5/1

Seeking information

Listening to media for  
information and pleasure  
(see C2/1)

C5/2

- a) Travelling the way
- b) Finding the way
- c) Eating and drinking
- d) Accommodation/camping
- e) Shopping
- f) Getting services at Post Office, bank and police station + medical services
- e) Leisure activities including sight-seeing

- FOUNDATION LEVEL -

<u>Tasks</u>	<u>Possible Functional Content</u>	<u>Possible Notional Content</u>
F6/1 Seeking for information through conversation	Politenesses Attracting attention Seeking information Reacting to information Seeking clarification Thanking	Where there is and how to get to: (availability, existence and direction) a) station, taxi rank, bus stop, underground station, airport, ferry cafe, restaurant c) hotel, guest house, youth hostel, toilets, camping site, caravan site, bathroom, dining room, own room etc d) various shops and markets related to food and drink, clothes, toiletries, medicines, postcards, writing materials, souvenirs, gifts, films for photography, newspapers, magazines, books, records, camping needs etc e) bank, police station, a doctor/dentist, Post Office, British Embassy g) cinema, theatre, concert hall, museum, art gallery, sports place, swimming pool, sights in general, i.e. castle, monument, zoo etc, church, countryside spot - directions - distances - Proximity - time taken to get there



F6/2

Seeking for advice as to where to go/what to do through conversation

Politenesses

Seeking for advice  
Reacting to advice  
Reacting to comment  
Thanking

- a) best form of transport to go somewhere
- best route to go somewhere
- c) best restaurant/cafe for your purposes
- best things to eat and drink for your tastes
- d) best hotel, guest house, youth hostel, caravan site, campsite for your purposes
- e) best shop to go to for something best thing to buy (i.e. what souvenirs, what local wines, what specialities etc)
- f) where best rate of exchange is to be found, best way of changing money, best way to send some correspondence, best doctor/dentist to go to, how to make an appointment etc.
- g) best sights to see, best leisure places to go to, best things to do with one's free time, best countryside/seaside to reach

F6/3

Planning with others as to what to do and where to go together (eating out, what to buy, leisure activities etc) and making arrangements  
(See also F1/4)

Suggesting/reacting

Arranging  
Inviting/reacting  
Stating reasons  
Commenting/reacting to comments  
Deciding/reacting to decisions

Likes and dislikes and attitudes towards:

- a) journeys
- c) eating and drinking out
- d) where to stay
- e) what to buy and where
- g) visits to cultural or sports events, trips to the countryside/picnics etc, visits to particular sights etc.  
Times, dates, rendez-vous, prices money available etc

F6/4	Making a simple list of things to buy or things to do (for oneself)	Listing information	Food and drink Events and times and places
F6/5	Booking/reserving things through face to face conversation	Politenesses Seeking/giving information Asking for things or expressing wish to book/reserve something Reacting appropriately Transacting payment Thanking	Seats for a journey A table at a restaurant A room in a hotel/guesthouse A bed in a youth hostel A place on a campsite A seat in a cinema or cultural event or at a sports event
F6/6	Buying through face to face conversation	Politenesses Reacting to request to help you Asking for things Expressing wish for something	a) single or return ticket petrol, oil, water for car e) goods - see suggested list at F6/1 f) stamps at Post Office, parcel to be sent g) tickets, seats, permits etc
F6/7	Getting a meal/a drink	Giving information about intended purchases Seeking information Asking for suggestions or advice/reacting appropriately Asking for/giving/reacting to comment Transacting payment Asking for something to be done Thanking  Politenesses Reacting to request to help you Asking for things  Describing what you want	Quantity, size, colour, style Availability, price Best buy for a particular purpose Approval, disapproval, suitability, too expensive, too big/small etc Money, change Purchases wrapped in a bag  c) A table The waiter A menu A meal Something to drink Size of portion, rare or well-cooked etc Where to sit

Asking for suggestions or advice/  
reacting appropriately  
Commenting  
Changing one's mind  
Transacting payment and tips  
Thanking

Food  
Drink  
Approval, dissatisfaction  
Money, change

F6/8 Hiring something

Politenesses  
Request to request to help you  
Asking to hire things  
Seeking/giving information  
Commenting  
Transacting payment  
Returning goods with thanks

Bicycles, pedalos, water-skis, skis,  
swimming trunks etc  
Length of hire etc/price  
Money, change

F6/9 Getting a room in a hotel/  
guesthouse or a bed in a  
youth hostel, or space at a  
caravan/camp site

Politenesses  
Request to request to help you  
Asking for what you want

Single/double room with/without bath,  
shower etc  
Bed for X nights  
Space for: tent; caravan

Reacting to requests for  
information  
Giving information

- Length of stay  
- Time of arrival/departure  
- Type of room required for which  
people

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Asking for information/  
reacting appropriately

Price of accommodation/site space  
Availability and whereabouts of  
amenities  
Approval, disapproval  
Money/change

Commenting  
Transacting payment  
Thanking

Politenesses  
Asking someone to do something  
Thanking

- Wake you in the morning  
- Bring something to your room  
- Deal with your luggage  
- Deal with your dirty washing

F6/10 Getting things done  
while in hotel

F6/11 Changing money

Politenesses  
Asking for information/  
reacting appropriately

Rate of exchange  
How much foreign money you would  
get for X pounds



Expressing wish  
Giving information

To change money  
How much money you want to change  
In what form (travellers' cheques/  
currency)

Reacting to request  
Thanking

How payment is to be made

Complaining to  
Reacting to explanations

- a) late arrival of transport
- c) food cold, drink gone flat,  
mistake in the bill etc
- d) too much noise outside the  
room, poor room service, dirty  
room, late meals etc
- e) quality of goods, goods broken  
easily, rotten fruit, wrong size  
of clothes, wrong change
- f) wrong amount of money from bank

F6/12 Complaining when something  
is not right

Recognising/understanding  
Looking for information

- a) Names/places such as station,  
airport, underground, platform,  
toilet, waiting room, tickets,  
information etc

F6/13 Reading signs, notices,  
instructions and labels

Signs such as  
No Smoking; Danger; Do not lean  
out of the window; This water is  
not for drinking etc

- c) Names/places such as cafe,  
restaurant, snack bar, pub, toilet  
cash desk etc. Signs such as  
No Smoking; The management accep  
no responsibility for lost prop  
etc.

Recognising/understanding  
Looking for information

- d) Names/places such as hotel, gues  
house, bed & breakfast, youth ho  
camping  
Toilets, dining room, lounge,  
television room etc.  
Signs such as No Entry; Private;  
Do not disturb etc.



- e) Names/places such as chemist; grocer; supermarket etc and First Floor; Ground Floor; Fashion Department; Souvenirs and Gift Department; Exit; Entry etc.  
Signs such as Closed on Tuesday afternoons; Do not touch etc  
Instructions such as: Open this way up etc. Instructions on labels on food or vending machines
- f) Names/places such as bank, foreign currency exchange, Post Office, telephone, stamps, police station hospital etc  
Signs such as Opening hours 10 00-15 00; visiting hours 16 00-18 00 etc  
Instructions on medicines such as Shake the Bottle; take 1 four times a day etc.

F6/14 Reading maps/timetables and other pictorial/tabulated/information and acting upon it

Seeking information

- a) Routes  
Times of transport  
Distances  
Prices  
Place of departure etc  
Parking notices re price to be paid etc
- d) Layout of camp site or of hotel
- e) Layout of supermarket or shopping centre
- g) Layouts of particular sights, cinema seat prices, swimming time and prices etc.

F6/15 Reading lists of things on offer (e.g. goods for sale, food to be bought, menu of food, list of drinks, wine list etc)

Seeking for information

- a) Things to be purchased duty free
- c) Menu, wine list, snack bar menu etc
- d) Amenities on offer in hotel or on campsite
- e) Catalogues of goods on sale, advertisements in newspapers etc
- f) Rates of exchange listed, services offered
- g) Amenities offered, list of things to be visited etc.

F6/16 Extracting information from appropriate written material

Seeking for information

- a) Travel brochures/leaflets
- c) Information on eating out in a particular town in brochures/leaflets
- d) Information on accommodation in a particular town in brochures/leaflets
- e) Information on shopping facilities in a particular town in brochures/leaflets
- f) Information on services available in brochures and leaflets
- g) Holiday brochures with information on leisure activities in a particular place.

F6/17 Understanding announcements in situ

Seeking for information Overhearing and extracting relevant information

- a) Announcements about arrivals and departures and delays in airports, stations, or ferry, train, bus etc
- d) Requests for you to report somewhere
- e) Special offers announced in shops etc
- g) Guide talks as you look at things

F6/18 Understanding contrived announcements on radio/TV

Seeking for information

- a) Weather reports
- Traffic/road reports
- Police reports
- Advertisements

F6/19 Going through customs

Politenesses  
Reacting to requests for information or for you to do something  
Providing information  
Paying if necessary

Your luggage?  
Open luggage  
Anything to declare  
Request for payment  
Nothing to declare  
What you have in your luggage

F6/20 Visiting a doctor/dentist when ill, or a garage when car has broken down

Politenesses  
Explaining

Why you were there  
Where sore  
What's wrong  
Possible reason for trouble

Reacting to requests for information  
Reacting to advice

What you ate  
How you fell, etc  
What to do to get better  
What to eat/not to eat, etc  
Prescriptions  
Medicines

Transacting payment if appropriate  
Thanking

F6/21 Reporting a loss or an accident

Politenesses  
Giving information  
Reacting to requests for clarification and further information  
Asking advice/reacting to advice

What you have lost, luggage, purse etc  
Description of colour, size etc

What you saw/what happened in the accident

F6/22 Filling in forms related to particular purposes

- a) Requests for travel tickets
- Lost luggage form
- Hiring bicycle form
- d) Registration form
- Booking accommodation form
- f) Parcel despatch form
- Telegraph form
- Lost property form
- Accident form
- Medical form

36/23 Correspondence exchange with a friend (See F3/1 and F3/2)

- GENERAL LEVEL -

36/1 Telephoning:

- to arrange travel details
- to call a doctor
- to call the police

Politenesses  
 Giving information  
 Reacting to requests for clarification  
 React to advice/information given

- a) Directions to a place
- Best route to take
- Best form of transport etc.
- d) Where to stay
- g) Information about leisure activities in the area

- a) Name, address, travel details, times, places, transport required etc
- c) Booking a table at a restaurant - times, numbers etc
- f) Tell doctor what is wrong etc
- g) Call police about loss or accident
- g) Get information about a particular culture/sports event and book a seat

G6/2 Understanding real announcements on radio/TV

Seeking for information

- a) Weather reports
- Traffic/road reports
- Police reports
- e) Advertisements

G6/3 Discuss events/experiences and evaluate them (See G1/1 and G1/2)

Seek/give information  
 Seek/give comment  
 Seek/give opinions

- a) A journey
- c) A meal
- d) A stay in a particular hotel or campsite
- e) A particular shopping expedition
- f) A particular visit to a police station/doctor/dentist etc
- g) A particular cultural/sports event or trip to countryside/seaside, picnic, visit to a castle etc



C6/1 Correspondence exchange relating to booking holiday, purchasing something with commercial agency (See C3/1)

Politenesses  
Seek/give information  
Ask for/give clarification  
Ask for/react to suggestions

- a) Travel bookings
- Best route
- Directions to a place
- b) Book accommodation/camping space
- e) Goods purchase
- g) Information about leisure activities in a particular place

C6/2 Interpret in a variety of tourist situations for an English speaker who cannot understand/express himself/herself

Translate the gist out of and into the foreign language

- All the tasks and events and topics above
- e.g. interpret a menu for someone who cannot read it, ask for something for someone who cannot express it and interpret for someone who cannot understand what is said or written.

COMMUNICATIVE ACTIVITIES

The above tasks can be listed under the following Communicative Activities:

- conversation (face to face or telephone)
- correspondence
- information-processing through listening
- information-processing through reading
- information-giving/reproducing for others through writing in English
- information-giving/reproducing for others through speech in English
- information-giving/reproducing for others through speech in the foreign language
- information-giving/reproducing for others through writing in the foreign language
- interpreting for others

The tasks are listed below at Foundation, General and Credit levels under these Communicative Activities.

## FOUNDATION LEVEL

Conversation

- F1/1 Getting to know someone
- F1/2 Conversing on appropriate topics
- F1/3 Getting things done/doing things at the request of others
- F1/4 Planning activities in common (using a diary if appropriate)
- F1/5 Participating in general conversation with a number of other interlocutors, so as to follow the drift of the conversation, understand the gist that concerns or interests you and participate when asked to or when you wish to.
- F4/1 Giving directions to tourists
- F4/2 Answering requests for general information from tourists
- F4/3 Meeting a friend (in Britain) and putting him/her at ease
- F4/4 Showing a friend round your town/environment/local sights
- F4/5 Showing a friend round your home
- F4/6 Describing daily routines and times for them in your family to a visitor
- F4/7 Describing local transport system to and from home to a visitor
- F4/8 Enquiring about well-being of a foreign visitor
- F4/10 Offering food/drink etc as appropriate
- F4/11 Taking leave of a visitor at end of visit
- F5/1 Making conversation when being met at start of stay abroad
- F5/2 Being shown around a foreign home
- F5/3 Asking for things  
Requesting things to be done
- F5/4 Asking how to do certain things
- F5/5 Asking where things are
- F5/8 Reacting appropriately to requests about your likes/dislikes, feelings, well-being etc
- F5/10 Offering to help to do things
- F5/11 Planning departure and journey back to Britain
- F5/13 Inviting a host to stay with you and explaining what to do to get there

- F6/1 Seeking information related to tourist needs
- F6/2 Seeking for advice related to tourism
- F6/5 Booking/reserving things
- F6/6 Buying things or getting something done for payment
- F6/7 Getting a meal/drink
- F6/8 Hiring something
- F6/9 Getting a room/bed/space for caravan or tent
- F6/10 Getting things done while staying in a hotel
- F6/11 Changing money
- F6/12 Complaining when something is not right
- F6/19 Going through customs
- F6/20 Visiting a doctor/dentist
- F6/21 Reporting a loss or accident to police

### Correspondence

- F3/1 Exchanging pen-pal letters to get to know someone
- F3/2 Social correspondence with friends

### Information-processing - Reading

- F2/1 Finding information of personal interest from magazines etc or from letters
- F2/2 Finding information about foreign goods and prices from catalogues and adverts
- F2/3 Finding information related to holiday places from tourist brochures and leaflets and from letters
- F2/4 Finding information for some set task (e.g. cooking from a recipe) from appropriate reference material
- F3/3 Understanding a written message from a friend giving specific information or making a plan involving you
- F6/13 Reading signs, notices, instructions and labels
- F6/14 Reading maps/timetables and other pictorial/tabulated information and acting upon it
- F6/15 Reading lists of things on offer (menu, catalogue, wine list etc)
- F6/16 Reading extended forms of information such as travel brochures etc
- F6/22 Reading forms to be filled in

### Information-processing - Listening

- F2/5 Finding information for personal interest from contrived radio/TV
- F6/17 Understanding announcements in situ (station announcements etc)
- F6/18 Understanding contrived tourism-related announcements on radio and

### Information giving/reproducing

### Writing in English

- F2/6 Presenting information in tabular written form in English for someone else
- F2/8 Answering questions in English through writing in English for someone else who has a purpose in asking them
- F6/4 Making a list of things to buy

### Speech in English

- F2/7 Answering questions in English through speech in English to someone else who has a purpose in asking them



Speech in foreign language

- F2/9 Answering questions in the foreign language through speech in the foreign language to someone else who has a purpose in asking them

Writing in foreign language

- F6/22 Filling in forms for particular tourist purposes

## GENERAL LEVEL

ALL the Foundation level tasks plus the following:-

Conversation

- G1/1 Discussing appropriate topics  
 G1/2 Narrating personal experiences  
 G1/3 Seeking explanation/help/advice  
 Explaining  
 G1/4 Telephoning to make arrangements  
 G1/5 Discussing and making comparisons between British and foreign ways of doing things  
 G4/1 Offering help to a tourist in Britain  
 G4/2 Describing sights and amenities for tourists  
 G4/4 Comparing things British/things foreign  
 G4/6 Finding out one's friend's interests and making appropriate suggestions  
 G5/1 Discussing and commenting on what you've seen or done  
 G6/1 Telephoning to book things or to call a doctor or police

Correspondence

- G3/1 Social correspondence - narrating  
 G3/2 Social correspondence - thank you letters to people

Information-processing - Reading

- G2/1 Finding information for some set purpose from commercial letters  
 G3/3 Understanding requested information from commercial correspondence

Information-processing - Listening

- G2/2 Taking a telephone call and relaying the message to someone else  
 G6/2 Understand real announcements on radio/TV related to tourism

Information-givingWriting in English

- G2/5 Presenting information as a written summary in English for someone else

Writing in foreign language

- G3/4 Writing a message for a friend giving some specific information or making some plan



Speaking in foreign language

- G2/3 Exchanging information gleaned from spoken or written sources through conversation in the foreign language with someone else who has matching/mismatching information and drawing conclusions/making decisions.

Speaking in English

- G2/4 Presenting information as a verbal summary in English for someone else

## CREDIT LEVEL

ALL the Foundation/General tasks plus the following:-

Conversation

- C1/1 Debating appropriate topics  
 C1/2 Interpreting in English for someone who doesn't understand  
 C1/3 Giving appropriate advice and help to someone  
 C4/1 Advising what to do in a particular circumstance  
 C4/3 Explaining differences between things British/things foreign  
 C5/1 Coping with emergencies (face to face and telephoning)

Correspondence

- C3/1 Commercial correspondence

Information-processing - Listening

- C2/1 Finding information for some set purpose from authentic TV and radio

Information-givingSpeaking in foreign language

- C2/2 Verbal summary in foreign language

Interpreting

- C6/2 Interpreting into English and into the foreign language in tourist transactions for someone else  
 C2/3 Interpreting general information into English for someone else

## 6 SKILLS

The following skills are implied in the tasks to be accomplished at the various levels.

### FOUNDATION LEVEL

#### Interpretative skills

- Reference skills (indexes, table of contents, dictionary entries etc)
- Ability to recognise signs and notices
- Ability to understand pictorial and tabular information
- Ability to scan and locate information in external speech and writing
- Ability to seek out specific information requested in speech and writing
- Ability to seek out gist in speech and writing
- Ability to attend to conversation in multiparticipatory situations, follow the drift, and understand the gist of that which concerns you or interests you

#### Expressive skills

- Ability to express information, opinion and attitude in conversation and in written correspondence in the foreign language
- Presenting information in tabular written form in English
- Summarising information in English in speech and writing
- Giving written information in English in answer to questions

### GENERAL LEVEL

(Foundation level plus the following:)

#### Expressive skills

- Writing messages in the foreign language

### CREDIT LEVEL

(Foundation and General levels plus the following:)

#### Interpretative skills

- Taking notes for personal use from speech or writing in the foreign language in order to produce summaries

#### Expressive skills

- Summarising in the foreign language in speech

#### Interpretative skills

- Interpreting to and from the foreign language

DISCOURSE ORGANISATION SKILLS

## FOUNDATION LEVEL

Conversation

Knowing how to start a conversation  
 Knowing how to indicate you wish to have a turn to say something  
 Knowing how to pause but still hold the initiative  
 Knowing how to involve someone else in turn-taking and/or how to indicate whose turn it is  
 Knowing how to end a conversational exchange

Correspondence

Knowing how to lay out a letter - address, salutations etc  
 Knowing how to greet someone in a letter  
 Knowing how to set out one's ideas in paragraphs  
 Knowing how to sign off at the end of a letter  
 Knowing how to address an envelope

Information-seeking

Recognising indicators for

- a) the introduction of an idea/opinion
- b) the development of an idea/opinion
- c) the conclusion of an idea/opinion

Information-giving

Using indicators for:

- a) the introduction of an idea/opinion
- b) the development of an idea/opinion
- c) the conclusion of an idea/opinion

## GENERAL LEVEL

(Foundation level plus the following:)

Conversation

Knowing how to start a telephone conversation  
 Knowing how to finish a telephone conversation

Correspondence

Recognising formulae in commercial correspondence  
 Knowing how to set out a message clearly

## CREDIT LEVEL

(Foundation and General levels plus the following:)

Conversation/information-giving

Knowing how to argue a point through providing examples or enumerating supporting points

Correspondence

Knowing how to greet and sign off in commercial correspondence



MICRO-SKILLSALL levelsPronunciation

- Discriminating the sounds (phonemes, allophones and elisions etc)
- Approximating the sounds (as above)
- Discriminating the rhythm pattern of the language
- Approximating the rhythm pattern of the language
- Discriminating stress patterns and their uses within sentences
- Approximating the use of stress patterns appropriately within sentences
- Understanding intonation patterns both in terms of sentence function and of attitude
- Approximating intonation patterns in terms of sentence function and attitude

Spelling

- Mastering the sound-symbol relationships in the language for reading and writing purposes

Vocabulary/meaning/notions

- Understanding and expressing concepts (referential and abstract) through words and phrases in the foreign language
- Deducing the meaning of unfamiliar words through an understanding of word formation (roots, stems, affixes, derivations, compounding)
- Deducing the meaning of unfamiliar words through contextual clues
- Developing the ability to understand and express meaning relationships through: synonymy and paraphrase; inclusion (rose: flower); exclusion (stool: chair); antonymy (big: small); converse (buy: sell); consequence (break-down: repair); knowledge of the world collocations (buy: bread: baker's); and knowledge of the language collocations (humans murder: animals kill)
- Developing ability to place vocabulary (words and phrases) into semantic fields (e.g. colours, time expressions, food, leisure activities etc)

Grammar/Cohesion

- Understanding and expressing grammatical relations within sentences (sentence structure, topic: comment, concords and agreements etc)
- Understanding and expressing relations between sentences through cohesion devices such as anaphoric and cataphoric reference (e.g. use of pronoun for already mentioned noun, use of time relaters such as "then", place relaters such as "when" and "where" and various connectors such as "because", "but" etc)

Functions/coherence

- Understanding and expressing intentions appropriately according to context
- Relating intentions together coherently
- Reacting and responding appropriately in speech or writing to intentions perceived in others





## 6 EXAMPLES OF TASK-TYPES AND ITEM-TYPES

- 6.1 We have maintained that external examinations should reflect real life foreign language use. Task-types and item-types therefore should reflect the sort of communicative challenges, responses and conditions likely to be encountered in real life.
- 6.2 Task-types and item-types should be developed to cover all aspects of the examination syllabus, so that for any one specific examination a representative sample of the syllabus can be covered.
- 6.3 It is likely that in the actual working out of test-types for each level of examination viable ones will emerge which accord with the communicative principles set out earlier, but which have elements that do not feature in the syllabus as set out at present. It is suggested that a certain amount of flexible working back and forth from syllabus to test-type and vice versa with appropriate amendments to both will be necessary, so that the influences and ideas that emerge out of syllabus pre-specification and out of test construction may both be taken into account and harmonised as far as possible. For the purposes of this paper we can only work from the syllabus pre-specification as set out in 5 above. This seems logically to give rise to three broad task-types, though the item-types within the task-types might vary according to the level of examination.
- a) Tasks involving conversation between the pupil and a foreigner (real communication or role-play in social relations or tourist transactions).
  - b) Tasks involving the pupil in purposeful processing of information from multi-participatory conversations in which the pupil is involved, or from other spoken or written sources in the foreign language, followed by some indication of understanding of the information concerned through purposeful speech, writing or conversation in English or in the foreign language, or through some other non-linguistic behaviour.
  - c) Tasks involving the pupil in some form of written correspondence or message-writing to a foreigner.
- 6.4 It would be possible in an examination to set the above task-types separately. It would equally be possible to set a sequence of interrelated task-types. Thus it would be possible for example to set a task that asked the pupil to discuss and make plans with a foreigner, and then to read a foreign 'text' which would interfere with those plans in some way, and as a result to propose alternative plans to the foreigner in message or letter form. This sort of sequence of interrelated tasks would almost certainly involve an element of creative thinking, matching of previous information with new information and a variety of skills, strategies, text-types, styles of language etc. It would probably reflect rather closely real life language use, in which past experience, present reality and future possibility come together through a sequence of events involving different modes of communication, each of which alters something or adds something new to the onward flux and flow of

life. Setting such a sequence of events would pose real problems of assessment, however. Would one be able to assess each of the events in the sequence separately, thus being able to make some sort of reliable assessment of the pupil's ability to converse, to seek for information, and to write a message or letter? Hardly, since the pupil's performance in subsequent events would no doubt depend on how well he had coped with the preceding events.

Does one want to separate conversation ability from information-processing ability, from message or letter-writing ability? Is it not the pupil's general communicative ability underlying all the particular instances of language use that one should attempt to assess? This is too vast a question to be resolved in this paper. Suffice it to say that it seems pragmatically useful for future employers etc to have a record of the pupil's ability in each of the task-types relevant to the level of external exam set, so that a profile of his performance over the tasks can be drawn up. Perhaps the best solution is to experiment with an exam that assesses each of the relevant task-types in ways that allow a separate assessment to be made for each, but that also includes at the higher levels a sequence or sequences of events where task-types are interrelated.

6.5 Let us now examine what specific item-types might be suggested for each of the task-types.

6.5.1 Conversation (social relations and tourist transactions)

Reluctantly we suggest that pupil to pupil conversation tests are inappropriate to external examinations. They represent classroom reality and form a central part of internal assessment. However in the real world, pupils will not be talking to each other in the foreign language. Another major problem that would arise from pupil to pupil conversation tests is the assessment of the extent to which one pupil's possible inadequacies might affect another pupil's performance. It is difficult in an interaction to make two separate judgements, one for each pupil, even with two separate assessors; each of whom assesses one individual. Taping pupil to pupil conversations for marking or moderating later leads to problems since it is not always possible to tell which pupil is which on tape; and videoing performances does not fall within the realm of the possible as yet.

Reluctantly we suggest that external conversation tests be restricted to pupil to teacher/interlocutor tests, where the teacher/interlocutor plays the part of a foreigner. In real life the foreigner to whom one converses is sympathetic and adapts his/her talk to the level of the person speaking to him/her. The foreigner would also provide whatever help was asked for within his/her possibilities. Thus we reject the notion of the teacher/interlocutor acting as an assessor. It is not appropriate to ask the interlocutor to assess and to help the candidate in a sympathetic way, since this involves two quite distinct tasks, each of which is likely to demand total attention. It is therefore better to ask a third person in the form of an examiner to assess the pupil's participation in the conversation with the teacher/interlocutor.



Ideally the teacher/interlocutor should be a native speaker who has had experience of talking to British learners of the foreign language, e.g. a foreign assistant. This may not however always be feasible.

It should be possible for conversation tests between pupil and teacher/interlocutor to be recorded and marked later, but it is suggested that this would be a less reliable way of assessing communicative performance as a global whole than if the assessor was present, since the paralinguistic features of global communication would be absent from the tape recordings.

We reject the notion of the pupil conversing to an unknown and absent interlocutor on tape. We suggest that conversation tests must be carried out on a face to face basis.

In order to cover both the language of social relations and that of tourist transactions it would seem necessary to select a role-playing task from each of those areas for each pupil. One would require a number of possible tasks for the examiner (and candidate perhaps) to choose from.

One would also have to ensure that the candidate was able to engage in real communication and not simply in role-playing and simulations. This could perhaps best be done by including an open-ended discussion between pupil and teacher/interlocutor on a topic of interest, where both pupil and teacher/interlocutor could lead the discussion in appropriate directions.

The suggested format for conversation tasks might then be as follows:-

- a) Social relations task (e.g. getting to know someone, or making arrangements to do something etc).
- b) "Tourist" transactions task (e.g. getting a meal, shopping etc)
- c) Open-ended discussion, where candidate is helped to talk about things of personal interest.

Examples of the social relations item-type can be found in GLAFLC Conversation tests.

Examples of the tourist transactions item-type can be found in many examinations nowadays, e.g. York Graded Tests, GLAFLC tests, OMLAC tests, Revised 'O' Grade Oral Tests, though the item-type used in most of these tests is set out as a series of discrete functional items rather than as a global interactive task. We would suggest that we need to get away from the discrete-item type of test, whether structural or functional, in favour of more global task completion.

Open-ended discussion is an item-type that used to feature in the traditional 'O' Grade and that has unfortunately been discarded.

#### 6.5.2 Processing information and indicating understanding in some way

It is suggested that for the item-type concerned with "listening in" as a largely silent participant in multiparticipatory

conversations in which one is involved in some way, we must get away from the "fly-on-the-wall" unmotivated sort of listening comprehension test, in which pupils are asked to listen to conversations between third parties for no apparent reason and then answer random questions to show understanding. We would suggest that this item-type should involve the pupil in listening to conversation and in picking out information relevant to him/her for some specific task(s). For example the candidate might be asked to listen to friends discussing plans for tomorrow which would involve him/her. Examples of this item-type can be found in GLAFLL listening tests.

Item-types concerned with processing information from other absent spoken or written sources would vary along several dimensions. Firstly, they would vary in terms of the task set. This might involve looking for information, or understanding the gist, or understanding inferences, or understanding close detail of what was said or written.

Item-types would also vary in terms of the actual material to be processed by the pupil. This might be spoken monologue, spoken conversation, written text in the form of articles, tabulated information, brochures or leaflets, adverts or notices etc.

Thirdly, item-types would vary in terms of the way in which the candidate was asked to show understanding of what he had read or listened to. This might be through doing something (carrying out an instruction, putting a cross on a map to show understanding of directions etc). It might be through answering questions for some purpose, or through exchanging the information extracted through conversation with someone else, or through verbal or written summary etc.

There are a whole host of examples of this sort of item-type. Once again it is suggested that the purposeless setting of random questions at the end of particular 'texts' must be avoided. Item-types should contain purposeful tasks, relevant and interesting material to be processed and a purposeful means of getting candidates to show their understanding in overt ways.

It is likely that for most 'reading' tasks dictionaries will be appropriate, as they would be in real life.

It is possible to have sequences of mixed listening and reading material to understand (e.g. OMLAC test, GLAFLL or the new RSA Preliminary Level French Test) or it is possible to set separate tests of listening and reading. It is suggested that the mixed input is closer to real life, but that this does pose problems in the administration of the test.

### 6.5.3 Correspondence or message writing

For correspondence, either the candidate would be asked to initiate a letter for some purpose, spelt out in the examination instructions, or he/she would reply to a letter (or part of a letter) received from some foreign friend or commercial agency. It would be usual in real life to use a dictionary to help one.



Message writing could be seen as part of a series of events involving other task-types, such as listening to a telephone conversation and then relaying a message to a third person in writing.

It could also be seen as an item-type in which the candidate received instructions to write a particular type of message to a particular person about a specific topic.

An example of such an item-type can be found in GLAFLL Stage 4 tests.

#### 6.5.4 Sequence of events involving interrelated task-types

An example of this sort of test has already been given in 6.4. Other examples involving other combinations of task-types would no doubt emerge if tests of this nature were to be developed.

#### Conclusion

It has only been possible to indicate briefly and somewhat inadequately a range of item-types implied by the sort of syllabus we suggest. Many of the item-types proposed are currently being developed, but further experimentation needs to be done. Task-types and item-types of the sort proposed here would, we feel, appear more meaningful and relevant to pupils, and would corrupt classroom procedures less than many of the item-types currently used in the national examination pattern.

## 7 MARKING, GRADING AND PERFORMANCE SCALES

### 7.1 Task completion: Pass/fail categories

Since tests will ask candidates to carry out a number of tasks that involve the use of the foreign language, it would seem that the first decision that an examiner has to make is to determine what constitutes the successful completion of a particular task. For those tasks that involve getting something done, the decision as to whether a particular task has been completed is rather easier. If, for example, the candidate is asked to buy a loaf of bread, but ends up with a packet of biscuits, then he failed to complete the task set, whatever linguistic brilliance he/she may have shown in biscuit-buying! If the candidate is asked to sit down but goes to the window instead, then again he/she has failed to carry out the task set.

For items that are discrete it is often fairly easy to determine whether a task has been carried out or not. In discrete interpretative or expressive tasks the examiner must merely determine whether the candidate has indicated understanding, or expressed the appropriate meanings in a way intelligible to a tolerant native-speaker.

However, few of the tasks-types or item-types we suggest are of this discrete sort. Indeed we argue that they should not be. The tasks that are suggested are rather more global. Getting a meal in a restaurant, for example, may involve a number of sub-tasks, such as getting a table, understanding the menu, ordering a meal, reacting to the waiter's advice, getting and checking the bill, transacting payment correctly, socialising appropriately etc. Does "successful meal-getting" involve the candidate in successful completion of ALL the sub-tasks, or of just a percentage of the tasks and if so why that percentage, or of some particular tasks and if so which ones and why those ones? Does the successful completion of a task involving the search for different items of information from spoken or written material mean that the candidate has to indicate understanding of all the items set, or of a certain number of them and if so why that particular number, or perhaps of particular key bits of information and if so which bits and why these and not others? For some tasks it is not easy to come to conclusions about task completion, but if the pass/fail categories are to be retained, then the examiner has to provide a reasoned answer to the problem of determining what criteria are involved in the completion of each particular task.

We reject, of course, any form of norm-referencing to determine pass/fail categories. We are concerned to set out explicit and valid criteria for decisions.

### 7.2 Grading

Whether or not we have pass/fail categories, we need criteria for determining HOW WELL a candidate has performed a particular task.

Having set the candidates tasks that involve them in drawing upon their communicative competence, it is only appropriate that they should be assessed on their communicative ability. If the types of integrative tasks advocated in the foregoing

section as appropriate for the assessment of communicative proficiency are adopted, the scoring of discrete, individual utterances produced by pupils, even using communicative criteria (appropriacy, comprehensibility etc), becomes of doubtful validity. Many aspects of communicative competence (e.g. discourse coherence) reveal themselves only over stretches of discourse considerably longer than the single utterance.

Thus the most promising approach to the scoring of communicative proficiency, as demonstrated in the type of test tasks under consideration, consists in the construction of global rating scales on various dimensions of communicative performance, and the training of examiners in the reliable application of such scales.

The following suggestions are not intended to be exhaustive but merely to indicate the sort of criteria that might be appropriate for the grading of pupil performance on the various task-types proposed in 6.

#### Conversation

- Ability to cope with interlocutor's utterances as evidenced by candidates' ability to interact coherently
- Extent to which help, repetition, or rephrasing was required from interlocutor
- Intelligibility of candidate's utterances, i.e. accuracy in meaning-bearing forms
- Appropriacy of candidate's utterances i.e. social appropriacy to role and to the relationship with the interlocutor; appropriacy to topic and to context.
- Fluency of candidate (general speed of decoding and encoding)

Others might wish to add further criteria such as accuracy in pronunciation or accuracy in grammar which might well be socially important in certain tasks.

#### Information-processing tasks through listening or reading plus indicating understanding

- Ability to extract the information necessary to the completion of the task, to ignore the rest, and to indicate understanding in the form requested in a manner intelligible to the addressee.

#### Correspondence

- Ability to cope with the other correspondent's letter as evidenced by the candidate's ability to write an appropriate reply
- Intelligibility of candidate's writing
- Appropriacy of style
- Accuracy (spelling, forms etc)



### Message writing

- Intelligibility of message
- Appropriacy of style
- Accuracy (spelling, forms etc)

It would be necessary to indicate against such dimensions as these what would be expected of a particular pupil at a particular grade on a particular level of examination. Examples of such descriptions of pupil performance at different grades against particular dimensions can be seen in the RSA examination at Basic, Intermediate and Advanced levels in EFL, and in the new RSA Preliminary level examination in French.

However, Davies (1978) is right in describing assessment schemes of this sort as still largely 'programmatic'. Considerable developmental work is needed in the area of the scoring of communicative performance - perhaps more so than in any other area of foreign language assessment.

A fruitful approach to the scoring of information-giving tasks is emerging from Dr Gillian Brown's project on Competence in Spoken English (University of Edinburgh Linguistics Department), in which assessment criteria are being worked out for the pupil's ability to convey information explicitly.

In story-telling, for example, dimensions such as ability to maintain the identity of the characters without confusion, ability to refer to changes of location, ability to structure events and link them logically together etc can be scored separately. A list of such scoring dimensions, from which one would choose a selection according to the particular tasks set, would take us a step closer to reliable marking.

### 7.3 Performance scales

In addition to working out criteria for awarding grades to pupils relative to each level of examination, it would also be helpful to establish some fixed performance scale in each of the task-types for S1-S4 learners that would indicate to outside users what a particular pupil could do. This might be done along the lines of the nine-point language band system suggested by Carroll in Testing Communicative Performance (Pergamon Institute of English 1980).

In S1-S4, however, we would only require a scale with perhaps five or six points on it for each task-type. At each point on the scale a description of what pupils are able to do in each of the task-types would be given. This would need to be spelt out in terms of task complexity and pupil performance. An example of what this might look like is given at one postulated point in the scale for some of the task-types.

### Point 3 on the scale for conversation

Pupil can carry out everyday tourist transactions (e.g. shopping, travelling, finding the way, eating and drinking, accommodation, getting services and taking part in leisure activities) at a minimum level of effective communication. Pupil will also be able to socialise, to exchange personal or general information, to arrange and plan activities in common, and to get simple things done at a minimum adequate level of effective communication. Pupil will require a great deal of repetition and help from interlocutor, and will speak slowly and hesitantly and with marked mother-tongue interferences. Pupil will probably show knowledge of a useful set of fairly predictable fixed phrases, but will not go much beyond these.

### Point 3 on the scale for information-processing through reading

Pupil can look for very simple directly presented information with the aid of a dictionary from brochures and leaflets,

advertises, signs, notices or articles of a fairly direct informative nature. Pupil will decode slowly and need help with more extended prose or unusual vocabulary.

### Point 3 on the scale for information-processing through listening

Pupil will not understand a great deal from authentic native-speaker speech. It will be necessary for speech to be slowed down, enunciated clearly and set in well-formed sentences. Pupil will then be able to look for simple directly-expressed information. If circumstances permit, pupil will frequently ask for repetition, rephrasing and general help.

### Point 3 on the scale for correspondence

Pupil will be able to reply to a simple letter from a friend with the aid of a dictionary. Intelligibility should be achieved, but there will gross errors of grammar and of spelling.

### Conclusion

What we require at this time is a study of pupil performance as it progresses, so that we can fill out the details of what a Point 1 or a Point 5 performance on a real-life task might look like.

The theme that runs through this paper is that a great deal of research and development work is needed in school now so that Modern Languages teachers and pupils are ready to take advantage of the unique opportunity for change offered by the Munn and Dunning development programme, which will no doubt shortly turn its attention to Modern Languages.

It is hoped that this document with its suggestions will provide a useful starting point for discussion not only amongst decision-makers, and syllabus and examination planners, but also amongst classroom teachers.

Aims, Principles, Project Work planned, and Check List for Departments involved in G.L.A.F.L.L.

This document has been drawn up in order to help departments with answers to the questions "What is G.L.A.F.L.L.?" and "What exactly does G.L.A.F.L.L. involve for my department?" It is hoped that departments will discuss the document and will find it useful for planning schemes of work.

1. AIMS OF G.L.A.F.L.L.

Communication

1.1 To develop communication skills to appropriate levels in the foreign language.

1.2 Language Awareness

To help pupils to become aware of:

- a) the systematic nature of language
- b) the uses of language
- c) the fact that the same language has many varieties

1.3 Widening Horizons

To help pupils to go beyond the linguistic and cultural boundaries of their environment, and to help them experience other ways of perceiving and expressing reality.

1.4 Learning how to Learn

To enable pupils to take increasing responsibility for their own learning.

1.5 Success

To enable all pupils to achieve some measure of success in their language learning.

2. PRINCIPLES

Communication

2.1 Communication means using language for a purpose through activities which may involve listening, speaking, reading or writing or combinations of these skills.

2.2 It is necessary to take account of the potential communicative needs of the pupils and to introduce them to such authentic communicative tasks as they would be likely to encounter when in contact with people or things foreign.

By authentic communicative tasks we mean such things as conversation, listening for information, listening for pleasure, reading for information, reading for pleasure, engaging in written correspondence for business or personal reasons, or larger scale activities such as planning a holiday abroad etc. We do not mean such things as reading aloud, questions and answers in fixed sequence, the acting out of dialogues learnt by heart, oral description or narration from pictures, fly-on-the-wall listening comprehension etc. These activities may be useful as stepping stones on the way to authentic communication but should not be mistaken for it.



- 2.3 The role of the teacher is to assist pupils to develop an ability to communicate in the foreign language at a level of performance appropriate to their purposes.
- 2.4 Effective communication implies a certain level of control over the system of a language (pronunciation, grammar and vocabulary).

### Language Awareness

#### System

- 2.5 Pupils need to be aware of the fact that a language is made up of a system of rules affecting pronunciation, grammar and vocabulary.
- 2.6 The language forms and underlying rules which pupils are asked to learn should arise out of their potential communicative needs rather than from an attempt to cover the whole system of a language in some pre-ordained sequence.
- 2.7 Control of the system can only develop gradually. Errors are inevitable when learners attempt to carry out communicative activities with incomplete mastery of the system. Teachers must learn to judge between errors due to faulty learning, and errors that are unavoidable at the particular stage reached by the learner.
- 2.8 The majority of pupils do not aspire to native speaker competence, nor is it sensible to compare their performance with that of a native speaker. It is more sensible to help pupils to develop their own version of the foreign language and to improve it to the level required, and it is more realistic to assess pupils against the criteria set for them at the stage they have reached.
- 2.9 Since the classroom is not a natural language learning environment, explicit teaching is needed to help pupils to build up an interlocking system of grammatical and vocabulary elements related to the meanings they wish to convey.

#### Uses

- 2.10 Pupils need to have experience of the uses to which a language may be put e.g. socialising, the exchange of information, persuasion through argument and propaganda, expression of attitudes, learning about other ways of life, widening one's experiences through reading, enjoying songs or poetry etc.

#### Varieties

- 2.11 Pupils need to become aware of the fact that there are many acceptable varieties of a particular language that differ in terms of accent and of grammar and vocabulary and that are related to geography, class and to features of context such as the relationships between speakers, their attitudes etc.. The sort of communicatively effective French spoken by foreigners, such as classroom learners, may be seen as a variety of French.

Widening Horizons

- 2.12 Pupils have to learn that their own language is not the only way of encoding reality. This can perhaps best be achieved through experience of another language.
- 2.13 In order to be able to communicate with people and things foreign, pupils need some awareness of differences in conventions and ways of life in foreign countries.
- 2.14 In order to develop an understanding of and empathy towards other people and other values, pupils require some personal experience of people and things foreign.

Learning how to Learn

- 2.15 To enable pupils to take increasing responsibility for their own learning it is necessary for teachers and pupils to discuss and agree the long term objectives to be achieved, so that the pupils know what it is that they are aiming at.
- 2.16 It is also necessary, however briefly, to discuss and clarify the objectives in everyday learning tasks.
- 2.17 It is necessary for pupils to learn how to make use of the materials available to them e.g. dictionaries, grammar-books, individualised practice material, graded readers, tapes etc.
- 2.18 Pupils must learn to monitor their own progress, to know their own strengths and weaknesses, and with teacher guidance to make realistic decisions about their learning.
- 2.19 Pupils must learn to evaluate their own efforts against the agreed objectives in terms of the level of performance they wish to achieve.

Success

- 2.20 Pupils need to feel that the objectives set them are attainable within the time available. They need goals in the form of a series of learning Stages and of Levels of Performance that will encourage them to work towards those suited to them, so that they achieve success. The Stages should indicate what things they should learn to do, and the Levels of Performance should indicate how well they might do them.

3.

PROJECT WORK PLANNEDSyllabus

- 3.1 Syllabuses will be produced which set out an explicit set of communicative objectives and suggest language forms appropriate to them at successive graded Stages. The functional/notional approach to syllabus design seems to provide the most effective framework through which learners and teachers can understand these objectives.
- 3.2 The syllabuses will also set out the system (grammar and vocabulary) that is required to understand and produce the language forms suggested for the stages.
- 3.3 Pupils will be given Progress Cards on which communicative objectives will be spelt out, so that they can have a visible record of what they can do.

- 3.4 Pupils will also be encouraged to keep a record of the grammar and vocabulary they acquire, related to the meanings they wish to express, so that they have a visible record of what they know.

#### Assessment

- 3.5 An assessment system will be elaborated which allows pupils to monitor their own progress, and with teacher guidance to make appropriate decisions about their learning, and which also provides explicit information to parents and other interested outsiders about what pupils have achieved and about what communicative activities they can be expected to undertake.
- 3.6 A three-fold system of Assessment is proposed:-
- school-based diagnostic checks of pupil learning through Progress Cards
  - school-based waystage achievement tests at appropriate intervals where the learning of what has been taught over longer periods of time can be assessed.
  - external regional Stage surrender-value tests where the pupil's ability to cope with authentic communication can be assessed.
- 3.7 Diagnostic checks and Waystage tests expose the pupil's strengths and weaknesses and thus help to indicate appropriate extension or remedial work.
- 3.8 The results of Waystage Tests will be recorded in a Pupil Profile.
- 3.9 The assessment of pupil performance will be determined firstly by whether the pupil has understood and/or communicated effectively, and secondly by the level of performance achieved. The various levels of performance will be described as explicitly as possible in terms of accuracy, range, appropriacy and fluency to assist markers to assess objectively.
- 3.10 Awards will be made on a Regional Record of Achievement in Modern Languages which will be presented to the pupil like a certificate. Awards are based on results recorded on the Pupil Profile together with the results obtained in a Stage Test.
- The pupil will keep the Record of Achievement and add awards to it as he/she progresses through other Stages or takes up other languages.
- 3.11 The various sections of the Stage Tests will be built into a test bank to which schools will have access. An attempt will be made following the Rasch Model to calibrate the tests in terms of the difficulty of the items, and then to assess a pupil's language ability against the scale that emerges. It is not certain yet whether this will prove to be meaningful or not. It would permit comparisons of standards from year to year, but may beg too many questions about the nature of language ability and individual performance.



Methodology

- 3.12 Research will be carried out to discover and spread methodological practices which:
- a) lead to effective communicative performance by pupils
  - b) lead to an effective learning of the system underlying that communication
  - c) lead to a better awareness about language, about how it works, about its uses, and about its varieties.
  - d) encourage individual pupils how to learn, and thus gradually take more responsibility for their own progress
- 3.13 Research will be done into effective ways of using authentic material at all levels.
- 3.14 Research will be done into ways of creating and exploiting communicative situations, so that methods of moving from communicative needs to texts rather than from imposed texts to possible uses can be developed.

Materials

- 3.15 It is not possible to produce a new course in French, German, Spanish, Italian and Russian. For French and German at least there are many courses currently available.
- 3.16 Teachers are asked to "pick and mix" whatever suitable materials are available. They are asked to relate these to the G.L.A.F.L.L. syllabuses, to adapt them accordingly, and to assist in the work undertaken by the relevant working groups to produce supplementary materials.
- 3.17 Each school should aim to have its own mixture of pedagogical and authentic materials, of commercial and home-made materials, of teaching, learning, extension and remedial materials. These should be built into an explicit scheme of work for each stage or each group of pupils to be catered for.

Research and Evaluation

- 3.18 Evidence of pupil performance in communicative tasks at different stages in learning will be collected so that:
- a) the developing competence of learners can be studied.
  - b) comparisons can be made between the forms suggested in the syllabuses and the actual forms produced by the learners.
  - c) conclusions about realistic levels of performance can be drawn.
  - d) appropriate amendments can be made to syllabuses.

- 3.19 A study of pupil motivation will be made and G.L.A.F.L.L. pupils compared with non-G.L.A.F.L.L. ones.
- 3.20 A study of pupil reactions to G.L.A.F.L.L. will be made.
- 3.21 A study of teacher perceptions of G.L.A.F.L.L. will be made.
- 3.22 A study of the problems encountered in implementing G.L.A.F.L.L. in school will be made.
- 3.23 An attempt will be made to compare standards achieved in G.L.A.F.L.L. classes with other "outside" standards.
- 3.24 Studies of various G.L.A.F.L.L. classrooms will be made.

#### Teacher Training

- 3.25 The project aims to involve as many teachers as wish to be involved in the various parts of the G.L.A.F.L.L. project so that:
- a) teachers may keep abreast of the latest developments in language teaching.
  - b) a regional pattern for foreign language teaching may be developed through teachers working together to produce syllabuses, materials, tests etc.
  - c) teachers may gain increasing confidence and experience in elaborating schemes of work and selecting and making up syllabuses, materials and tests adapted to their pupils, rather than having to rely on whatever course books are available to do this for them.
  - d) teachers may experiment with new methods within the G.L.A.F.L.L. framework.
- 3.26 Video-recordings of different classrooms will be made so that teachers may see and discuss what happens in them.

#### 4. Check-List for G.L.A.F.L.L. Teachers

The check-list is intended as a guide to departments and teachers involved in G.L.A.F.L.L. work.

##### Preparations

Have you:

- 4.1 read the G.L.A.F.L.L. documents in your school's G.L.A.F.L.L. file?
- 4.2 examined the G.L.A.F.L.L. syllabuses and stage tests?
- 4.3 made arrangements to join the various seminars, meetings and working-groups involved in G.L.A.F.L.L. work?
- 4.4 discussed G.L.A.F.L.L. fully within the department, or with other teachers.
- 4.5 discussed G.L.A.F.L.L. with the Head Teacher and others involved in school with the curriculum and assessment policy and enlisted their support?
- 4.6 discussed G.L.A.F.L.L. with your pupils?
- 4.7 explained G.L.A.F.L.L. to the parents?
- 4.8 seen the G.L.A.F.L.L. work done by other schools in the region which is on display in the Dean Centre Library?

##### Drawing up a G.L.A.F.L.L. scheme of work

Have you:

- 4.9 discussed with your pupils what communicative objectives they might sensibly be aiming towards?
- 4.10 analysed the materials you have in terms of the pupils' communicative objectives, and determined what is relevant, what should be adapted, what left out, and what supplemented. The regional syllabus should help here.
- 4.11 decided on the number of Waystages you would like on the way towards the Regional Stages to be aimed at.
- 4.12 drawn up a plan to slot available materials into the various Waystages. It is often helpful to share out this work so that one teacher is responsible for materials for Waystage 1, another for Waystage 2 etc.
- 4.13 decided whether differentiation is to be built into the Waystages (e.g. for mixed ability classes) and if so when and how?
- 4.14 prepared Progress cards for your pupils for each waystage ensuring that they cover all the activities required (i.e. not just listening and speaking ones).
- 4.15 prepared booklets in which pupils can keep a record of the grammar and vocabulary they have acquired?



- 4.16 prepared a folder for each pupil in which he can keep his progress cards, booklets, and personal work. This will be a useful record of the pupil's work to submit when decisions have to be made about awards on the Regional Record of Achievement cards.
- 4.17 planned an appropriate number of waystage tests?
- 4.18 planned the Pupil Profile system in which you are going to record each pupil's progress. The profile should help to identify an individual pupil's strengths and weaknesses and thus indicate appropriate extension and remedial work.
- 4.19 started to elaborate materials to fill the gaps in the materials available to you?
- 4.20 treated the available authentic and other materials so that they can be used by a pupil without a teacher e.g. added questions at the end of reading texts that direct the pupils' attention to key words and structures, provided glossaries if necessary, prepared worksheets to go with the taped listening work with gap-filling, completion and comprehension exercises etc?
- 4.21 thought out exercises in communication like those in the regional Stage Tests towards which your pupils will be working?
- 4.22 prepared a system of evaluating the G.L.A.F.L.L. project in your school in terms of pupil motivation (e.g. comparison of S2 drop-outs among G.L.A.F.L.L. and non-G.L.A.F.L.L. pupils), and if possible in terms of standards?

In a G.L.A.F.L.L. classroom one would expect to find:

- 4.23 an atmosphere in which teachers and pupils can talk in the foreign language for ordinary classroom socialising without undue strain.
- 4.24 evidence of explicit and agreed objectives and of pupils using their Progress Cards
- 4.25 negotiation of the sort of things pupils would like to do and to learn related to the agreed objectives. This would be done for each theme/situation.
- 4.26 an emphasis on communication related to the themes/situation. All four communication areas outlined in G.L.A.F.L.L. 26 should be in evidence.
- 4.27 evidence of the learning of the system going on and not just of activity for the sake of activity. One would expect to see pupils taking down new words, phrases etc, or the teacher helping tie up grammatical threads, or pupils involved in language practice arising out of what is required for particular activities etc. The pupils should have a booklet in which keep a record of what they know.

- 4.28 pupils working on their own, or in pairs, or in groups with suitably prepared material at different levels.
- 4.29 evidence of diagnostic checks of pupil learning, and evidence of pupils being directed towards appropriate remedial work or extension work as a result of these checks. Checks would be based on Progress Cards.
- 4.30 encouragement for pupils to learn to use dictionaries and any other aids to learning that may be available.
- 4.31 lots of realia in evidence for the various themes, situations, and activities undertaken (e.g. real menus for the restaurant, money for transactions etc).
- 4.32 lots of authentic materials available in the form of:
- a) a class library of graded authentic reading material such as magazines, pen-pal letters, articles, cartoon strips, stories, adverts, brochures etc.
  - b) a class library of graded listening material in tape form covering different types of speech such as interviews, news reports, announcements, recipes, songs, conversation etc.
- 4.33 the foreign conversation assistant involved in G.L.A.F.L.L. work
- 4.34 some degree of tolerance towards errors made during communication exercises, where these errors are not due to faulty learning.
- 4.35 pupils asking to be tested when they are ready for diagnostic checks, waystage tests or stage tests.
- 4.36 pupils able to say what they had done, what they had still got to do, and how well they thought they were performing in relation to the objectives they had set themselves.

Communication in the classroom

Communication means using language for a purpose through activities which may involve listening, speaking, reading or writing or combinations of these skills. It has to do with meaning and messages, with both understanding and expression.

By communication we do not only refer to conversation, but also for example to listening for information, listening for pleasure, reading for information, reading for pleasure, or engaging in written correspondence for business or personal reasons.

I would like to start by making a distinction between real communication, exercises in communication, and language practice. It is essential for us to understand the differences between the three. It is above all important to see the difference between communication, whether real or simulated, and language practice. The differences between them have to do with the purposes that lie behind them and with the depth of personal involvement in them of the participants.

A few examples will I hope suffice to draw the distinction between the three.

Real Communication

The teacher who sees that someone is missing, but doesn't know who, and asks the class: "Qui est absent aujourd'hui?" really wants to know. He/she has a real purpose for speaking. The pen-pal who writes: "Tu vas où pour les vacances cette année?" really wants to find something out. In real communication the information sought or given is real. The participants are fully involved as themselves at the time of communicating. The message is a real one.

Exercises in Communication

The teacher who sets up a shopping situation and gets one pupil to buy goods from the other is constructing an exercise in communication. This particular type of exercise usually gives rise to a highly predictable type of communication.

The teacher who provides one pupil with one set of information (the TV programmes on BBC 1 for that night) and another pupil with another set of information (the ITV programmes for that night) and then asks them to discuss and decide what programmes they would like to watch together that evening is constructing another exercise in communication. This is a more open-ended one than the shopping one, since the language that emerges is less predictable. In both cases, however, a task is set which has to be completed through communication. The participants, however, are only partially involved as themselves. They are not really deciding which programmes to look at, and the buyer and seller are not really transacting business. These exercises involve simulated but not real communication.

There is one further dimension to add to exercises in communication. In some exercises the pupil is asked to be himself but to imagine the situation within which he is to communicate. The examples above are of this sort. Sometimes, however, exercises in communication are set where the pupil is asked to play a role other than himself. He might be asked to imagine that



he is a German teenager with a particular set of attributes, or that he is a Russian tourist guide or whatever. Clearly the pupil is less involved personally if he is playing the role of someone else.

### Language Practice

The teacher who points to a clock-face in front of the class, which shows half-past four, and asks: "Quelle heure est-il?" is not involved in either real communication or simulated communication, since he is not interested in the information provided in the pupil's answer. He is interested in the structure and vocabulary (and perhaps pronunciation) of the pupil's reply. He doesn't really want to know the time, he merely wants to know whether the pupil can say "half-past four" in the foreign language. This is language practice.

The teacher who asks a series of questions on a text that has just been listened to or read by pupils is not engaged in either real or simulated communication, but in testing the pupils' comprehension of particular structures and vocabulary, or in assessing their general ability in listening or reading. He is not interested in the answers as messages, since he already knows the answers! He is interested in the answers as pedagogical evidence of understanding. This again is language practice. Language Practice has a pedagogical purpose, not a communicative one. Language Practice is concerned with structures, vocabulary and pronunciation, or with abilities in particular skills, but is not concerned with messages. The purpose is not to seek or impart information, but to seek or impart evidence of learning or ability. There is no personal dimension to the involvement of the participants in Language Practice. They are merely involved intellectually.

Traditionally in classrooms there has been much concentration on Language Practice with its linguistic aims of mastering grammar, vocabulary and pronunciation, and in more recent audio-visual times of mastering fixed forms to slot into dialogues, but there has been less concentration on either simulated or real communication, in which it is meaning and message that matter, and in which form becomes a means to an end rather than an end in itself.

Language Practice must of course have its place in classroom language learning, but it must be seen as a means to the end of communication.

It is necessary however to exclude language practice altogether from our discussions about communication in the classroom, since it is concerned with form and skill, and not with meaning and message.

In setting up communicative situations through which pupils can learn to communicate, teachers will need to employ both real communication and exercises in communication.

We need to find out much more about what teenagers find it sensible to communicate about, and make it possible for them to do so, whether through simulated or real communication.

The better we get at creating a good classroom atmosphere and at setting up exercises in communication, the more the pupils will feel involved as themselves. And the more the pupils feel involved, the closer we shall get to real communication.

In an attempt to provide a helpful framework for thinking about Communication in the classroom, I would like to examine four communication areas in which we can develop learning experiences.

1. Classroom socialising. (Real Communication)
2. Communication with people and things foreign within the classroom/school. (Real Communication)
3. Exercises in communication in the foreign language that arise out of the pupils' interests and out of the challenges set them. These need not be associated with the foreign country. (Exercises in Communication)
4. Exercises in the foreign language of those communicative challenges likely to be encountered when with foreigners at home or abroad. (Exercises in Communication)

Each of these areas seems to me to have some sort of separate identity, though there is obviously considerable overlap between them.

I believe that we need to develop effective and enjoyable learning experiences in each of these areas, and that all of them should be included in a scheme of work for school language learning.

#### The Classroom

The classroom is where the foreign language is learnt in school. Communication is the aim of language learning. Communication skills in a foreign language can only be learnt if we use the language. If we believe these things, it then follows that we must use the language in the classroom in order to learn to communicate. For some pupils the classroom may be the ONLY place where they use a foreign language, and it would be foolish to pretend otherwise. This is not to deny the tremendous efforts that many teachers make to help their pupils to get to the foreign country, nor is it to deny the growing numbers of those who find a use for a language in their work and leisure time. What goes on in the classroom cannot, however, be seen merely as a rehearsal for what might happen later. School is not just a rehearsal for life, it is also life itself.

What we must try to do is to make the classroom (and the school in general if possible) a place where it is possible to communicate in the foreign language. This means that we must create a relaxed, friendly, but purposive atmosphere, in which there is a willing suspension of disbelief, so that it is possible for teachers and pupils to communicate in the foreign language as normal adolescents and adults.

We need research and experimentation into ways of creating what has been referred to in German as a "kommunikationsfreudige Atmosphäre" (an atmosphere conducive to communication), in which learning can take place.

1. Classroom Socialising

Much of the routine talk that goes on in classroom between teacher and pupils, and between one pupil and another, can be done in the foreign language. The temptation to which nearly all teachers and pupils fall prone is to use English, because it is quicker and easier. In many continental classrooms, however, the foreign language is used exclusively for all that goes on and it works.

Pupils will of course need time to learn the language for the various routine events in the classroom: greetings; requests to do something; exchanges of information; instructions and the like. These events are usually so closely related to the immediate context, and so like what occurs in every other classroom, that the language can be fairly readily understood, learnt and produced by the pupils themselves.

It would seem sensible to start with a few essential phrases, and then gradually through teacher-talk and pupil trial and error to build up repertoires of the sort of things pupils can be expected to understand and to say in various situations. Although a number of these will inevitably be unpredictable, we can attempt to list the situations/events that we might wish to include in a conscious way in our teaching. From these will emerge the functions and notions that will need to be expressed, and the suggested language that should be mastered receptively and productively. This was, in effect, what we tried to do in the Lothian Draft syllabuses under the heading of Routine Classroom Interaction (Specific Notions). However, in this first attempt, we were much too restrictive in scope, describing the dictatorial classroom, where teacher-talk in the foreign language was restricted to instructions, and where the notions were limited to classroom movements and objects such as opening text books and fetching chalk. Classroom interaction should not simply be a question of instructions, but should be widened to exchanges of information about many topics, some of which may fall well beyond the physical confines of the classroom, e.g. school events, news likely to have interested pupils, leisure pursuits etc.

Let us attempt to set out a few examples of situations/events and the functions, notions and possible language they might give rise to. These examples are to be seen merely as indications of what might be done.



<u>SITUATIONS/EVENTS</u>	<u>FUNCTIONS &amp; NOTIONS</u>	<u>SOME SUGGESTED LANGUAGE</u>
Greetings	Greeting	Bonjour Comment ça va? Ça va bien? Ça va mieux aujourd'hui? etc.
Checking on absences	Asking for information about the whereabouts of a specific person	Où est X ? X est absent aujourd'hui? Je ne vois pas X etc.
	Giving information about the whereabouts of a specific person: Reference to present time -	Il est malade Il est chez le Directeur etc.
	Reference to past time -	Il est allé chez le médecin Il est rentré etc.
	OR Giving an opinion about the whereabouts of a specific person	Il a raté le bus, je crois Il est peut-être malade etc.
	OR Saying you don't know	Je ne sais pas, Monsieur
	OR Saying where someone was	Il était là il y a dix minutes
Events related to beginning an activity	Requesting if you can do something	Je peux distribuer les feuilles, Madame? Je peux travailler avec X, Madame?
	Asking someone to do something	Tu veux chercher le magnétophone? Distribue les livres, X. Voulez-vous prendre vos crayons? Prenez vos cahiers etc.
Talking about an important event e.g. International Football Match.	Asking whether someone saw the match.	Tu as vu le match hier, X?
	Asking for an opinion-approval/disapproval	Tu as aimé? C'était bien?
	Asking for information as to who won, what the score was etc.	Qui a gagné? Par combien? etc.

There is obviously no attempt to be exhaustive with this tiny list! In this area what we should try and do is to pool experiences about the sort of routine interaction that can happily take place, and learn from each other.

Here is a very short extract from an actual lesson in one of our schools which shows some of the things I mean.

The class is a 1st year mixed ability one.

- Teacher: Booah!  
Alors d'abord on va faire un petit, un petit test là - avec les feuilles hein. Hop-là, hop-là. Allez des volontaires, des volontaires. Réveille-toi.  
(Pupil has hand in air) Béatrice?
- Béatrice: Est-ce que je peux distribuer les feuilles?
- Teacher: Oui, bien sûr. Allez. Une à chacun, hein. Merci.  
(Pupil has hand in air) Oui?
- Pupil A: Est-ce que je peux ouvrir la fenêtre?
- Teacher: Oui, s'il te plaît, hein, parce qu'il fait très très chaud Attends, attends. Une petite minute.
- Pupil B: The bus, the bus never came.
- Teacher: Hein.....Je n'comprends pas.
- Pupil B: Um.....
- Teacher: Je ne comprends pas. C'est quoi? Pourquoi es-tu en retard?
- Pupil B: I missed the bus.
- Teacher: Hein? Hein? Je n'comprends pas. Hm, how are we going to get round that one: 'Missed the bus'?
- Pupil B: (Indistinct).....
- Teacher: How are we going to get round that one?
- Pupils: (Indistinct).....
- Teacher: Je n'ai pas quoi ?
- Pupil C: Il n'y a pas d'autobus .
- Teacher: Ben, we might have said "Il n'y a pas d'autobus", or what you should have said was "J'ai manqué le bus". Allez va.
- Pupil B: J'ai.....
- Teacher: J'ai manqué le bus .
- Pupil B: J'ai manqué le bus .
- Teacher: Allez vite assieds-toi, hein.

It is obvious that many communicative nuts and bolts can be learnt in this way e.g. asking for things, giving opinions, stating facts, making requests etc. From the point of view of development of the system (grammar and vocabulary) a great deal can also be done. It is, for example, through such interaction that it is easiest to introduce past time and to provide pupils with a way of expressing it. They will need to say such things as:- "I missed the bus", or "I went to the wrong classroom", or "I've been to the doctors" or whatever. Teachers can thus help pupils to acquire a way(s) of expressing past time (initially only involving a 1st person statement and a 2nd person request for information) without waiting for the text-book presentation of it. Most text-books present past time far too late for classroom communicative purposes, give whole paradigms, and in French expect

all the distinctions between verbs with avoir and verbs with être, and endings with -er, -ir and -re verbs to be mastered if not at one stroke, then with about three or four hammer blows! Many French adults are still making "mistakes" with their past tenses.

There is argument about whether explanations of a technical nature (e.g. about grammar or difficult vocabulary) should be given in the foreign language or the mother tongue. Common sense would seem to indicate that when one is dealing with abstractions, the context may not be of much help, and therefore the mother tongue should be used, until pupils can be expected to begin to understand explanations in the foreign language. However, there are times when meaning can be demonstrated through synonym, paraphrase, inclusion or exclusion, or through situationalisation or contextualisation, or visual reference, rather than by translation. It is certainly useful for teachers to build up a battery of techniques for demonstrating meaning quickly and effectively without recourse to the mother tongue. It must be admitted however that this is sometimes impossible or too time-consuming.

The learner, however, must gradually be brought to understand paraphrases, synonyms and antonyms etc, since through these he can extend his vocabulary in the foreign language, and eventually learn to use that essential tool of the advanced language learners' trade, a good unilingual dictionary.

Another area in which the mother tongue would seem to be indicated, at least in the initial stages, is in the negotiation with pupils about the content of their learning, so that it is clear to them what it is they are expected to learn and to be able to do. It would seem to be a question of weaning learners from an exclusive use of the mother tongue to a rational bilingual policy in which over time more and more is done in the foreign language.

It obviously helps the language teacher, if signs, notices and other spoken or written information within the school in general is sometimes given in the foreign language. It is very helpful to the pupil to know that it is quite normal for people in the school other than specialist language staff to be able to communicate in the foreign language. Head Teachers and other members of staff are often unwilling to try their French and German, since they were brought up to be inhibited about mistakes. Language staff should attempt to remove this anxiety through showing that what matters is communication. If this feeling were ever to permeate the school as a whole I have no doubt that foreign language learning would have a more meaningful place within the whole school curriculum. There are schools which try to make the foreign languages taught part of the whole atmosphere. This seems to be a very sensible thing. Often, however, language teachers are their own worst enemies, because with pride in and insistence on accuracy they inhibit others from helping their cause.

## 2. Communication with people and things foreign within the classroom/school

What is meant here is the sort of real contact with people and things foreign that can be got, for example, through the Foreign Conversation Assistant; or through providing access to French newspapers/magazines, songs, radio or T.V. talk, or other realia; or through setting up a penpal scheme; or through organisation of French Days or Weeks, during which the pupils have maximum contact with people and things French; or through visits of pupils to places such as the French Institute; or through the setting up of a German Club, where German songs can be heard, German food eaten, German people met etc.



These can help to make the foreign language relevant in the environment in which the pupils live. Without the existence of such things, the foreign language must sometimes seem to the pupil artificial, or worse, irrelevant, unless he can actually envisage himself going to the foreign country.

It should be possible over the years to devise a series of conversation events and games, set out perhaps in the form of cue cards or situations to help Foreign Conversation Assistants to bring about conversation in the classroom. So often Assistants are left to sink or swim with inevitable consequences. This is an often neglected area.

Personal contacts through pen-pal letters or exchanges of class tapes with teenagers in the foreign country can help enormously to bring relevance to classwork. The sort of language needed for such contacts, involving information exchange, can be worked out in the classroom, based not on potential needs but on real ones. Pen-pal letters, in particular, reveal all sorts of interesting things, such as native speaker mistakes, handwriting, bilingual scripts etc.

The use in the classroom of authentic documents (ones not prepared for pedagogical purposes), of authentic speech, and of authentic cultural snippets, such as songs and poems, is motivating and also essential, since contrived pedagogical texts do not seem to be sufficient in themselves to prepare learners adequately for coping with reality. Authentic songs, or extracts from radio/television, or articles, or cartoon strips can all be treated in a variety of ways, but ultimately it is some sort of authentic response to the texts that should be aimed at, e.g. the extraction of information from a news programme, or the pleasure got from understanding the words and relating these to the music of a song, or the personal response inspired by a story or poem.

Realia such as money, bills, adverts, brochures, maps, timetables, forms etc. from the foreign country help to make the foreign language and its setting more tangible, and such things are fairly easily collected on holidays abroad.

Authentic texts and realia help both teacher and pupil above all to remember that it is ultimately real communication that matters. Schools need to build up an ever replenishable stock of such authentic material.

3. Exercises in Communication between learners arising out of their interests and out of challenges set them.

When helping pupils to learn to communicate in a foreign language it seems sensible to involve them as themselves with their own interests in their own environment. The learning of a new language is first and foremost the learning of an alternative code through which to understand and to express one's own meanings. If we think that learning a language involves the building up of a resource of strategies, skills, and language for understanding and creating meaning, then we must somehow devise learning experiences that allow the pupils to make the links between their meanings or intentions and the language they need to express them. When we learn phrases by heart in set dialogues, we do not have to make the effort to make these links. The links are, as it were, made for us. It is only when we make the personal effort to make the links between intention and language, as when we have to extract gist or have to "create" language to fulfil our own purposes, that the links are sufficiently strongly forged for them to be learnt and remembered. The current practice of teaching conversation, by getting pupils to listen to and then learn taped dialogues

by heart, would seem a less effective way of learning how to express oneself, than, for example, the trial and error attempt by the learner to create dialogue for himself with appropriate teacher intervention. Teacher and pupils might try to fix on particular situations/events/challenges and then gradually build up appropriate conversation. In this way the learner would move from the communicative needs which the situation/event stimulated in him to the realisation of those needs in language, rather than from imposed texts to potential and often unfulfilled needs. As Stevick puts it "The deeper the source of a sentence, the more lasting value it has for learning a language..... this same 'depth' factor, far from being an additional minor consideration...is in fact more to be reckoned with than techniques, or format, or underlying linguistic analysis". (E. Stevick -"Memory Meaning and Method".)

If a pupil fails to get the feeling that the foreign language can be his to do what he likes with, including making mistakes as native speakers do, then he will quickly lose motivation and start to wonder why he should learn this other person's code. It is a personal idiolect which he wishes to build up, not a native speaker competence. It therefore seems to me to be essential not to restrict the use of the foreign language to imagined trips abroad or imagined contacts in Britain, but to use the foreign language as often as possible as an alternative code to the mother tongue to express personal feelings, thoughts and opinions; to exchange both personal and general information; to come to decisions with others etc. This means that the subject matter for learning to communicate in a foreign language can be somewhat open-ended, and can be made to depend on the participants' interests and the teachers' experience of what communicative challenges make for worthwhile and enjoyable learning experiences.

Exercises in communication can be set up for practically any theme or topic. The ingredients would seem to be:

- a) think up a sensible task involving some sort of choice such as deciding which way to go to a place, choosing what present to buy a friend, planning where to go for the holidays etc.
- b) provide one pupil with one set of information related to the task, and another pupil with an overlapping but different set of information.
- c) get the pupils, through exchanging information, to build up a total picture of the information necessary to make the choice/plan/decision, and then come to some agreement.

Through working through such challenges pupils acquire strategies for communication, and learn through involvement how to ask for information, give it, state opinions, argue, persuade and reach conclusions. It would seem to me that a graded series of such challenges, involving both the gathering of information from some spoken or written source and the exchange of information with others through conversation, should form a central part of a G.L.A.F.L.L. scheme of work. Through personal involvement in seeking and expressing meanings the link between intentions and language would be forged.

4. Exercises in communicative challenges likely to be encountered when with foreigners at home or abroad.

This is the area that gets most attention today. There is an implicit assumption that the pupil WILL meet foreigners or things foreign outside school sooner or later, whether in Britain, or abroad travelling as a tourist. Whether or not such a situation arises, the fact that the pupil may well not share this assumption is not often considered by course-planners who put all their eggs into the basket of survival-as-a-tourist-in-the-foreign-country. That it is an important communication area is not to be denied, but it should not become the total concern for classroom communication.

In the other three communication areas the pupil is himself in his environment, whereas in this area we often ask him to transpose himself out of his environment and out of his every-day persona into that of a potential tourist in a foreign country he may never have visited. It is clearly difficult for some of our pupils to imagine themselves in other environments and in other roles. Adolescents do not generally find this easy.

An additional problem is that, whereas in the other three communication areas the people he is asked to enter into contact with in the foreign language are real e.g. other pupils, teachers, conversation assistants, pen-pals etc., in this area the interlocutors have to be imagined. They are imaginary ticket-sellers, customs officers, shop-keepers, market vendors, hotel keepers, teenage friends, pen-pals' parents, foreign visitors and the like - all the little green men of Longmans! Who then is to play the part of the shop-keeper/hotel receptionist/waiter etc.? Clearly it is not necessary for pupils to learn to produce the language involved. This may reduce the possibilities of pupil-to-pupil talk in the classroom, since either the teacher has to play these roles, or they must be recorded or scripted for the pupils in some way.

Role-playing is gaining considerable ground as an educational technique, but we are still somewhat ignorant of the psychological processes and attendant problems involved in learning through it.

Having said all this, it is, I think, essential to include this area, and to devise ways of providing exercises in communication for pupils against the day they meet foreigners on visits here and must help them find their way, find accommodation and make friends, or against the day they go to a foreign country and want to do these things for themselves.



### Conclusion

The plea is for a series of materials/exercises/learning experiences that will provide pupils with real or simulated communication practice in all four areas.

Schools will need to build up:-

1. a series of graded reading materials, perhaps arranged in boxes according to Stages and colour-coded for each Stage. These would include authentic materials such as magazine articles, cartoons, realia (menus, timetables), brochures, adverts, pen-pal letters, stories etc., some of which would be treated as exercises in reading for pleasure and others as exercises in reading for information. They would all have questions and information at the end so that pupils could cope with them on a self-directed individual basis.
2. a similar series of graded listening materials on tape, similarly colour-coded by Stage. Material for listening for information and for listening for pleasure would be included. Scripts and Worksheets would be prepared so that pupils could cope with the tapes on a self-directed individual basis.
3. a graded series of exercises in communication related to the themes and situations in the syllabus (e.g. restaurants, making plans for leisure activities, writing pen-pal letters etc.) These would be set out in the form of cue cards, games, simulations for whole groups, projects for individuals or groups etc.

Some Caveats about current curriculum development in Modern Languages involving the "objectives model", defined syllabuses, and criterion-referenced assessment.

A. The "Objectives Model"

Recent curriculum development in Modern Languages has followed what has been called the "objectives model". It seems indeed the most sensible thing in the world to start by setting out explicit objectives, to plan teaching materials for pupils to attain those objectives, to assess their attainment of them in a direct way, and then to evaluate the scheme of work employed.

There is however something inherently both mechanistic and over-simple about such a view of the teaching/learning process, and I would like to try and think through some of the reasons why a pure "objectives model" may not be the total answer to curriculum development in Modern Languages.

1. Many of the higher-order outcomes of educational experiences that we aspire to are notoriously difficult to set out as explicit objectives. In Modern Languages, for example, it is extremely difficult to set out in any explicit way the factors involved in such desirable aims as "language awareness" or "learning how to learn", and yet if we exclude these from our list of syllabus objectives, because they cannot easily be made explicit, we are in danger of losing the all important shape of the wood through an over-concentration on some of the more easily discernible trees.
2. It is often neither possible nor indeed helpful to predetermine the outcomes of certain inherently valuable learning experiences. How does one predetermine the outcomes of reading a good book, or even of listening to a good song? Teachers can, through experience, tell what makes a good "lesson". It is not necessary to reduce every lesson to the predetermined outcomes that learners should achieve. It has been the attempt to do this that has led to the worst forms of teaching history, art or background studies, for example in which learning is reduced to the regurgitation of well rehearsed knowledge or opinion. It may well be more sensible in such cases to specify experiences rather than objectives. These should be "so structured and infused with criteria that, given good teaching, student learnings can be treated as outcomes, rather than made the subject of prespecifications". (L Stenhouse. "Some limitations on the use of objectives" in Beyond the numbers game edited Hamilton et al).
3. Learning experiences, often, if not always, lead to outcomes that are not predicted, but which may be just as worthwhile as those that are predicted. An example would be the sort of group activities that are often designed to lead to a particular language learning objective, but which, in addition to that, lead to the acquisition of strategies by the learners of how best to work together in a group. It is as possible and as sensible to examine learning experiences that have been shown to have intrinsic value and to attempt to evaluate what outcomes have emerged, whether foreseen or not, as to predetermine what outcomes you hope to achieve, to attempt to provide learning experiences through which pupils may attain them, and then to evaluate those outcomes only.

4. The outcomes of similar learning experiences are manifestly different in both quality and quantity for individual learners. Some are better at some things than others are, some choose to concentrate on certain aspects, others on other aspects. There is, I believe, something essentially healthy in individual variation. The "objectives model" in its most extreme "mastery-learning" form seems to be suggesting that we should strive towards uniform mastery of knowledge and behaviour for each individual. Human nature will fortunately prevent this from happening.
5. The prespecification of objectives assumes that the teacher always knows best what the learner should learn. In an age in which more emphasis needs to be placed on personal responsibility, it is a more learner-centred methodology that is required - one that allows the learner to negotiate his objectives with the teacher, and in the light of his experiences to adapt them to his potential as he goes along. There is already evidence that negotiated objectives lead to higher motivation on the part of the learner than do imposed pre-determined ones, however explicit they are made.

#### B. Defined Syllabuses

Current defined syllabus in Modern Languages (e.g. the various Threshold Levels in the Council of Europe Modern Languages Project) tend to be set out in terms of discrete functional/notional and/or formal linguistic elements, rather than in terms of whole communicative units. Yet what the teacher needs is a syllabus that not only breaks down communication into its discrete elements but also indicates whole communicative experiences through which pupils can learn. To learn to communicate involves more than just learning a list of discrete phrases on the one hand, and grammar and vocabulary elements on the other hand, as is suggested by present day language syllabuses whether functional/notional or structural. It also involves going beyond the practice of discrete skills such as listening, speaking, reading and writing, such as is implied in examination board syllabuses and test type whether **traditional or alternative**. Learning to communicate implies learning to carry out a range of contextualised communicative tasks which may or may not involve combinations of discrete skills. The skills, like the functional/notional linguistic content, however, emerge in the fulfillment of the communicative tasks. Logically they should not predetermine them, as they do at present.

The teacher still needs the syllabus breakdown of formal elements related to the functional/notional units, so that he can help the pupil build up on the one hand a set of very useful communicative phrases as anchor sheets and on the other hand a generative system of phonological, grammatical and semantic elements that will help:

- a) to unravel the meanings in authentic language heard and read AND
- b) to create language to carry out whatever communicative tasks have to be fulfilled.

Instead of encouraging communication, it is arguable that current defined syllabuses may tend to make teachers teach the discrete syllabus elements, whether functional, notional or structural, in a direct way, thus turning the attempted definition of the discrete elements of desired output into directly teachable input. The teacher may be



tempted to teach functions, notions, grammar, vocabulary, listening, speaking and reading as discrete things, but fail to provide whole communicative learning experiences. This would be equivalent to driving lessons in which the instructor taught the discrete elements of steering, starting, road-signs, clutch-using, braking, judging distances etc. in a discrete way, without ever actually providing the learner with driving experiences in which he could put them all together in their interrelated place.

Syllabuses should perhaps be judged in terms of whether they explicitly help teachers to develop/find inherently enriching learning experiences, rather than in terms of the adequacy of their descriptive classifications.

Future syllabuses will perhaps need to indicate clearly what communicative experiences the teacher is to set before the pupils in order for them to learn to communicate.

### C. Criterion-Referenced Assessment

The current Defined syllabuses in Modern Languages could very easily be misused when translated into criterion-referenced assessment. In this sort of assessment we are concerned with testing pupils against explicit criteria. If the objectives or criteria against which pupils are to be assessed are set out in terms of discrete content elements and sub-skills of communication, rather than in terms of communicative activities, then tests derived from them are unlikely to be assessing communicative performance. It is not a switch from norm-referenced testing to criterion-referenced testing by itself that will improve matters. What we have to ensure is that the tests and procedures really assess the "right things". Here we are in a Catch 22 situation, since if we find it difficult to define what the "right things" are, we shall obviously find it a problem to assess them. It is because of this that one appeals for communicative authenticity in tests, since one can postulate that with authentic material, with authentic communicative tasks to solve, with authentic response to material demanded, and with authentic conditions set for the carrying out of communicative tasks, one must somehow be assessing some sort of communicative performance, even if one cannot yet be too explicit about its nature. Whereas, with contrived material, contrived tasks, and contrived conditions, such as pertain in most tests and examinations today, we may well be assessing pupils against some of the discrete criteria set out in current defined syllabuses, but we may well not be assessing communicative performance.

Exam Boards tell us that they have been operating criterion-referenced assessment for years. Perhaps to some extent they have. What is at fault is that the criteria are wrongly defined, not that they are not defined.

Achievement testing on a defined syllabus should be a school internal affair, and this should play an important part in any certification at any level. Teachers as professionals, trained in the basics of assessment, are the best judges of what pupils should have learnt or learnt to do on the basis of what they have taught them. A profile of learning progress, spelt out in terms of communicative ability, of level of language awareness, and of level of responsibility for one's own learning, would seem to be the sort of thing to aim towards.

It can be argued that Public Exam Boards setting external exams should concentrate on being absolutely explicit about the behavioural tasks they may include in their exams, but should only suggest possible functional/notional/grammatical/vocabulary elements.

One cannot predict what a native speaker is going to say or write, and any attempt to define language for a receptive syllabus can at best be seen as enlightened guesswork. Nor can one totally predict what language any individual will want to use in speech or writing to fulfil whatever personal tasks he may wish to carry out, so that at best "productive syllabuses" can only be suggested too. Defined linguistic content is a classroom artefact.

Exam Boards however can and should be explicit about:

- a) the communicative tasks involved in the various communicative areas set
- b) the type of authentic material to be used within these tasks and areas
- c) the type of cues to be provided to the pupils
- d) the type of response expected from the pupil
- e) the conditions under which the tasks are to be fulfilled (i.e. time limits, use of dictionaries and other aids, questions to the examiner allowed etc)
- f) the criteria for assessing communicative performance within the tasks set.
- g) the criteria for establishing the various grades/levels of performance to be awarded. These should be based on real pupil performance and not the idealised figments of the examiners' imagination.

#### D. Curriculum Development in Modern Languages

One of the particular problems that faces us as curriculum developers in Modern Languages is that we are frankly unable to predetermine in any certain manner the requirements in terms of specific future communicative performances in foreign languages of any individual school pupil. We cannot even answer the question as to which language(s) the pupil may need, never mind what uses he might have to put it to.

In terms of individual language use, initial school language learning can only be seen as a shot in the dark, the outcomes of which have as much if not more to do with education as with specific needs of vocational training.

School language teaching should aim towards outcomes such as learning how to learn a language, language awareness, responsibility for one's own learning, the widening of linguistic and cultural horizons, self-evaluation, the ability to work together towards common ends, positive attitudes through contacts with the foreign country and its people and through school exchanges and visits, as well as towards the learning of a language for certain communicative purposes.

It is not difficult to see that such higher order educational outcomes will simply not be achieved if communication is not placed in the foreground of classroom concerns. Without a proper concern for communication, awareness of the different purposes for which language is used cannot be fostered, nor can healthy attitudes towards foreigners based on first hand communicative experience with them be developed, nor can one learn how to learn in a natural language learning environment.

The attempt to make language learning less of an elitist academic classroom pursuit concerned uniquely with learning to control structures of a foreign language, and more of a communicative pursuit within the reach of all pupils, should not be thought of as a movement away from education towards vocational training, but rather as a much more effective way of attaining both the desired educational outcomes and the potential vocational ones.

It can of course be fairly quickly demonstrated that effective communication necessarily implies control over the system or structure of a language, whereas the academic ability to demonstrate knowledge of the system of a language for its own sake not only falls short of communication but cannot bring about the educational outcomes desired.

A study of present pupil performance shows that the most able, although they can cope with the formal criteria set them, are being severely restricted in scope, are held back from the levels of communicative performance that they could attain, and are simply not achieving the broader educational outcomes to the extent that they should and could. On the other hand the slower learners are getting appalling indigestion from the ever-increasing dose of structures and vocabulary given them, and cannot cope with the formal criteria set them in exams and classroom exercises aiming towards the exams. With a more logical concern for communicative criteria, there is some evidence that all might do better. In brief the argument is that:-

- a) We should be looking towards educational outcomes as well as towards potential vocational and leisure time needs when we teach foreign languages in school.
- b) It is at least partly through aiming at effective communicative performance that we shall best achieve the educational outcomes we seek, and at the same time be more likely to fulfil the possible requirements of industry, commerce, tourism or personal leisure.



CONCLUSION

It will be appreciated that some of what I have written above is in conflict with some of the starting points of the Graded Objectives movement. Like the devil's advocate, my aim is to call into question some of what we have said and done, and to suggest that we have a very long way to go before we begin to see clearly through many of the important problems involved.

I sense a grave danger of the movement being formalised in an as yet embryonic form, pickled for ever in some examination board's regulations, with self-satisfaction the order of the day.

Even if it is now necessary for us to expose ourselves to the terrible blind glare of the national sunlight in order to have some influence on the future examination system, it is much more crucial for us to continue to grow as wild flowers in the rank and fertile regional woods.

John L Clark

The Conduct of Conversation Tests and the Evaluation of Pupil Performance1. The conduct of the test

The intention behind the existing GLAFL Conversation Tests is to provide the pupil with a clearly stated task to perform within a given framework which he can readily grasp, thus enabling him to give of his best. Hence the first concern of the teacher administering the test will be the reassurance and encouragement of the pupil. In order to do this the teacher will have to make some kind of provision for the assessment of the test which will not interfere with his/her role as a participant. This can be done in three possible ways:-

- a) All teacher/pupil tests are recorded and marked later
- b) The ~~PCA~~ or another teacher administers the test while the class teacher marks it independently
- c) The teacher develops an ability to separate in his mind the two roles of helpful and sympathetic foreigner on the one hand and unbiased marker on the other.

c) has proved in fact to be perfectly possible with practice, although it is often easier to start conversation tests with teachers working in pairs and comparing results.

An essential part of the teacher-cum-evaluator's role will be to ensure that the pupil has a complete understanding of what is required of him. Cue-cards, however well-phrased, can be misinterpreted and a few moments going over the tasks with the pupils first of all can save precious minutes later on. Not only should pupils know what they have to do on the day, but it should also be made plain to them what the aim of the Stage Conversation test is long before they take it. Some pupils show confusion about the nature of communication to such an extent that instead of getting on with the task, they worry about providing a series of grammatically correct but almost totally inappropriate and irrelevant utterances. These pupils are bound to be severely penalised. Some pupils will embark on a task which they have misunderstood, e.g. interpreting a grocer's shop as a restaurant, or misinterpreting a diary and persuading their partner to go out with them every evening. Such pupils have clearly not understood what task they have been asked to carry out and should quickly be set aright without penalty.

Clearly for a few nervous pupils, the test represents quite a psychological hurdle. Experience shows that pupils who have been used to a great deal of paired activity in class, and who work in an atmosphere conducive to communication, are less likely to have their performance affected by nerves than those whose communicative experiences have been limited to a few stressful periods preparing for the test.

While it should be impossible for pupils sitting the tests to be unaccustomed to this kind of activity, because of the system of Progress Cards and Waystage tests which are an integral part of the Stage award, it must be accepted by markers that for all sorts of reasons a variety of strange things can happen even to the performance of the very best pupils.



For example, the sudden blank can occur under stressful situations to all of us, and where only one word is involved the examiner can provide it, even if it is a key word, as long as he judges it to be a "one-off" instance. This certainly is not to say that the remembering of vocabulary items is not an important part of what is being tested (indeed a pupil who repeatedly forgets the high-frequency vocabulary which he should have been using regularly is bound to fail, particularly bearing in mind that in the conversation tests the language he uses is to some extent the language of his choice - it is not necessarily forced by a question). Where, however, a nervous but otherwise competent pupil struggles for a word, and where this word once given is used correctly, there should be no question of loss of a pass or credit. Occasional communication blanks will occur in even the ablest pupils.

Such instances of forgotten vocabulary are not to be confused with the poor memory of slower pupils. In the latter it is sometimes helpful, in order to avoid breakdowns in the middle of a conversation, to go over the task roughly in English so that the pupils get a clear idea of what language they will need. Some pupils like to perform the task in English first and unless it is a guessing task there seems no reason against this. If too much help is going to be required it will be obvious to the teacher that the pupil should wait a little longer before he takes his test.

Consider the following strategies used by pupils in the tests when faced with a sudden communication blank:

a) The pupil stops talking and looks miserable. (Such a response should be discouraged - it would be better to ask for help, preferably in the foreign language)

b) The insertion of an English word:-

"Ich möchte ein Orange-juice." Here the pronunciation of Orange was with a German accent. To the native speaking grocer the sentence is heard as: "Ich möchte ein Orange ---". So he might well enquire - "eine Orange oder eine Orangensaft?", since it is likely that the customer requires one of these. The pupil clearly shows from the pronunciation of Orangensaft as he takes it up that the word is familiar to him.

Another example where the lapse is not corrected is

"Wir - meet - um halb 7 am Sportplatz, ja?"

Since "um halb 7 am Sportplatz ja?" is totally correct there is no problem occasioned by the use of English - the message is 100% clear.

c) A request to be reminded of an item of vocabulary prior to a test:-

Pupils have to compare and select T V programmes and Pupil A asks to be reminded of the verb to watch T V. (NB this is not essential to the test) The teacher gives fernsehen.

Pupil A: Sehen wir heute abend fern?

Such an instance is of course quite different from "giving" a pupil a word which he doesn't know or know how to use.



d) Where the pupils themselves solve a misunderstanding:-

- Pupil 1: Wann treffen wir uns? (When will we meet)  
 Pupil 2: Wir treffen vor dem Kino - eh, vor dem Sportplatz (Says where they're to meet)  
 Pupil 1: Wo? (asks where)  
 Pupil 2: Vor dem Sportplatz (Gives place)  
 Pupil 1: Ah ja. Und wann? (and when)  
 Pupil 2: Halb 8 (Gives time - problem solved)

2. Assessing whether the task has been performed

The marker who has heard a test completed will first ask himself if, over the whole test, the pupil has both understood and communicated sufficiently to have accomplished the task. (In GLAFLL terminology where u = understood and c = communicated, this is referred to as an "u/c".)

This can be done either in retrospect with the whole test in mind or by means of a shorthand system as is the example which follows:

A/1 Conversation Pupil/Teacher

SECTION A (Survival Conversation) Instructions to Pupil

1. The examiner is a grocer in a shop. You come in and wish to buy something for your dinner which you can eat and drink right away. The teacher will give you some foreign currency. You must do the following:

- Attract the grocer's attention
- Request something to eat
- Request something to drink
- Say how much you want
- Answer any questions you are asked - (Teacher asks "Is that all")
- Pay the correct amount and get change if necessary
- Take leave

In this example the pupil is asked to do 7 things.

It is clear that there will be in this as in most tests a hierarchy in the importance of the tasks required. Thus the pupil who failed to perform the social niceties but got his food and drink would pass, whereas the one who left the shop without getting his food would not. The first question for the marker is therefore "Did the pupil achieve the required result?" (in this case food and drink which he could consume right away). If the answer is no, the pupil fails. (Thus the pupil who ends up with 2lbs of leeks or a bottle of whisky fails - he can't eat and drink these straight away - he is merely showing off his vocabulary, not applying himself to the set task.)

An example of a personal shorthand system for recording a pupil's performance is as follows:-

Pupil utters/acts	Teacher records	1 (u/c)
Utterance/act fails to communicate	Teacher cancels	1 (non u/c)

Various refinements are possible to indicate such features as accuracy (or lack of it) hesitation or special proficiency. (These will be dealt with in more detail under Assessing Level of Performance)

E.G.	U/C contains grammatical error	Teacher records	1
	U/C shows specially pleasing feature	Teacher records	1
	U/Cs are very hesitant	Teacher records	1...1...1

Thus on any given test a pupil's performance might be recorded thus:-

1 1 1 1 1 1

Such a record, while helpful as an aide-memoire, is not to be regarded as a numerical exercise in which the candidate has to achieve a certain number of correct u/cs irrespective of their individual importance. As always, success in a test will depend on whether the candidate has completed the task, thus some utterances will weigh more heavily than others in determining Pass/Fail. An example of an actual pupil performance marked in this way is as follows:-

Transcript of Pupil Performance with Marking System (for comments on assessing LOP see below)

<u>Instruction</u>	<u>Pupil</u>	<u>Teacher</u>	<u>U/C</u>
Attract grocer's attention	Monsieur, Monsieur	Oui, Monsieur	1
Request something to eat	J'ai faim-euh-	Vous désirez quelque chose à manger?	1
Say how much you want	Euh-un paquet de biscuits	Un paquet de biscuits. Vous voulez ces biscuits-ci?	1
	Eh-non-les biscuits au chocolat	Biscuits au chocolat - très bien, voilà-un paquet de biscuits	1
Request something to drink	J'ai soif. Un orangina merci	Une orangina-une bouteille d'orangina?	1
Say how much you want	Eh oui	Très bien, voilà une bouteille d'orangina	1
Pay the correct money	C'est combien?	C'est tout? said at the same time	1
Answer any questions	Eh oui	Bon ça fait 15fr, 20 Voilà Monsieur Au revoir Monsieur	1

There is no question but that this pupil has completed the task. It is now therefore a question of how well he did it.



### 3. Assessing Level of Performance (Lopping)

#### Communicative qualities

Since in these tests what is being measured is communicative ability, it is necessary to decide what individual abilities go to make this up. Without doubt the best communicators show qualities which go beyond the purely linguistic. For instance, a good communicator will be able to do some of the following:-

Say clearly and economically what he means; develop within a given situation those aspects which are "real" to him; by concentrating on the response of his partner (or examiner) he will be aware when to interrupt, help out or give explanation; he will concentrate on conveying meaning first and foremost and will when in difficulty use all sorts of strategies to do this; he will rarely give up, nor will he allow a misunderstanding to persist as if it weren't important; he will not be afraid of using his language resource however inadequate nor will he be struck dumb with shyness in front of a stranger. What a good communicator may not necessarily do within the strict confines of some of the test items is provide a large amount of utterances for the marker to assess, nor should he feel it necessary to do so. In the above example it is feasible for a good pupil to complete the task with a couple of sentences. This economy of utterance cannot be regarded as anything but a positive quality. If the administrator of the test is in doubt and feels this may reflect some learning by heart, he can always prolong the conversation to test the pupil further beyond the outline of the test itself.

Since it is above all the qualities of the candidate as a communicator that will influence our assessment of his level of performance we will not only disregard, but may also penalise the candidate who uses the sort of language traditionally taught to impress SCEEB examiners, and whereas utterances like "the birds are warbling in the trees" are unlikely to appear, the use of well learnt set phrases in inappropriate contexts will no doubt occur in GLAFLL tests. An example of this appears in the transcript above. The pupil in the transcript was a fluent speaker with a reasonable French accent and the initial impression was favourable. A closer look at how he interpreted "request something to eat" and "request something to drink" however, within the context of a grocer's shop shows that he uses the expressions 'j'ai faim' and 'j'ai soif', both of which show a correct use of avoir with expressions of hunger and thirst, but are not appropriate to the context of requesting something to eat and drink in a shop, although they might perform this function if the pupil were staying in a penpal's home. It is indeed arguable that the ensuing reaction from a real French shopkeeper could have made his task extremely difficult. Thus while accepting that this particular pupil did indeed show evidence of communicative ability, (fluency, lack of hesitation, a good understanding etc) he would not be considered for the top LOP on this test (in this case the LOPs available are 0,1,2,3) and he would be marked LOP 2.



### Linguistic Features

Other linguistic aspects of a pupil's performance will be taken into account when measuring a level of performance. These are the range of structures and vocabulary, grammatical accuracy, pronunciation, hesitancy/speed, length of utterance. Along with communicative ability and appropriacy they are dealt with in GLAFLL 19 which represents an initial attempt to indicate what level of performance is regarded appropriate at each stage. These are the actual linguistic features which, combined with the communicative qualities described above, are taken into account in determining a final level of performance. The following description of LOPs 0-3 on Stage 1/2 conversation tests from the evidence of pupil performance to date, taking into account the indications in GLAFLL 19, may be helpful.

- LOP 0 Fails to complete task. Does not understand/communicate sufficiently in the foreign language. (Some pupils in this category use "foreign sounding" English to a certain extent).
- LOP 1 Completes overall task but may fail to understand/communicate on an individual task item and/or may require frequent repetition/rephrasing to do so. Offers minimum possible answers. Unlikely to initiate beyond instructions and fails to develop pupil/pupil exchanges. Thrown by unfamiliar items and likely to have few strategies to overcome this. Hesitant, with intelligible but often poor pronunciation.
- LOP 2 Completes task. Likely to understand/communicate without significant hesitation on each item of task but may be thrown by items beyond this. Narrow range of structure. Uses set phrases fairly confidently and may attempt recombinations. Such recombination may well be inaccurate, occasionally even inappropriate. Likely to need repetition of unfamiliar language and occasional repetition or rephrasings. Pronunciation intelligible with some errors.
- LOP 3 Completes task. Uses appropriate language. Goes beyond set phrase level and can understand near native speech beyond the strict confines of the task. May ask for occasional rephrasing/repetition of unfamiliar items. Any language problem likely to be solved by use of the foreign language. Likely to initiate and/or develop parts of the conversation as appropriate.
- N.B. While LOPs 1-3 can be awarded on all Stages 1/2 conversation tests only LOPs 1-2 apply to pupils taking a Stage 1 test.

			<u>Stage 1</u>	<u>Stage 2</u>
Thus:	LOP 0	=	Fail	Fail
	LOP 1	=	Pass	Fail/Pass at Stage 1
	LOP 2	=	Credit	Pass
	LOP 3	=	Inapplicable	Credit

Should a pupil taking a Stage 1 test perform at LOP 3 on a conversation test this might indicate that he/she should be taking a Stage 2 test.

### Progression of Communicative Ability

While GLAFLL is in its initial stages it would be premature to do more than postulate what happens in the development of a pupil's communicative ability from Stage 1 to Stage 4 and beyond. As far as "communicative qualities" are concerned it seems likely that encouragement of such qualities through increased communicative practice and the natural effect of maturation will promote these. Pupils taking tests in the later Stages of GLAFLL will already be aware of the nature of the tests and thus better prepared for them.

In the later stages of GLAFLL pupils will be expected to have at their active disposal an increased vocabulary, a variety of structures upon which to call, as well as a greater length of utterance where appropriate. Because their understanding will be better pupils should be communicating more fluently and more freely. A better pronunciation could also be expected. These would incontestably be improvements which could reasonably be expected at later Stages and indeed all of these can be found to varying degrees in the performance of pupils taking sample Stages 2 and 3 tests to date. What is not so clear is what happens to a pupil's control of the grammatical system of the language while the other features of his communicative ability are developing, enabling him to deal with a wider selection of increasingly more complicated tasks. It may well be that some pupils will achieve all the communicative qualities as well as some of the linguistic ones described above but that their grammar will somehow become fossilised at the lowest level that allows completion of the task. While not encouraging the acquisition of such a fossilised grammar system, GLAFLL assessment can take this into account within the system of awards as a possible way in which some less able pupils could progress through the Stages at a low level of performance if this is what they wish to do. Much more research will obviously have to be done along these lines. For a detailed consideration of Lopping see the Appendix and the sample tape which can be had on application to the Dean Centre.

#### 4. Attitude to Error

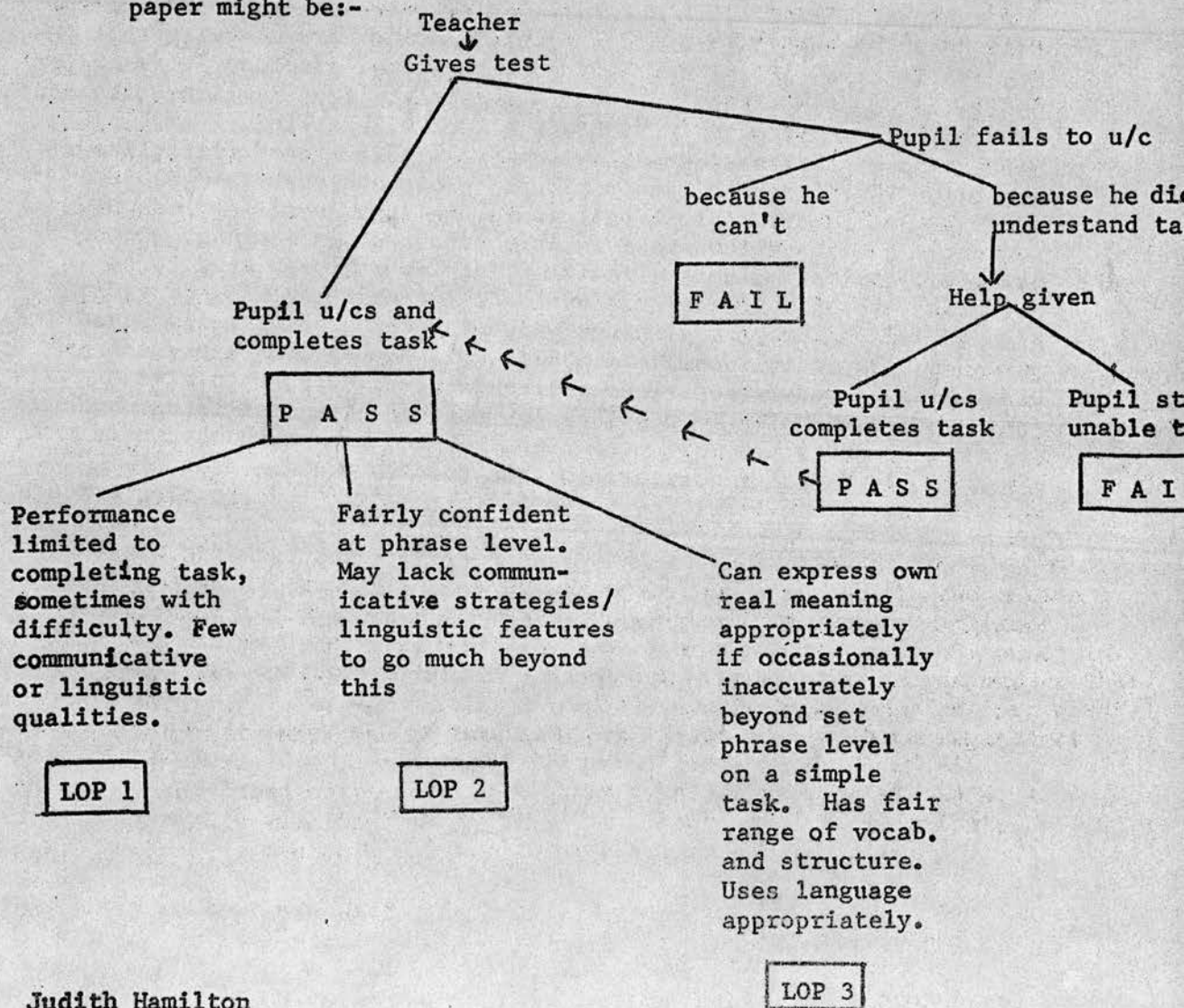
In learning another language, pupils are learning an alternative code for expressing meaning. Just as a child learning its mother tongue will "make mistakes" in expressing his meaning through false analogy etc, so it is a natural part of the learning of a second language for pupils to do such things as translate concepts from English which don't fit the foreign language - "j'étais allant" (interlingual errors) to follow known patterns and analogise - j'ai allé - etc" (intralingual errors). Such errors, far from being grotesque aberrations, tend to follow perfectly logical patterns. As each pupil develops his awareness of the various ways in which the foreign language encodes concepts, some of which are familiar, others of which have to be perceived, so he builds up his own model of that language providing him with rules for saying things which, although necessarily based at any one point on an incomplete model, will enable him to say things which will be understood. No pupil will ever be able to give a consistent mirror-image output performance of a teacher's/text book input, even under the most traditional of teaching methods, where correctness was all important. It is therefore a question of considering, since error is an inevitable part of the learning process, which errors at which Stages are tolerable because inevitable, and which should receive the greatest attention. For example, where the pupil has to get something to eat from a grocer, the grammatical error "je voule un paquet de biscuits" is potentially less serious in its implications for the grocer's reactions than the grammatically correct "j'ai faim" in this context, although traditionally the opposite would have been the case. (An experiment in the nearest grocer's shop should soon prove this point) This is not of course to say that in a teaching situation "je voule" should go uncorrected.



A way of looking at grammatical error is to consider the notion of redundancy. A native English speaker, hearing an immigrant child say "I want go home now" will immediately know what the child was intending because only one word in the English language fits that particular gap, it is therefore 100% predictable and therefore does not carry any meaning, so that its omission will in no way affect communication. Similarly "ich gehe heute abend Kino" will be interpreted correctly immediately by a native speaker who will mentally slot in the missing "ins", hence it is a question of a linguistic error, not a communicative error.

Examples of communicative errors would be those that occur in the semantic load-bearers of language such as nouns, adjectives, verbs and adverbs. Errors in articles, endings, some pronouns, some prepositions and conjunctions often do not affect communication and can be seen as borderline errors. Where lack of grammatical form does not impair communication as in the example "ich gehe morgen Kino" we have an insignificant linguistic error. An example of a communicative error would be "Ich habe vor, eine neue Farbe zu kaufen" in answer to a question in a clothing department. The answer is 100% grammatically perfect, but gets 0% for communication. The pupil has looked in the dictionary for the word for suit, found Klage, Werbung, Anzug, and by choosing the wrong one has said he intends to buy a new "complaint" (i.e. lawsuit)

In considering the transcripts which follow and their accompanying tapes distinctions such as the above need to be borne in mind. A rough format for assessing the merits of an individual performance taking into account the various parameters discussed in this paper might be:-





FRENCH SAMPLE TAPE CONTENTS

<u>Pupil</u>	<u>Rev. Counter No.</u>	<u>Conversation</u>	<u>LOP</u>
1	000	T/P A1	1
2	031	T/P A1	1
& 3	065	P/P A2	2 + 2
& 5	108	P/P B2	1 + 0
6	155	T/P A1	3
7	169	T/P A2	2
8	189	T/P B3	3
& 9	248	P/P B1	3 + 3
& 7	264	P/P B3	1 + 2
9	283	T/P B2	3
10	319	T/P A1	2
10 & 11	332	P/P A2	1 + 1
12	349	T/P A3	2
13	367	T/P A1	2
12 & 13	383	P/P B3	1 + 2
14 & 15	402	P/P A2	3 + 3

It is important that these transcripts should be used in conjunction with the accompanying tape/cassette since the various features which make up a Level Performance cannot be properly appreciated from a mere transcript.

FRENCH SAMPLE TAPE TRANSCRIPTION

CONVERSATION P/T 1A

SHOPPING

SII Less Able Pupil

- Pupil 1: Je votre - je voudrais un gâteau
- Teacher: Un gâteau - quelle sorte de gâteau Monsieur? Une tarte aux fruits ou.....?
- Pupil: Une tarte aux fruits
- Teacher: Aux cerises ou aux fraises?
- Pupil: A fraises
- Teacher: Très bien Monsieur. C'est tout?
- Pupil: Je voudrais un tasse de lait (inappropriate)
- Teacher: De lait....nous n'avons pas de tasses Monsieur. Une bouteille?
- Pupil: Oui une bouteille
- Teacher: Une bouteille de lait. C'est tout?
- Pupil: Oui
- Teacher: Eh bien. Ça vous fait Monsieur 3 francs 50.. Ah oui 3 francs 50 - ça suffit Monsieur. Et voilà - 2 francs 50 là - votre monnaie....et non, 1 franc 50 - je peux pas compter moi - eh bien. Au revoir Monsieur. Au plaisir
- Pupil: Au revoir

Comment

Hesitant but comprehensible. Lots of help given. Bare minimum. LOP 1

CONVERSATION P/T 1A SHOPPINGSI PUPIL MIXED ABILITY

- Pupil 2** Bonjour Madame
- Teacher:** Bonjour Mlle. Que désirez-vous?
- Pupil:** Je voudrais du jambon, s'il vous plaît
- Teacher:** Oui. Combien?
- Pupil:** Et je voudrais de la orangina
- Teacher:** De l'orangina, oui certainement. Combien de jambon voulez-vous - un kilo, un demi kilo -
- Pupil:** Eh...
- Teacher:** Cinq cent grammes? Une tranche?
- Pupil:** Trois grammes (doesn't know weights)
- Teacher:** 3 grammes. Bon, très bien. Et une orangina, c'est tout?
- Pupil:** Une orangina
- Teacher:** Une orangina oui, certainement. Vous voulez autre chose? C'est tout? Du jambon et une orangina et c'est fini?
- Pupil:** Non
- Teacher:** Non....c'est ça oui? Fini? Du jambon oui et une orangina oui?
- Pupil:** Oui
- Teacher:** Oui bon. Alors ça fait 13 francs s'il vous plaît.  
Voilà. C'est ça. C'est exact. Merci beaucoup Mlle
- Pupil:** Au revoir
- Teacher:** Au revoir Mlle

Comment

Pupil has failed to realise that choosing to buy ham entails a knowledge of quantities beyond what she possesses. She is also thrown by c'est tout? and doesn't have any strategy to cope with not understanding. At set phrase level she seems to perform confidently but cannot go beyond that. LOP 1

PUPILS 2 & 3 ENTERTAINING MARC PUPIL/PUPIL A/2 (SI PUPILS, MIXED ABILITY)

- Pupil 2:** Le matin c'est jouer au volleyball?
- Pupil 3:** Eh oui, jouer au volleyball
- Pupil 2:** Mm et aller au café?
- Pupil 3:** Non. J'aime tour de North Berwick?
- Pupil 2:** Mm, oui tour de North Berwick
- Pupil 3:** Tour de North Berwick (notes this down on paper)
- Pupil 2:** Les soeurs (for le soir) une discothèque.
- Pupil 3:** Oui, un discothèque - Le matin....
- Pupil 2:** Et aller au café?
- Pupil 3:** Oui
- Pupil 2:** Le matin jouer au volleyball, l'après-midi tour de North Berwick, le soir discothèque
- Pupil 3:** et le café
- Pupil 2:** Et le café oui



- Teacher: Bon, très bien. Où est-ce que vous allez manger?
- Pupil 2: Oh - jambon sandwich, de la salade sandwich (non U/C)
- Teacher: Mais où, dans un café ou chez vous?
- Pupil 3: Un cola? (non U/C)
- Pupil 2: Oui
- Pupil 3: Du gâteau. J'aime le gâteau
- Pupil 2: Oui, j'aime le gâteau
- Teacher: Et où est-ce que vous allez manger - dans le café ou bien dans un restaurant ou bien à la maison?
- Pupil 2: Le café
- Pupil 3: Un café
- Teacher: Dans un café. Bon, très bien merci.

COMMENT

Task completed prior to teacher intervention. Free from hesitation and pupils interact well. The exchange, though short, is to the point. Compare 10 & 11. LOP 2 each

PUPILS 4 & 5 SPORTSCENTRE B/2 (SII BOTTOM SET)

- Pupil 4: Le rendez-vous est dans la jardin de publique
- Pupil 5: Oui
- Pupil 4: A - eh 6 heures.
- Pupil 5: Non. 6 heures et demie
- Pupil 4: 7 heures
- Pupil 5: Oui
- Pupil 4: Vous jouez le football?
- Pupil 5: Oui
- Pupil 4: Est-ce que je - né - je nelle - journée (just comprehensible)  
Eh lundi?
- Pupil 5: Non
- Pupil 4: Mardi?
- Pupil 5: Non - eh mercredi
- Pupil 4: Non. Et jeudi?
- Pupil 5: Non -
- Pupil 4: We cannae go then
- Teacher: What day are you going to go?
- Pupil 4: Thursday
- Pupil 5: Thursday
- Teacher: And Thursday is?
- Pupil 5: Mercredi
- Pupil 4: Jeudi
- Pupil 5: Jeudi
- Pupil 4: Oui

COMMENT

An example of how not to set about arranging a meeting. Pupil 4 however does manage to u/c sufficiently to arrive at a time place, activity and date. LOP 1 for Pupil 4. 0 for Pupil 5.

PUPIL 6 SHOPPING A1 (SII 1st TERM. MIXED ABILITY)

- Pupil: Bonjour Mme  
 Teacher: Bonjour Monsieur. Que désirez-vous?  
 Pupil: Je voudrais un paquet de biscuits et un bouteille de coca  
 Teacher: Bon, un paquet de biscuits. Des bisquits au chocolat?  
 Pupil: Oui  
 Teacher: Oui bon alors voilà, des bisquits au chocolat. Et?  
 Pupil: C'est combien?  
 Teacher: Les bisquits au chocolat ça fait 4 francs s'il vous plaît  
 Pupil: Et c'est combien de bouteille de coca?  
 Teacher: Une bouteille de coca ça fait 3 francs s'il vous plaît. C'est tout?  
 Pupil: Oui c'est tout  
 Teacher: Bon alors ça fait.....  
 Pupil: Voilà (gives 10 franc note)  
 Teacher: Bon alors merci. Ça fait 7 francs en tout. Voilà  
 Teacher: Merci Monsieur  
 Pupil: Merci  
 Teacher: Au revoir Monsieur  
 Pupil: Au revoir Madame

Comment

Language appropriate, fluent and competent. Compare to Pupil 10 transcript in GLAFL 28. Teacher could perhaps have extended conversation in order to be sure pupil could cope beyond this well known area but on this evidence LOP 3

PUPIL 7 DIRECTIONS A2 (SII 1ST TERM MIXED ABILITY)

- Pupil: Bonjour Mme  
 Teacher: Bonjour Monsieur  
 Pupil: Pour aller à la poste?  
 Teacher: Pour aller à la poste oui bon. Vous êtes à pied Monsieur?  
 Pupil: Oui  
 Teacher: Oui à pied bon. Alors voilà le plan de la ville - oui. Eh bien voici la Poste ici, rue de Paris oui? eh bien nous sommes ici oui?  
 Pupil: Oui

- Teacher: Eh bien au bureau de tourisme, Alors, vous descendez ici l'avenue Carnot oui
- Pupil: Oui
- Teacher: Et puis vous prenez la première rue à gauche
- Pupil: Première à gauche
- Teacher: Et la Poste c'est ici en face de la rivière
- Pupil: Oui
- Teacher: Oui vous comprenez?
- Pupil: Oui
- Teacher: Très bien - vous désirez autre chose?
- Pupil: Mm - le plan du village s'il vous plaît
- Teacher: Vous voulez le plan? Oui. Je vous en prie
- Pupil: Merci, au revoir
- Teacher: Au revoir Monsieur

Comment

Test tends to lead to too much talk from teacher. This pupil indicates his understanding of the directions well however and gets his map. LOP 2

PUPIL 8 PHOTOS OF CHILDREN B3

- Teacher: Eh bien Leslie, voici mes 2 enfants
- Pupil: Oui, comment s'appellent-ils?
- Teacher: Ils s'appellent Giles et Pierre
- Pupil: Quel âge a-t-il? (a very common error)
- Teacher: Giles a 15 ans et Pierre il a 13 ans. Quel âge as-tu?
- Pupil: J'ai 13 ans. Il est à lycée
- Teacher: Au lycée - lequel? Giles ou Pierre?
- Pupils: Le Giles
- Teacher: Giles. Oui il va au lycée de Broughton
- Pupil: Oui
- Teacher: Tu connais Broughton High School à Edimbourg? - Non. Toi tu vas aussi au lycée oui
- Pupil: Oui
- Teacher: A Musselburgh. Tu aimes ton lycée
- Pupil: Oui
- Teacher: Oui, c'est très bon ici hein? Oui? Quelles sont tes matières préférées?
- Pupil: Je ne comprends pas
- Teacher: Qu'est-ce que tu aimes à l'école? L'anglais, les mathématiques?
- Pupil: J'aime le français et le math et l'histoire
- Teacher: Oui très bien, tu aimes le français. Tu parles bien



Pupil: Oui, Giles aime la musique pop

Teacher: Non, il n'aime pas du tout la musique pop, il aime la musique classique - il joue de la clarinette. Mais Pierre il aime beaucoup la musique pop - et toi, tu aimes la musique pop?

Pupil: Oui, j'aime la musique pop

Teacher: Quel est ton groupe préféré?

Pupil: J'aime Blondie et la Police

Teacher: Ah oui, oui...Et qu'est-ce que tu fais le weekend?

Pupil: Je vais aller au café

Teacher: Ah oui. Avec tes amis

Pupil: Oui

Teacher: A Musselburgh ou à Edimbourg?

Pupil: A Musselburgh

Teacher: Tu vas aussi à la discothèque ou.....pas très souvent?

Pupil: Je ne comprends pas

Teacher: La discothèque Disco-oui-tu y vas?

Pupil: Oui

Teacher: Bon très bien. Tu fais du sport Leslie?

Pupil: Oui. J'aime le tennis et le badminton. Giles aime le football? (Sounds like statement)

Teacher: Oui, il aime le football mais il était en France cette année et il s'est cassé les deux bras en jouant au football. Tu comprends? Il s'est cassé le bras, comme ça en jouant au football.

Pupil: (Smiles) Mm -

Teacher: Alors il ne joue pas au football en ce moment. Mon fils cadet n'aime pas beaucoup le football il aime faire du ski. Bon alors, au revoir.

Pupil: Au revoir Mme

#### Comment

Pupil communicates exceptionally well for only 3½ terms French. A more mature and experienced pupil might have been less shy and made more of the test but LOP 3 nevertheless.

#### PUPILS 8 & 9 COMPARING OUTFITS B1 (SII 1st TERM MIXED ABILITY)

Pupil 8: J'ai un pantalon noir et un veste noir et un chemisier rouge  
Tu as un chemisier?

Pupil 9: Oui j'ai un chemisier bleu. Tu as un jaquet noir - un veste noir?

Pupil 8: Oui

Pupil 9: Tu as un pantalon noir?

Pupil 8: Oui

Pupil 9: Moi aussi....

Teacher: Quelle est la différence?

Pupil 8: Elle porte un chemisier bleu et je porte un chemisier rouge

Teacher: C'est exact?

Pupil 9: Oui

Teacher: C'est ça

Comment:

Task completed without any room for development because of how they tackled it. Efficiently done nevertheless. LOP 3 each.

PUPILS 6 & 7

Pupil 6: Bonjour Gordon

Pupil 7: Bonjour Graham. Que vas-tu faire le lundi - le lundi?

Pupil 6: J'aller à la stade. Vas-tu?

Pupil 7: Non je vais aller au supermarché. Le jeudi?

Pupil 6: Oui (hesitant)

Pupil 7: Tu aller à la stade?

Pupil 6: Oui

Pupil 7: A quelle heure?

Pupil 6: A 7 heures

Pupil 7: Tu joues au tennis?

Pupil 6: Oui, je joue au tennis

Pupil 7: Et football?

Pupil 6: Oui. Il joue au ping-pong

Pupil 7: Oui

Pupil 6: Au revoir Gordon

Pupil 7: Au revoir

Comment

Task completed. No development and little interaction. Pupil 6 is a less effective communicator than his partner and sounds unsure. Pupil 6 LOP 1  
Pupil 7 LOP 2.

PUPIL 9 TELLING FOREIGNER ABOUT HOME TOWN B/2 (SII 1st TERM MIXED ABILITY)

Teacher: Alors vous habitez Musselburgh? Oui - Julie

Pupil: Oui

Teacher: C'est une grande ville?

Pupil: Non, c'est petite

Teacher: Je - on m'a dit que c'est tout près d'Edimbourg - c'est exact?

Pupil: Oui. Tu habites où? (Regular consistent use of tu to adult strangers in these tests should not be encouraged)

- Teacher: Ah en France moi j'habite à Dieppe. Tu connais?
- Pupil: Oui. Tu habites où à Musselburgh? (Pupil concentrating on getting meaning clear)
- Teacher: Ah, à Musselburgh - alors j'ai des amis, la famille Smith que j'habite dans le High Street, c'est ça?
- Pupil: Oui
- Teacher: Et où est-ce que tu habites à Musselburgh?
- Pupil: J'habite à Pinkie
- Teacher: Ah. C'est au centre de Musselburgh ça, ou? C'est tout près du High Street?
- Pupil: Oui (hesitant)
- Teacher: Est-ce que c'est joli Musselburgh? C'est une belle ville?
- Pupil: Oui
- Teacher: Et la ville, elle est moderne ou est-ce qu'elle est vieille?
- Pupil: Il est moderne
- Teacher: Moderne. Oui. Et là où tu habites c'est une jolie partie de la ville?
- Pupil: Oui, c'est joli
- Teacher: C'est joli là. Oui. Qu'est-ce qu'on peut faire à Musselburgh? Qu'est-ce qu'il y a à Musselburgh? Il y a un cinéma?
- Pupil: Non. Il y a un piscine et beaucoup d'écoles et un lycée.
- Teacher: Mes amis me disent qu'il y a un très bon café à Musselburgh où on peut manger des excellentes glaces.
- Pupil: Oui
- Teacher: Quel est le nom de ce café?
- Pupil: C'est Luca
- Teacher: Luca, c'est dans le High Street n'est-ce pas?
- Pupil: Oui
- Teacher: Elle sont bonnes ces glaces?
- Pupil: Oui
- Teacher: Bon alors merci Julie

#### Comment

Good comprehension. Pupil might perhaps have volunteered more later in year. A most creditable performance at this stage. LOP 3



PUPIL 10 SHOPPING A1 (SEE TRANSCRIPT IN GLAFLL 2)PUPILS 10 & 11 A2 ENTERTAINING PENPAL

Pupil 10: Marc arrive à 10 heures

Pupil 11: Le matin?

Pupil 10: Ah oui - eh - il adore le nager (pron. nagère) et la musique de Blondie

Pupil 11: Ah oui - eh - l'après-midi il va faire de shopping

Pupil 10: Oui-eh - et - et nager

Pause

Pupil 11: Je voudrais aller à un discotheque? Eh - ce soir (Inappropriate je and ce soir)

Pupil 10: Eh oui, ce soir - 10.30

Pupil 11: Non

Pupil 10: Non?

Pupil 11: Non, à 8.30

Pupil 10: 8.30 eh OK

Comment

Pupils haven't really grasped what they're doing but some minimal communication and arranging takes place. LOP 1 each (compare pupils 2 & 3)

PUPIL 12 TRAVELLING A3 (BOTTOM SET SII)

Pupil: Bonjour Monsieur

Teacher: Bonjour Monsieur

Pupil: A quelle heure pour le train pour Paris?

Teacher: Bon. Le prochain train pour Paris part dans à peu près une demi-heure à 10.30

Pupil: Ah oui. C'est combien le aller et retour pour Paris?

Teacher: Aller et retour c'est 15 francs 10 s'il vous plaît

Pupil: 15 francs....10

Teacher: Oui 15 francs 10. 15 francs

Pupil: Dix

Teacher: Merci beaucoup

Pupil: A quel numéro voie train pour Paris

Teacher: Oui le train pour Paris part de la voie numéro 10. C'est là-bas

Pupil: Ah oui. Merci Monsieur

Teacher: De rien. Au revoir Monsieur

Pupil: Au revoir

Comment

Task carried out in full with some insignificant errors. Some hesitation. LOP 2.

PUPIL 13 A1 SHOPPING (MIXED ABILITY SII)

Pupil: Bonjour Monsieur

Teacher: Bonjour Mme. Vous désirez?

Pupil: Oui. Je désirez un - deux pommes s'il vous plaît

Teacher: 2 pommes

Pupil: Oui

Teacher: Oui voilà. 2 pommes

Pupil: Merci, puis 2 croissants

Teacher: Et 2 croissants

Pupil: Oui

Teacher: C'est-tout?

Pupil: Mm - une petit bouteille de minérale

Teacher: Oui

Pupil: Puis une - deux tranches de jambon

Teacher: Et 2 tranches de jambon

Pupil: Oui

Teacher: C'est tout?

Pupil: Eh - oui. Non. Non

Teacher: Ce n'est pas tout? Vous voulez - vous voulez autre chose?

Pupil: - pardon - c'est - ne comprends

Teacher: Vous avez tout ce que vous voulez?

Pupil: Oui. (Sounds as if she really does understand the more difficult question)

Teacher: Alors ça fait 20 francs. 20 francs

Pupil: 20 francs. 20.

Teacher: C'est ça. C'est exact. Merci beaucoup

Pupil: Merci

Teacher: Au revoir Mlle

Pupil: Au revoir

Comment

Knows exactly what she wants. Shows variety of vocabulary. Fails to understand c'est tout but indicates understanding of restatement eventually. LOP 2. (compare Pupil 6 for a slightly better but similar performance with no errors of understanding)

PUPILS 12 & 13 B2 SPORTSCENTRE (BOTTOM SET)

Pupil 13: Bonjour

Pupil 12: Bonjour

Pupil 13: Comment ça va?

Pupil 12: Pardon?

Pupil 13: Comment ça va?

Pupil 12: Ça va bien merci et toi?

Pupil 13: Ça va bien merci

- Pupil 12: Tu libre à lundi.
- Pupil 13: A lundi.....pour le Meadowbank...?
- Pupil 12: Ah je libre ma.....merdi
- Pupil 13: Mardi non. Je vais jouer au tennis.
- Pupil 12: Ah.....
- Pupil 13: Tu es libre à jeudi? Tu es libre à jeudi?
- Pupil 12: Ah oui, je libre
- Pupil 13: Oh, bon
- Pupil 12: Bon. Où vas tu?
- Pupil 13: Oui - ce n'est pas....eh - le -devant le Meadowbank? (interpreting partner's meaning)
- Pupil 12: Oui
- Pupil 13: A une heure, oui?
- Pupil 12: A 10 heures
- Pupil 13: A 10 heures? Oui à 10 heures.
- Pupil 12: Au revoir
- Pupil 13: Tu
- Pupil 12: Oh.....
- Pupil 13: Tu prendre le tennis - ou?
- Pupil 12: Oui
- Pupil 13: Oui le tennis
- Pupil 12: Au revoir
- Pupil 13: Au revoir

#### Comment

A good example of a better pupil making sure she has her say and not being thrown by a less competent partner.

Pupil 12 shows understanding but little initiative - LOP 1

Pupil 13 - LOP 2

#### PUPILS 14 & 15 ENTERTAINING PENPAL (SII MIXED ABILITY)

- Pupil 14: Marc a ecrié. Il arrive le samedi et je rencontrer à la gare
- Pupil 15: A quelle heure?
- Pupil 14: A 8 heures
- Pupil 15: Oh - qu'est-ce que nous allons faire?
- Pupil 14: Mm - il aime nager
- Pupil 15: Oh - nous allons eu-piscine
- Pupil 14: Oui, Commonwealth Pool?
- Pupil 15: Oui - à quelle heure?
- Pupil 14: A 10 heures
- Pupil 15: Ah oui. Et nous allons chez moi pour le déjeuner, oui?
- Pupil 14: Oui. Et l'après-déjeuner nous allons acheter des souvenirs?
- Pupil 15: Ah oui
- Pupil 14: Nous allons à Princes Street
- Pupil 15: Ah ja - oui (does German as a second language)



- Pupil 14: Où allons-nous pour le dîner?
- Pupil 15: Chez moi pour le dîner. Et ce soir?
- Pupil 14: Il aime la musique de Blondie. Nous allons - nous allons à un discothèque?
- Pupil 15: Ah oui. Il aime le.
- Pupil 14: Nous rencontrons à la gare, la piscine?
- Pupil 15: A la gare?
- Pupil 14: A la gare. A quelle heure? A 8 heures?
- Pupil 15: A 7.30
- Pupil 14: Ah oui

Comment

Well tackled and well developed LOP 3 each.

GLAFLL 29

Draft

SYLLABUS RATIONALE

1982

# SYLLABUS RATIONALE

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## 1. AIMS, NATURE AND COVERAGE OF THE SYLLABUS

### 1.1. Syllabus Aim

The aim of the syllabus is to provide the teacher with suggestions in terms of content and methodology to help in the development of schemes of work which will enable each pupil to attain some level of communicative ability in a foreign language, and through this some level of language awareness and cultural awareness. It remains as ever the teachers' job to select, adapt, sequence and apply these suggestions in the light of their own specific classroom situation.

### 1.2. Nature of the Syllabus

Current language syllabuses are usually spelt out in structural/situational terms or in functional/notional terms.

The structural/situational syllabus sets out discrete lists of situations, topics, structures and vocabulary. The functional/notional syllabus \*1 sets out discrete functions and discrete notions (both general and specific) with appropriate native speaker language exponents. Both types of syllabus usually claim communication as their aim.

The major weakness of both types of syllabus, however, is that they fail to characterise the integrative coherent character of communication which is a creative activity, whose nature cannot be captured in discrete lists of functions, notions, structures or vocabulary. \*2 The lists are pedagogical artefacts which can all too easily lead astray, since they give materials - writers and teachers the impression that in order to develop communicative ability in the learner their task is merely to contrive situations and dialogues or texts to include whatever functions, notions or forms have been specified, and then through explanation and exercises to ensure study and practice of them. Such rehearsal is supposed automatically to lead to the development of communication. Few if any suggestions as to how the various discrete elements might be integrated into coherent communication are given in either structural or functional/notional syllabuses.

It is not therefore surprising to find that very little communication actually takes place in the foreign language in the average classroom. \*3 The advent of functional/notional syllabuses has done little as yet to improve the situation. Form (structure + vocabulary) and meaning (function + notions) are after all but two sides of the same coin. One can teach a particular structure and then think of a "function" it may fulfil in a particular context, or one may think of a particular function in a particular context, and teach an appropriate form. Good traditional structural teaching did not neglect "functions" since it attempted in the exploitation phase of the lesson to get pupils to use structures in particular situations to convey particular intentions. Some recent function-related syllabuses and teaching materials would, however, appear to believe that structure is unimportant, since functions and language exponents are presented and practised in a fixed-phrase way, and no attempt is made to help learners to see how the phrases are put together. This makes it difficult for learners/

learners to generalise from the particular language exponents they are exposed to. Without some idea of how a particular exponent is made up, no new exponents can be created by the learner to fulfil the same function in another circumstance.

Thus a learner may quickly learn to associate 'Je voudrais.....' with requests but be unable to express the rest of his intention until he has learnt the conceptual distinctions, which are realised at the structural level, between for example:

Je voudrais un pain  
Je voudrais du pain  
Je voudrais le pain

Similarly, although he may be able to parrot: "Je voudrais aller aux toilettes s'il vous plaît", he will be unable to say "Je voudrais vendre mon vélo", for example, until he has some conscious or unconscious understanding of the 'Je voudrais + infinitive' structure.

The phrase-book approach is a particularly unhelpful one since it gives the impression that there is a neat one-to-one relationship between forms in language and the intentions one wishes to convey. This is a fallacy, since it is possible, for example, to get someone to open the window by using a variety of different language forms e.g. "Wow, it's hot in here!" or "Would you mind opening the window". Conversely the same language form can mean a number of different things according to the context in which it is used. With proper attention paid to functions and notions, and to the structural rule-bound nature of language exponents, language forms cease to be fixed static chunks, but become meaning potential available to learners to combine and use in a whole host of ways to express what they wish to convey. Learning which combinations will express which meanings effectively, and which combinations are both appropriate to context and correct in form, can only be achieved through communicative experience and appropriate teacher intervention.

The thesis underlying the Lothian Project is that effective language teaching/learning does not imply choosing between a structural or functional approach, but implies adopting a communicative approach which transcends and integrates both.

This Lothian syllabus is thus an attempt to provide suggestions for integrative communicative experiences, within which needs for particular skills, functions, notions, grammatical and vocabulary elements may emerge.

Recently there has been a call for "Defined Syllabuses". \*4 This emerges more from a desire for teacher and pupil comfort when confronted with external examinations, than from an understanding of the nature of communication.

Since/



Since language forms are not in any one-to-one relationship with intentions or concepts it is not realistic to PRESCRIBE a syllabus of forms to fit particular functions and notions, though it may help teacher and learner to SUGGEST one or two appropriate forms to express particular meanings in particular contexts.

It would be impossible to prescribe a receptive syllabus, short of setting out the entire language resource available to all the speakers and writers a learner might come across. What learners need to assist them in the task of understanding native speakers and writers is a developing language resource, which cannot obviously be anything like as complete as the native-speaker's, to help them to find some meaning, and a set of strategies for coping with the unpredictable and the unknown. It is absurd to imagine that one can in some way restrict what a native-speaker speaks or writes to the defined syllabus one has learnt.

It is almost as absurd to imagine that a learner can be restricted to a set of predetermined language forms in language production. Individuals will choose which intentions and meanings they wish to convey, and also which language forms (whether standard native-speaker variety or language-learner variety) they wish to use to realise them.

The individual grammar and vocabulary through which pupil A effects communication need not be the same as the individual grammar and vocabulary through which pupil B achieves the same end. What matters is that both achieve communication at a level of proficiency commensurate with the nature of the task set and the context in which it has to be carried out. And of course it is clear that if personal involvement is an important characteristic of real communication a prescriptive vocabulary is unhelpful, since each individual has differing hobbies, likes and dislikes, pets, father's profession etc.

It may make sense to attempt to PRESCRIBE the communicative events, tasks or activities you want pupils to experience and be able to understand and then draw up a list of LIKELY functions and notions, and then with even less certainty postulate a POSSIBLE useful set of context-sensitive exponents, and out of this extract a SUGGESTED grammar and vocabulary; but it makes little sense to attempt to PRESCRIBE a syllabus of forms. The choice of language forms made to reflect the pupil's communicative needs is best worked out in the classroom. Suggestions to teachers may of course help. Effective language learning remains however a question of discovering and learning what language to use to carry out communicative activities, rather than a question of ingesting and regurgitating externally imposed forms for their own sake.

It might therefore appear illogical that the Lothian Project is producing a syllabus at all. Perhaps it is, but in offering it to teachers we wish to make it clear that we are not presenting it as a defined syllabus, but as a set of suggestions to help teachers and pupils to create their own syllabus and scheme of work in the light of their own requirements.

It/

It is not intended as a set of 'objectives' to be worked through systematically, but rather as a series of suggested learning experiences, designed to fit L Stenhouse's recommendation that they be "so structured and infused with criteria, that, given good teaching, student learnings can be treated as outcomes, rather than made the subject of prespecifications". \*5

### 1.3. Syllabus Coverage

The syllabus is set out in a progressive series of steps or Stages, each of which is more demanding than the preceding one. The content of each Stage is an amalgam of suggested communicative activities, skills and language resource areas (functions, notions and forms).

The word Level is restricted in its use to refer to the Level of communicative ability a learner may display when tackling a particular Stage.

The syllabus covers the first five Stages in the Lothian Project: Graded Levels of Achievement in Foreign Language Learning (GLAFLL). \*6 These are intended to cover the period up to '0' Grade or '0' Level, or in the future Dunning pattern up to Credit Level. Each Stage is designed to be complete in itself, but also to lead on to the next one. There will of course be further Stages to cover the more specific needs of post 0 Grade learners.

Although the content of the five Stages and the gradations have been elaborated to fit the period of general language learning up to 0 Grade/ 0 Level, each Stage can be seen as an age-free, time-free module to be taken whenever pupils so wish. Thus Stage 1 might be appropriate for a 6th year beginner, or for a 1st year fast-mover, or for a 2nd year slow learner. Each Stage can thus be tackled at any time. Any Stage may be aimed at directly. It is not necessary, for example, to go through Stages 1 and 2 to tackle Stage 3, though it might be helpful for slower learners to do so. By the end of S2 all pupils should have achieved a Stage 1, 2 or 3; and if, as is hoped, they continue to the end of S4, a Stage S3, 4 or 5 is available.

## 2. Educational Outcomes of Foreign Language Learning in School

In terms of future foreign language use, initial school foreign language learning must be seen as an enlightened shot in the dark, the outcomes of which have as much to do with education as with the specific future needs of pupils in the particular language(s) learnt.

We are unable to predetermine in any certain manner which language(s) the pupils may need. We are also unable to predict accurately the uses to which they might wish to put the language(s) learnt.

General/

General educational outcomes such as learning how to be responsible for oneself, learning how to study, learning how to co-operate with others etc. should form part of any foreign language learning experience. The more subject-specific educational outcomes such as learning how to learn a language, language awareness, the widening of linguistic and cultural horizons and the reduction of insularity, the fostering of positive attitudes towards others through contacts with the foreign country and its people and through school exchanges and visits, all of these should be as important in the school language learning experience as the development of a communicative ability in a particular foreign language.

The attempt to make language learning less of an elitist academic classroom pursuit concerned with conscious control of the structure and vocabulary of a foreign language for its own sake, and more of a communicative pursuit within the reach of all pupils, should not be thought of as a movement away from education towards vocational training, but rather as a much more effective way of attaining both the desired educational outcomes and those potential vocational ones highlighted by such Reports as that of the British Overseas Trade Board. \*8

### 3. Pupil Motivation

Pupil Motivation, and how best to inspire this has been a major pre-occupation in our project.

We conclude from our research in the classroom that there is little real extrinsic or instrumental motivation for foreign language learning other than the eventual desire to pass a recognised exam and gain a qualification. Although there is a vague perception there is no strong feeling of the usefulness of a foreign language in work or leisure. It is therefore intrinsic motivation inspired by the study of the subject itself that must provide the main stimulus for school foreign language learning.

We have attempted to operate on the basis of a few fairly simple principles:

- Pupils do have language learning wishes, probably inspired by what parents or society have led them to believe, or by personal experience through tourism etc. It is worthwhile taking these wishes into consideration. \*9
- Success breeds success and a desire to learn more. It is important to ensure success for each pupil at a level appropriate to that pupil.
- There can be no feeling of success without challenge. Material and activities should be challenging and of an appropriate type for teenagers. The triviality of much of the subject matter of language courses past and present gives cause for concern. Many pupils complain that language lessons are boring because the subject matter is uninspiring.



- There is a fine balance to be drawn between subject matter that is "known" or well within the teenager's experience, and subject matter that takes him/her beyond this. It does not seem sensible for a subject that hopes to open horizons and reduce insularity to be based entirely on teenage obsessions. There is a need and a desire to go beyond the teenage world into the adult world and into the world of the imagination. It would however be foolish to ignore the teenage world. We need to harness teenage interests and thus prevent alienation and the feelings that the subject is of little "relevance" to the here and now. We also need to go beyond routine interaction whether interpersonal or transactional and enter into the world of ideas, without which language learning is reduced to learning how to meet, greet and buy things without anything further to talk or inform oneself about. \*10
- Alienation through a feeling of lack of personal involvement in language learning is in our view the most common cause of disaffection. \*11 If pupils fail to get the feeling that the foreign language can be theirs to do with as they like, then they will quickly lose motivation and start to wonder why they should learn this other person's code. It is a personal idiolect which a pupil wishes to build up, not someone else's native speaker competence.
- Pupils learn better if involved responsibly in decision-taking. Teachers engaged in the project are experimenting with ways of involving pupils in the periodic "negotiation" of lesson content. It is here that a description of linguistic content in terms of functions and notions initially, rather than structures and vocabulary, is at its most useful. Pupils, however unsophisticated they may be about language, can and do learn to understand and use functional and notional terms relatively quickly. When language objectives are expressed in functional/notional terms (eg ask someone the time) they are readily understood, whereas when expressed in formal terms, it is far from apparent to the pupils why they should be mastering them (eg the present tense of "devoir", or vocabulary related to animals). We have developed a system of Pupil Progress Cards in Lothian, through which teachers and pupils can negotiate lesson content in terms of activities or tasks first, then functions and notions involved, before studying language exponents (structures and vocabulary) appropriate to the activity concerned and to the Stage of development reached.

Pupils are encouraged to monitor their own progress through the Progress Cards, which spell out what is to be/has been accomplished, and pupils are encouraged to evaluate their own efforts. In addition to this, listening and reading material for individualised study are provided in graded library form to encourage pupils to choose for themselves and to work by themselves. Communication exercises in self-access form are also provided so that pairs or groups of pupils can work on their own. Access to the teacher and teacher intervention are of course essential in such activities.

Pupils are also given the responsibility for deciding when to sit tests at appropriate levels.

It is through involvement of this sort that we hope to make pupils more responsible for their own learning, and more willing to learn.

#### 4. Communication and the Development of Communicative Ability in the Classroom

##### 4.1. The nature of Communication

Communicating means using a language for a purpose. It has to do with the exchange of meaning between participants whether through speech or writing.

The following non-exhaustive list of characteristics of communicative activity may be helpful:

##### a) Purpose

If a clear instrumental purpose (eg seeking or giving information or opinion, getting someone to do something etc) can be identified, the activity is likely to be communicative.

##### b) Unpredictability

If the form of successive utterances is unpredictable, ie cannot be predicted from that which went before, the activity is likely to be communicative. There are, of course, a number of predictable exchanges in such activities as greetings, religious services, shopping rituals etc, but these are the exception.

##### c) Addressee

If there is a clear addressee with whom one is communicating, whether the addressee be present or absent, known or unknown, then the activity is likely to be communicative.

##### d) Information or opinion gap

If the information or opinion sought or transmitted via the foreign language is not previously known to the person receiving the message, the activity is likely to be communicative.

##### e) Discourse Coherence

If successive utterances are linked by 'normal' real-world rules of discourse coherence (eg inviting being followed by accepting or declining), the activity is likely to be communicative.

##### f) Personal Involvement

If the activity involves the participant in drawing on personal experience then it is likely to be communicative.

#### 4.2. Overt and Covert Communicative Activity

In real life, individuals may be involved in communication in three basic ways:

- a) they may participate in an activity by means of overt linguistic behaviour (e.g. by participating in a conversation, giving a talk, or by writing something down).
- b) they may participate through overt but non-linguistic means (e.g. by carrying out an instruction)
- c) they may participate through largely covert means (e.g. in reading a novel, or listening to the radio)

The syllabus includes communicative activities in which the pupils' response may be overt or covert. It is important for teachers not to neglect those activities in which there is no directly observable pupil behaviour, since so much linguistic activity in real life is covert e.g. silent information processing, reasoning, planning etc. It is important for teachers to resist the temptation to make all pupil activities overt, since this may well corrupt the very nature of many covert activities, such as reading or listening for pleasure.

#### 4.3. The Development of Communicative Ability

By "communicative ability" in the foreign language is meant the ability to understand and to express oneself in a range of differing situations at some level of proficiency. This ability would seem to be based on a number of strategies and skills, on a language resource as meaning potential made up of language exponents, some of which may be available in ready "chunked" form, others of which have to be processed on the basis of some system involving phonological, morphological, grammatical and semantic rules, and on some knowledge of which exponents are appropriate to the different relationships and contexts in which one may find oneself. \*12

A teaching syllabus is inevitably concerned with the provision of learning experiences in the form of PARTICULAR INSTANCES of a wide range of tasks, skills, meaning areas, grammar forms etc from which it is hoped that the GENERAL ABILITY underlying communication in a foreign language can be derived. It may not matter too much which particular instances are chosen provided:-

- a) that they reflect pupil wishes, sociolinguistically determined potential needs, and classroom experience of what is effective, so that there is some commitment to them on the part of teachers, learners and outside bodies.
- b) that generalisation from the particular instances is in fact achieved, and can be demonstrated to lead to real-life communicative proficiency involving the unpredictable.
- c)/



- c) that some sort of formative evaluation of the teaching/learning process is carried out to monitor the effect of the particular instances provided, so that decisions to retain, adapt, or reject them for future use can be made.

It is the development of the ability to generalise from particular instances of learning, and not merely to be able to regurgitate what was learnt, that is the most important aspect of the teaching/learning process. It would be rather pointless to teach a learner driver to cope with a defined set of ten roads with their inherent problems of traffic lights, zebra crossings, straight stretches, corners etc., unless one could ensure that the learner driver was able to generalise from his experiences on the ten roads so as to cope with roads not actually encountered before. The same is true of learning to communicate in a foreign language. There is little value in training pupils who wish to acquire a general communicative ability to perform well in a small number of defined situations, unless one can ensure that the strategies, skills and meaning potential acquired through these can be applied in other situations. Any meaningful assessment of a pupil's communicative ability must involve the setting of tasks in which the challenges faced demand some level of reworking within the strategies, skills and meaning potential learnt in class.

A communicative ability is a complex integrated whole. For teaching and learning purposes it may be useful to be able to isolate component parts such as skills, strategies, formal control of the language resource, knowledge of the social rules of use etc. so that one can concentrate on those particular parts when required. We must remember however, that the attempt to teach the component parts without providing experiences of the integrated activity of communicating would be equivalent to driving lessons in which the instructor taught the discrete elements of steering, starting, road-signs, clutch use, braking, judging distances, parking etc. in a discrete sequential way, without ever providing the learner with actual driving experiences. We must ensure that pupils get plenty of opportunities to communicate in the classroom.

It is nevertheless important to ensure coverage of the various components. One cannot leave out clutch-use or judging distances for the "less able" driver, even as a beginner, since these are essential components of a level of driving ability. In the same way one cannot for "less able" language learners leave out the development of control of the structure or the need for intonation practice, or the ability to cope with reading and writing demands, if they are to develop a level of general communicative ability. All the evidence we have available to us in the project shows us that even the weakest pupils learn to control a grammatical system, and can to some extent interpret and create new language whether in speech or writing.

This is not surprising since these are the language capacities that distinguish humans from monkeys.

It/

It is hoped that the classroom can become both a real world of communication in which activities and content are subject to the wishes of teachers and learners interacting with each other or with appropriate authentic material, as well as a more defined contrived language-learning world in which simulation, practice, study and explanation can all find their appropriate place.

We take the view that a communicative ability is most effectively developed when there is a balanced and reasoned articulation between classroom communicative experiences on the one hand and the more explicit development of particular skills and of particular elements in the language resource on the other hand. There needs to be a flexible working back and forth from communication to language forms and from language forms to communication.

## 5 Syllabus Content and Layout

### 5.1. Selecting Content

As a first step towards setting out syllabus content it seemed sensible to ask pupils what it was that they themselves wished to learn. \*9 Information was obtained by means of a questionnaire which highlighted the fact that pupils wanted to be able to make friends and relate socially to foreigners just as much as to buy things and find the way. It also showed that the vast majority wanted to be able to communicate through the four modes of listening, speaking, reading and writing. There was little evidence that some of the current trends found favour with pupils e.g. the concentration on tourist survival language, the concentration on receptive modes for beginners and/or the least able, \*14 the efforts to remove writing from the programme. What was apparently desired was a healthy balance between social interaction and tourist transaction, between receptive and productive skills, and between oracy and literacy. We have tried to reflect these wishes.

In compiling the syllabus several strands have come together:

- the information obtained from pupils as to their language learning wishes
- the information available in such documents as the Council of Europe's Threshold Level, Waystage, Niveau seuil, Kontakstchwelle, Un Nivel Umbral etc. which attempt to set out the potential communicative needs of various groups of learners (including school children in the adapted versions) \*15
- the information pooled by our own teachers as to the learning experiences that actually work in class.

It is thus a combination of pupil wishes and motivational patterns, potential needs and actual classroom experience that lies behind the choice of syllabus content.

### 5.2. /

## 5.2. Real and Simulated Communication and the development of Skills and of a Language Resource\*

A distinction is drawn between real communication, in which the participants are themselves and are involved personally in whatever events are occurring, and simulated communication in which the events are not real but imagined (eg buying ice-cream in the classroom), or which the participants are playing imaginary roles rather than themselves (eg acting the part of a waiter in a restaurant). Whether the foreign language is used in the classroom for real or simulated communication there must be a "willing suspension of disbelief" on the part of the participants. It is the creation of an atmosphere in which there is that willing suspension of disbelief that is the essential prerequisite to communication in the foreign language in the classroom.

Communication may be based on the classroom as a real world in which relations between pupils and teachers and between pupils and pupils may be carried out in the foreign language or as a contrived world in which simulation techniques offer the possibility of widening the range of communicative activities to encompass events in the various worlds real or imaginary outside the classroom.

The present trend is to see the classroom uniquely in terms of a direct rehearsal for tourism. This is unhelpful for several reasons:

- it assumes that the only use likely to be made of a foreign language is touristic in nature
- it makes the learning of a foreign language seem irrelevant to those not likely to be tourists
- it reduces the subject matter of language learning to a fairly trivial set of concerns related to the purchase of food, drink, tickets and the like
- it fails to grasp the essential fact that language is meaning potential \*17, learnable from and adaptable to a whole host of situations. One can learn such basic tourist activities as greeting, asking for directions, expressing wishes and requests, for example, in the course of normal classroom relations, or in simulations of events related to the pupil's home life or interests, without having to set these activities within the limiting confines of simulated tourism.

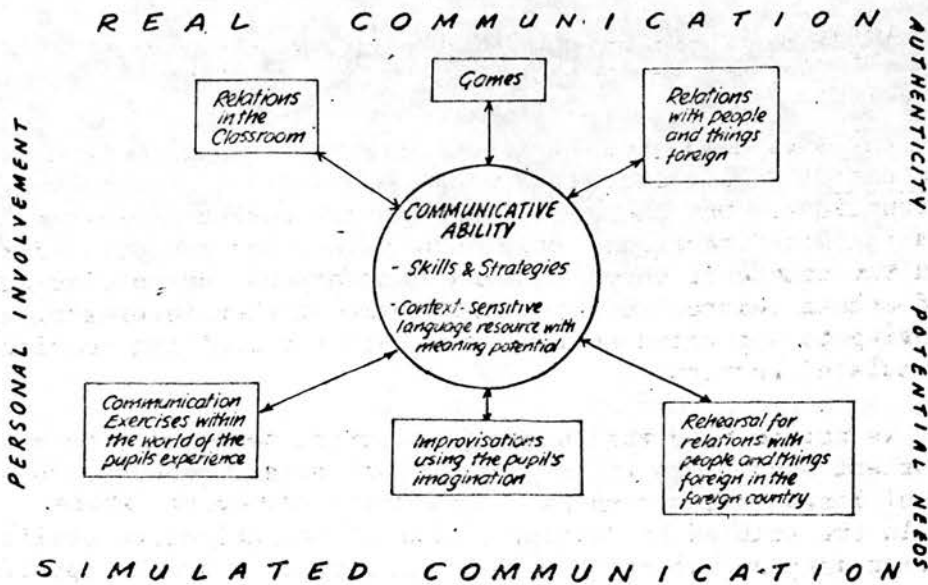
This is not to deny that potential tourist needs have formed an important input into the syllabus. We prefer, however, to see school language learning in a much wider framework, where pupils are enabled to develop a general communicative ability in the foreign language which they may then use for whatever specific purpose may arise.

In terms of real communication, the syllabus suggests that the foreign language may be used for relations in the classroom, when playing games, and as the medium through which pupils come into contact in Britain (or ideally abroad on exchange visits) with people and things foreign, eg Foreign Assistants, Foreign TV or radio programmes, pen-pal letters, magazines or brochures, books or songs.



In terms of simulated communication pupils can be encouraged through contextualised exercises to find out about each other's families and interests, to give information about themselves and their habits, to exchange opinions about events in their daily lives, to choose and make decisions about various courses of action in the light of their own interests and experiences. They can also be invited to participate in creative improvisations which draw on their imagination. And, of course, they can rehearse tourist events.

All of these real or simulated communicative activities will act as a focus for the development of an appropriate set of skills and language resource areas. It is a moot methodological question as to whether pupils should be asked to carry out communicative activities first, with whatever imperfect skills and language resource they possess, so that the skill "needs" and the language "needs" are exposed for subsequent teacher intervention; or whether the teacher should first ensure that the pupils have developed all the necessary skills and language required to carry out the activities. There are reasons for believing that a judicious mixture of both approaches may be useful. What is essential is that there is movement from communicative concerns to language resource concerns and vice versa, so that the Communicative activities are linked in some way to the skills and language resource areas as indicated in the diagram below.



### 5.3. Syllabus Layout

Part 1 suggests a variety of real and simulated communicative activities for each Stage. These are set out as follows:-

- 1A1. Relations in the Classroom
- 1A2. Social Relations
- 1A3. Information-Processing
- 1A4. Tourist Transactions
- 1B. Communication Exercises (Exercise-types with some examples)
- 1C. Activities based on interest, imagination and pleasure.

An indication of the skills, functions and notions that are likely to arise within these activities is indicated wherever possible so that Part 1 can be linked to Part 2 and Part 3.

Part 2 of the syllabus sets out the Language Resource suggested in terms of functions, notions, grammar, and language exponents for each of the Stages, as follows:-

- 3.A. Communicative Functions and Possible Language Exponents
- 3.B. General Notions and Possible Language Exponents
- 3.C. Specific Notions and Possible Language Exponents
- 3.D. Grammar

## 6. Stages and Levels: Grading activities and grading performance

### 6.1. Language development in a "natural" learning environment

That there are differing stages of development and levels of communicative ability is evident from our everyday experience of language learning and use. The activities that mother tongue children engage in, and the functions they put language to, are related to their general social and intellectual maturity. Stages in mother tongue development are thus closely related to stages in general social and intellectual development and the needs and possibilities that these give rise to.

For immigrants learning the language of the society into which they are integrating, stages of language development can be seen in terms of the range of communicative activities they choose to engage in, and in the range of functions they put the language to. The differing levels of communicative ability finally attained by immigrants are not so much dependent on their social and intellectual maturity, already acquired in most cases through the mother tongue, as on the degree of social integration they desire or obtain and the communicative needs and possibilities these give rise to. \*18 There is evidence that suggests that immigrants stop developing their linguistic ability at the point at which their communicative needs are satisfied. Some may not develop beyond a fairly primitive pidgin linguistic level, adequate for the limited range of functions they wish to put the language to. Others may reach a near native level to reflect a much fuller range of communicative needs.

It would thus be theoretically possible to postulate different Stages and Levels of Language learning for natural language learners graded sequentially according to communicative needs and communicative ability respectively.

Although we know that classroom language learners are not in a "natural" language learning environment, we nevertheless believe that the language learning capacities of human beings, independent of differences of age are best set in motion by:-

1. an attempt to recreate natural language learning conditions and inspire communicative needs
2. an attempt to intervene in helpful ways in the learning process in the hope that this will speed it up
3. an attempt to help the learners to take initiatives for themselves which may help them to learn more effectively. \*19

The one thing that is certain from our long history of relative failure and frustration in school foreign language learning is that we can no longer ignore the facts of natural language learning, in the forlorn hope that newer pedagogical forms of 'unnatural' learning, whether called "the audio-visual method", "the functional approach", "mastery learning", or whatever will by themselves provide all the answers.

## 6.2. Grading the Syllabus content

In traditional schemes of work, grading has been seen in terms of progression through a linear sequence of supposedly increasingly difficult structural and vocabulary elements. For example, the past tense was considered more difficult and tackled later than the present tense, and the future and the conditional were done later still. Thus it was the language elements to be learnt that dictated what could be said or done. In a communicative scheme of work we set out to foster the development within the learner of an ability to deal with the sort of communicative challenges that occur in the classroom or in contact with people or things foreign. When in the classroom or abroad it matters little whether we are beginners or university graduates, we are faced with a certain number of the same essential challenges. We must fulfil our obligations, needs and wants, enter into a range of social relations and maintain some level of personal prestige. We carry out these tasks at all sorts of communicative levels that depend on the state of our communicative ability. Thus even at the earliest stages of school language learning we need to be able to carry out everyday social and transactional activities, whether or not these involve the expression of such concepts as past or future time, obligation, spatial relationships or opinions or particular attitudes. What teachers must not expect from early learners is a native speaker competence in the fulfilment of such tasks, though they may encourage them to aims towards that.

In the Council of Europe's functional-notional syllabuses for schools \*15, there is no indication of how the content might be sequenced or graded over the very long time span it will inevitably take to achieve mastery of it. Grading has largely been ignored and the implication would appear to be that any language elements can be learnt and used in communication at any time. This is not what happens in the reality of learner communication either in or out of the classroom. What the Council of Europe syllabuses fail to hint



at or characterise is the necessary compromise that may have to be made at times between native speaker language exponents and the limited language resource available to the learner.

It is not simply the suggestion as to what a native speaker would use in a particular context that a teacher requires, useful though that is. Teachers also need suggestions as to what an appropriate learner (non-native speaker) exponent might be for the same context, based on the limited grammar system and limited vocabulary learners have available at the time. An attempt has been made through the grammar suggestions in this syllabus to indicate rules for the creation of learner exponents appropriate to the various stages of development.

It would of course also be extremely helpful for teachers to know what actual exponents language learners use in the development of their language resource. There is already quite a lot of research evidence available to show us this. \*20

Grading is a question of maintaining a fine balance between the complexity of activities to be undertaken and therefore of skills and language elements required on the one hand, and the primitive state of the learner's developing language resource on the other. As Corder points out, grading is about adapting "teacher talk" to the learner's language state in the way that a mother adapts her talk to the child. \*21 Such adaptation is of course not merely structural but involves a range of rhetorical features.

We have used the following guidelines to help us grade the various activities we suggest in the syllabus:

1. Task difficulty
2. Complexity of language to be interpreted
3. Topic/Context difficulty

#### Task Difficulty

This has been judged in terms of the amount of creative thinking the pupil has to do to carry out a particular task. In many tasks the speakers'/writers' intentions are fairly predictable, since the context may give them away and experience of the world leads participants to expect them. Where the participants' expectations are not fulfilled for one reason or another a task becomes more complex. Thus unpredictability and the resultant need for creative thinking is one of the features of complexity.

Complexity can also be judged in terms of the skills involved in a particular task. Understanding the fine detail of what is written may be more difficult than extracting the basic gist. Engaging in a task involving a combination of skills, eg listening, note-taking and writing may demand more effort than a single-skill task.

#### Complexity of language to be interpreted

This has been judged in global rhetorical terms, ie how easy or difficult it is for the pupil to understand the meaning of what is said or written.

In information-processing tasks involving reading and listening it is the teachers who have control over the level of rhetorical complexity, since they can choose which texts to set. They can bear in mind the structural complexity, the width of the vocabulary, the length of the sentences, the speed at which decoding has to be done, whether the information is given directly or indirectly etc.

In conversation tasks it is possible for teachers as interlocutors with pupils to vary the level of complexity of the language to which the pupils are exposed. In real life, native speakers who have experience of conversing with foreigners will adapt the level of their talk to a level that the foreigner can understand. This often involves a certain amount of raising and lowering of level of complexity to find an appropriate one which neither insults the foreigner's ability nor yet goes beyond his/her capacities.

#### 6.4. Grading communicative ability into Levels of Performance

Progress in communicative ability cannot simply be described in terms of adding more structures to one's language resource. An immigrant who has been in a particular country for some time may display a fossilised and inaccurate grammatical system, but may have few problems in everyday communication; whereas a classroom learner, who has been fed on a diet of grammatical structures, and who, if given lots of time, displays a text book knowledge of a language, may have considerable problems in both interpretation and expression. Communicative progress is to be seen as much in terms of more flexible and readily available use of whatever has been acquired, as in terms of the learning of further items. Thus grading can no longer be seen in purely linear structural terms. It must be seen in more global communicative terms.

The most promising approach to the grading of communicative ability would seem to consist in the construction of global rating scales on various dimensions of communicative performance. \*23

The following suggestions indicate the sort of criteria that we have been using for the grading of pupil performance on a variety of task-types.

##### Conversation

- Ability to cope with interlocutor's utterances as evidenced by pupil's ability to interact coherently.
- Extent to which help, repetition, or rephrasing was required from interlocutor.
- Intelligibility of pupil's utterances, ie accuracy in meaning-bearing forms (phonological, syntactical and semantic)
- Appropriacy of pupil's utterances, ie social appropriacy to role and to the relationship with the interlocutor; appropriacy to topic and to context
- Fluency of pupil (general ease of decoding and encoding)

Others might wish to add further criteria such as accuracy in pronunciation or accuracy in morphology which might well be very important in certain contexts.

Information-processing tasks through listening or reading plus indicating understanding

- Ability to extract the information necessary to the completion of the task set, to ignore the rest, and to indicate understanding in the form requested in a manner intelligible to the addressee.

Correspondence

- Ability to cope with the other correspondent's letter as evidenced by the pupil's ability to write an appropriate reply
- Intelligibility of pupil's writing
- Appropriacy of style - social niceties etc.
- Accuracy (spelling, forms etc.)

It would be necessary to indicate against such dimensions as these what would be expected of a particular pupil at a particular level on an examination at a particular stage. Examples of such description of pupil performance at different levels against particular dimensions can be seen in the RSA examination at Basic, Intermediate and Advanced Levels in EFL, and in the new RSA Preliminary Level examination in French. \* 24

A fruitful approach to the scoring of performance on information-giving tasks is emerging from Dr Gillian Brown's project on Competence in Spoken English (University of Edinburgh Linguistics Department), in which assessment criteria are being worked out for the pupil's ability to convey information explicitly. In story-telling, for example, dimensions such as ability to maintain the identity of the characters without confusion, ability to refer to changes of location or episode, ability to structure events and link them logically together etc. can be scored separately. A list of such scoring dimensions, from which one could choose a selection according to the particular tasks set, would take us a step closer to reliable marking.

In addition to working out criteria for recognising levels of performance relative to each stage, it would also be helpful to establish some performance scale in each of the task-types that would indicate to our users what a particular pupil could do. \*23 This might be done along lines of the nine-point language band system suggested by Carroll in Testing Communicative Performance (Pergamon Institute of English 1980) but one might not require so many points at school level. At each point on the scale a description of what pupils are able to do in each of the task types would be given. For Conversation at Point 3, for example, this might be as follows :-

Point 3 on the scale for conversation/



Point 3 on the scale for conversation

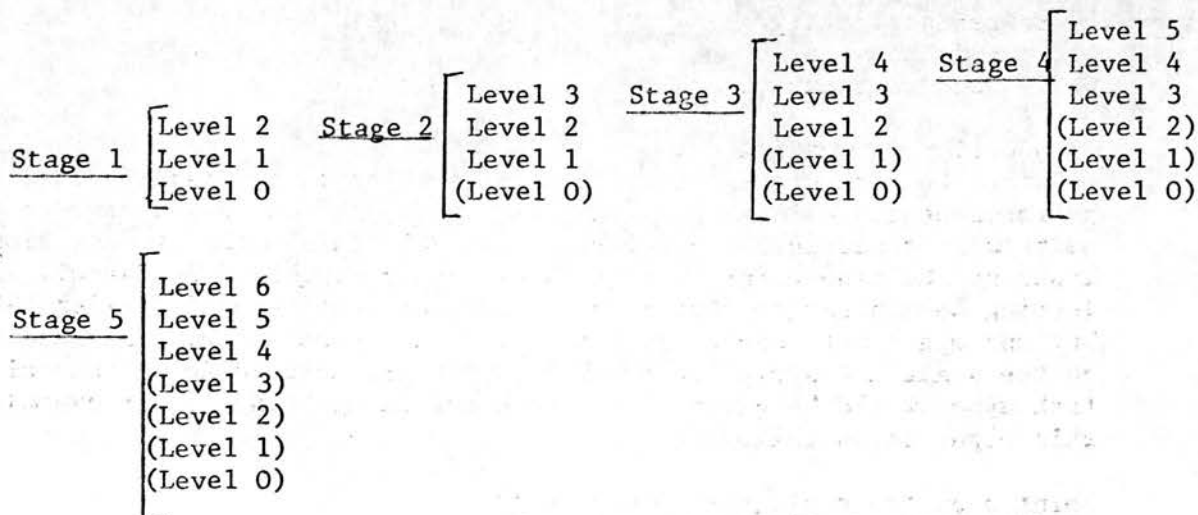
Pupil can carry out everyday tourist transactions (e.g. shopping, travelling, finding the way, eating and drinking, accommodation, getting services and taking part in leisure activities) at a minimum level of effective communication. Pupil will also be able to socialise, to exchange personal or general information, to arrange and plan activities in common, and to get simple things done at a minimum adequate level of effective communication. Pupil will require a great deal of repetition and help from interlocutor, and will speak slowly and hesitantly and probably with marked mother-tongue interferences.

6.5. GLAFLL Stages and Levels

It will be remembered that each Stage is intended to be a complete module in itself, but also to lead on to the next Stage. At Stage 2 for example, pupils will be carrying out the same activities as in Stage 1 but with a more context-sensitive language resource and a greater fluency. Stage 2 pupils will have additional activities to perform that will be related to the added skills and/or language resource areas.

Since Stage 2 contains Stage 1 and Stage 3 contains Stage 2 etc., previous activities and skills and language resource areas will be recycled by those going on to subsequent Stages, thus ensuring reactivation of already acquired knowledge and skills. This is one of the most important aspects of foreign language learning, since from our own experience we are all aware how quickly a communicative ability disappears if it is not kept active.

We have postulated Stages and Levels as follows:-



Thus a pupil taking a Stage 1 Course could succeed at Level 1 or Level 2. A pupil who failed to achieve even a minimal adequate communication would be given Level 0.

From/

From Stage 2 onwards we postulate three levels of appropriate performance for each Stage. Thus at Stage 2 : Level 1 would mean minimum adequate performance, Level 2 would mean satisfactory to good performance, Level 3 would mean very good performance.

The pupil taking a Stage 5 course could theoretically perform from Level 6 down to Level 0, though in practice we would hope that any Stage 5 pupil would perform at Level 6 (very good) or 5 (satisfactory to good) or 4 (minimum adequate). If the pupil performed at Level 4 this would indicate that she/he might have been better to take the Stage 4 course.

By encouraging teachers to negotiate with the pupils about appropriate Stages for each individual we hope to have established a framework in which every pupil is working for attainable goals at a worthwhile and appropriate level.

## 7. Methodology

### 7.1. Creating the best conditions for Learning

Methodology is concerned with what the teacher can do to create the best conditions for learning. In a communicative approach this would seem to imply the creation of an atmosphere in which communication and learning are encouraged. Since learning is an individual activity it is necessary to see the class as a set of individuals with different problems, interests, strengths, weaknesses and speeds of learning; and since communication may involve individual, paired, group or whole class activity, it is necessary to allow for flexible organisation patterns according to task.

We wish to work towards the following conditions for communication and learning, each of which necessitates a change in current methodological practices;

- a communicative atmosphere reflecting natural language learning conditions
- a learning atmosphere in which teachers intervene to respond to the communicative and system-building needs of individual learners in a flexible and sensitive way.
- an atmosphere in which learners are encouraged to take increasing responsibility for their own learning. \*25

There are of course serious constraints to the creation of such conditions :-

- How does one create a communicative atmosphere in an institution in which the foreign language to be learnt has no reality outside the modern language classroom, and in which teacher-talk normally predominates over, restricts, and controls pupil talk.
- How/

- How can the teacher bring about communication or respond to individual pupil needs when confronted with 30 or more learners in a class with little or no time available for the preparation of appropriate material?
- How does one encourage pupil responsibility in an institution in which it is usual for outside agents to decide what has to be done, and in which pupils are seldom consulted?

Through the project we are attempting to assess what can be done within the existing constraints.

## 7.2. A few Principles

A certain view of methodology has been implicit in the preceding sections, but it may be useful to outline a few of the principles that guide us:-

1. Pupils work better when they are encouraged to become more and more responsible for their own learning.
2. Contextualisation
3. Learners are looking for pattern or 'system' in what they learn.
4. Success breeds success.

### 7.2.1. Pupil Responsibility

We have already outlined ways in which we try to involve pupils in Section 3, and in Section 10 we describe what is meant by pupil responsibility.

### 7.2.2. Contextualisation helps learning \*26

Children find it difficult to learn, when what is to be learnt is abstract and removed from the context in which they find themselves. Foreign Language learning, of all subjects, is not within the normal context of adolescent British life.

We need to think of ways of contextualising learning and use of the foreign language, eg through establishing class contacts with people and things foreign, and through use of the foreign language for real or simulated communication in the classroom for a variety of purposeful tasks. It is when communication is contextualised that learners can be helped to understand the relationships between language and features of the context, and the ways in which intentions and concepts are realised through particular forms.

### 7.2.3. The Search for System

It is said that humans are able to retain successfully approximately seven discrete things (random numbers or random words) in the short term memory. In order to retain more, it is necessary to make links between the discrete elements, and thus start to form a pattern or 'system'. This may happen consciously or subconsciously. \*11 It would certainly not be possible for humans to process language successfully if they had not found system within the millions of discrete elements that go to make up a language.



When learning a language the learner who is mentally active is seeking for system all the time. This might take the form of comparing elements in the foreign language with elements in the mother language, or it might involve the seeking of system within the foreign language itself on the basis of some experience of how language works.

The mother tongue child who says "I goed there yesterday", or "I letted her do it", has not learnt the words "goed" and "letted" from anyone else, but has created them from a rule or system based on subconscious understanding of past-tense formation in English. In the same way the foreign language classroom learner who says "je allé au magasin, et je acheté le pain" is using a system for past tense construction in French that he has sought for himself, since he cannot have learnt it from the teacher.

One of the teacher's main tasks is to provide help or create conditions for the development and improvement of the internalised system. As outlined in the previous section (5) the mastery of system may be conscious and form part of the explicit source of knowledge, but to be of communicative value it must eventually become part of the implicit source of knowledge. Thus Corder is able to write: "To the question should we teach grammar? one can give the answer, yes if by 'teach grammar' you mean no more than that activity which promotes a development of a functionally effective body of implicit knowledge. But it may not resemble anything we have hitherto thought of as the formal teaching of grammar". \*27

We have maintained that the provision of communicative experience (receptive, productive and interactive) will help learners to develop an effective body of implicit knowledge, but it also seems to us essential, given the nature and constraints of formal classroom language learning, to continue to help pupils to draw the threads of discrete bits of grammar together into systems or sub-systems in an explicit way, so that they may consciously understand them. In doing this however we need to be sure that we really are responding to needs and not simply confusing pupils.

It may well be that certain parts of the system of a particular language are in fact too complex to explain, so that they cannot really form part of explicit knowledge and must simply be built up over time implicitly. In such cases it is "feel" that will keep the user right rather than any conscious understanding. One thinks for example of some subjunctive uses or of the expletive "ne" in French.

It seems sensible to use to ensure that each individual learner has adequate communicative experience to build up his/her implicit knowledge and adequate explicit grammatical explanation and help to respond to his/her conscious system-building needs. It is our belief that pupils of all abilities learn more effectively when both sources of knowledge are fed in this way, though there will no doubt be differences in learning styles which may mean that the balance between the two should be somewhat different for each individual at different times. It has certainly been our experience that all pupils of whatever ability want to understand how the foreign language works. "System" questions (why is there an 's' here?) should be encouraged in the same way as "communicative" ones (how do you say 'x'?).

Experience seems to show us that implicit second language knowledge by itself is soon forgotten if not regularly activated - eg

a 3 year old soon forgets a second language he has mastered if moved to another language-speaking environment. Similarly a purely formal explicit second language knowledge by itself will soon be forgotten - I am unable to string more than half a dozen phrases of Latin together, though I learnt it in a formal way for 9 years. One suspects that the inability of many adults to speak the foreign language learnt at school stems from this second source.

Where both formal and informal sources of knowledge have been fed, although of course regression occurs, it might well be less severe. School foreign language learning might be less subject to regression if a balance were maintained between communicative experiences and formal language study. This is of course only a hypothesis and must be subject to research.

Whatever the facts about learning, memory and regression may be, what we must avoid is the oversimple notion that pupil's minds are blank slates, and that we can force pupils to internalise into their implicit source of knowledge exactly what we want to, when we want to. Within us there are expectations and selective mechanisms, and there are also inbuilt learning mechanisms characterised by Piaget in the notions of assimilation and accommodation, which may make it difficult for the learner to acquire the sort of new knowledge that disrupts the system of knowledge currently existing.

Since it seems to us sensible that all individual pupils build up for themselves in a conscious systematic way a picture of how the various discrete bits and pieces of language can be fitted together, and of what intentions and concepts they realise in what circumstances, we suggest that pupils be given a blank "language resource booklet", into which they can record their "knowledge" in previously determined functional, semantic and grammatical categories. This can be used for synthesising, memory-jogging and revision.

#### 7.2.4. Success

The notion of "success" for pupils is built into the whole Lothian regional scheme of work, through the setting out of Stages of interrelated communicative, skill-based and language resource areas and Levels of Performance appropriate to individual aspirations.

At the classroom level, through the elaboration of Pupil Progress Cards, pupils encouraged to keep a record of their successful mastery of the various activities suggested. No summative tests are taken unless pupils wish to sit them and are ready for them. Tangible proof of successful completion of a Stage, in terms of the Profile of progress and Stage Test result, is offered to the pupil by an award on a Regional Record of Achievement signed by the pupil's Head Teacher.

We wish to make success available to all who strive, and thus encourage further effort.

#### 7.3. Experimentation

It has become evident in our project, as in other projects, that changing the nature of the syllabus or of the materials used, or of the tests set does not necessarily lead to methodological



improvement in the classroom. Improvements in classroom methodology are likely to be brought about by teachers acquiring further insights into language, language learning and education in general on the one hand, and developing an ability to be self-critical and learn from classroom experience on the other hand.

In the development of this project teachers have participated in the thinking, discussion and elaboration of all the various frameworks and instruments such as syllabuses, communicative material and tests, and have thus acquired insights which have led them to question some current methodological practices and to experiment with others. The areas in which we are experimenting can be summarised as follows:

- the negotiation of objectives. To what extent can pupils usefully play a part in determining lesson content?
- trial-and-error learning from communicative experiences and conscious learning of language elements for communicative purposes. Can we find a harmonious and effective balance between formal conscious learning and implicit learning from communicative experiences?
- individualised material. For what activities can we usefully develop such material?
- learner responsibility for his own learning. How can we best encourage this and promote learning how to learn?
- communication in the classroom. What activities and techniques can we use? What organisational patterns seem best?
- monitoring of pupil progress. How best to operate an open system of assessment in the form of a profile of progress?
- diagnostic assessment and remedial work. How best to diagnose and remedy pupil weaknesses?

We are hoping to build up a series of video-recordings showing teachers and pupils at work in these areas for discussion purposes.

#### 7.4. Lesson Sequence

Nothing could be more boring for the learner than a predetermined unvarying lesson sequence of the Presentation-Practice-Exploitation type. We do not believe that any one lesson sequence holds all the answers to language learning. Text books that do not vary the nature and order of the events in each Unit become boring. Our aim is to invite teachers and pupils together to determine the order in which to sequence classroom activities in the light of the particular material or objectives they have in mind.

We have very strong reservations about the current methodological practice at the start of each lesson unit of presenting a contrived dialogue (taped or written), in which learners must first watch or read how the foreigners might "ideally" use particular structures or cope with particular situations, then commit bits of this to memory, and finally play a role involving regurgitation of what has been learnt. This might be referred to as the: "This is the way the French/Germans etc. do it, now you do it" approach. There are several objections to this:



- the pupils are not French/German
- there is confusion between "acting" and "communicating", and between "memorising" and "learning"
- since the job of creating language appropriate to intention and to context has already been done for the pupils, they are not practising the making of the necessary links themselves
- the exploitation phase, when reached, seldom seems to inspire pupils to go beyond further regurgitation of chunks of the same language. Little flexibility and little ability to cope with the unpredictable is shown. When we take the actor's lines away from him he is left speechless.

We wish to encourage an alternative approach which invites pupils to use what skills and language resource they have available to them to carry out new activities, and learn from their mistakes through appropriate teacher intervention. \*28 Thus pupils can be asked to process new information through listening or reading and to make what they can of it, or they can be asked to carry out productive tasks involving conversation or information-giving in speech or writing and again to make what they can of it. This will encourage the development of pragmatic communicative strategies for coping with new language and new situational demands. Teachers can then intervene, correct errors and fill the gaps in knowledge. It is impossible to rehearse pupils for all the challenges that will face them in foreign language use. They will eventually have to face up to the unpredictability of real life. We believe that this ability should be fostered from the very beginning. The classroom should not be seen just as a preparation for life, but should be a variety of life itself.

An alternative way of making pupils participate more actively in the initial phase of a lesson sequence is to determine with them in advance the particular activity they are going to have to perform, and then to present authentic or contrived language dialogue or text related to that activity. Learners are then invited to look for, extract, learn and use what they think they will need for the agreed activity. Here, there is active search for language on the pupils' part.

We do not believe that language can be learnt just by trial and error activity. In the early stages of the Lothian Project it was common to see a great deal of communicative activity - children playing games, children involved in communicative exercises etc - but little evidence of learning in the form of improvement in performance over the weeks. The pupils' language resource fossilized very early, since communication was in fact achieved and they recreated the same errors time and time again. There was little or no teacher intervention to respond to the language resource needs exposed. Teacher intervention must of course be sensitively done, but, without formal study and practice of functional/notional exponents, grammar, vocabulary and pronunciation in meaningful ways, there may be little improvement in the building up of the language resource.

We might suggest that whatever sequence is used in lessons, time must be found for the following components:

- Negotiation and explanation of objectives and lesson content with pupils
- Trial and error attempts followed by effective teacher intervention
- Exposure to authentic or contrived materials, in which pupils are invited to search for what they need to carry out a particular activity
- Individualised Enquiry and search to respond to individual needs
- Study and Practice of particular parts of the Language Resource, and of particular Skills
- Communicative Activities based on previous learning
- Diagnostic checking and profiling of knowledge or performance at a level appropriate to the individual pupil
- Remedial Work to cope with individual weaknesses
- Extension work for those who can go beyond the lesson core

That all of the above lesson phases require different organisational patterns according to the activity undertaken will be obvious. There will be times at which the class as a unit can work together, times at which pairs or groups are appropriate, and times at which individualised work with self-access material is appropriate. This will be true whether the class is set, streamed or of mixed ability.

## 8. Language Awareness

### 8.1. Approaches to Language Awareness

There is much concern at present at the general level of ignorance, both in and out of school, as to the nature and function of language. There are several schools of thought as to how to remedy the situation. Some wish to teach directly ABOUT language either in an introductory course before foreign language learning starts (eg Introduction to Language by Aplin et al: Hodder & Stoughton 1981), or as a formal linguistics course at an intermediate or more advanced level. Others wish to foster a school policy around the theme of 'Language for learning' or 'Language across the Curriculum' in which teachers are helped to become aware of the principles underlying language and learning, so that they may reflect upon the way in which they themselves use language in their teaching, and the way they invite their pupils to use language in their learning. Such a school policy is probably best initiated through an analysis of the sort of language experiences pupils undergo in their classrooms.

This often reveals a number of ills to be remedied. This approach aims to ensure that the teacher is aware of the sort of language experiences that lead to effective learning. Others see the problem as being largely a question of asking pupils to reflect upon their own experience of language, language learning and language use. Through reflection of this sort insights may be developed which can then be extended into new areas.

There is probably a place for all of these approaches in school. It is hoped that through our project Modern Languages Departments will feel well placed to assist in the development of a general school language awareness policy. At the very least it will be useful for Modern Language Teachers to discuss areas of common interest and concern with English and other Language Departments, so that the insights about the nature of language, its functions and varieties that are imparted to pupils within these departments, and the terminology used, are not in conflict, as is frequently the case today.

## 8.2. Suggestions for Course Content

Areas in which awareness of language could usefully be fostered within pupils, through the drawing out of insights based on personal experience, or through direct teaching are:

- Language as communication: What is language? Human v animal communication. Different forms of human communication - codes, braille, sign language etc. The human need for communication and the function of language to carry information and affect.
- How language grows: A language as a human creation responsive to the needs and concerns of its speakers. Language stability/ language change.
- Language families and their distribution: Origins of languages. Relationships between English and the Foreign Language to be studied. Similar sources and transparency.
- How languages affect each other: Loan words, "Franglais"
- Language Variety: Dialects, Different varieties of an international language. Styles and Register related to people and their relationships and to uses and contexts.
- How languages affect human beings: Togetherness and divisiveness. Prejudices related to geography, race, class etc. Notions of correctness.
- How we learn a language: Mother-tongue learning. Immigrant language learning. Classroom learning. Strategies for learning a foreign language.
- Language as System with meaning potential: Pronunciation, Grammar and vocabulary. Functions, Notions, Context, Discourse, Organisation etc.
- Literacy: The development of reading and writing. Functional and Expressive writing. Literature.
- Language and Thinking/Language and Learning: Cognitive development. Learning through language. Language as a reflection of thought.

## 8.3. Suggestions for the inclusion of Language Awareness in Foreign Language Learning

A short introductory course before foreign language learning starts may be useful if it invites pupils to reflect upon their existing knowledge of language and languages, and how they function, and through discussion to extend this experience into some of the areas outlined above. This will have the dual purpose of setting the scene for the learning of a foreign language, and of establishing with one's new class the sort of "communicative atmosphere" in



which pupils participate actively. It will be essential in the initial period to create such an atmosphere in the mother-tongue rather than in the foreign language.

As the foreign language course develops the teacher will be able to choose appropriate moments to pick up and develop various Language Awareness themes. The topic of language as system with meaning potential, for example, can be approached through the discussion of the functions that particular foreign language exponents perform in particular contexts, and of course through the study of how various notions or concepts are realised through the grammar and vocabulary of the foreign language, eg number, gender, tense, spatial reference, actor-action relationships, negation etc. \*29

## 9. Cultural Awareness

### 9.1. Approaches to Cultural Awareness

There are a variety of ways of fostering understanding of and openness towards others and their ways of life. Perhaps the most used but the least successful approach is the direct teaching of "background information" as subject matter to be learnt and regurgitated. Teaching ABOUT the language may not be the best way to learn it, and teaching ABOUT a country may not be the best way of developing understanding of it.

It would seem more sensible to set up direct experiences of people and things foreign through pen-pal correspondence, Foreign Assistant work, tape or even video exchanges from school to school, school exchange visits and holiday travel, as well as through the provision of authentic documents such as menus, magazines, tourist brochures, songs, poems, books, tapes, visuals and the like. These will no doubt give rise to discussions of a socio-cultural nature based on the experiences derived from such events, which can then extend into further areas of interest. This is a very different sort of classroom activity from the teacher talk (or text book script) and pupil listening (or reading) that characterises the "teaching about" approach. Openness towards a foreign culture is better fostered by experiencing it and reflecting upon it than by hearing about it at second hand. This may be essentially what differentiates a Modern Language classroom from a Social Studies one.

### 9.2. Suggestions for Course Content

Experiences that might be brought about in a Cultural Awareness Syllabus would include:

- Meeting foreign people (Foreign Assistants; Visitors to school; Exchange Visits; Foreign Travel)
- Communicating with foreigners at a distance (pen-pal correspondence; Tape and Script or Video Exchanges with a foreign school)
- Encountering 'things' foreign (magazines; realia such as menus; timetables; adverts; leaflets; tourist or other brochures; songs; rhymes; poems; stories; literature; slide films; radio excerpts; TV excerpts; taped interviews and conversations etc)

These would throw light on all sorts of background information areas such as:

Homes and home-life

Individual Life Styles and interaction patterns (teenage and others)

Education and school-life

Leisure Patterns

Aspects of the country and its way of life of relevance to tourists and visitors

Foreign attitudes towards Britain/Scotland

Foreign attitudes towards Social, Moral and Scientific issues

Foreign attitudes towards current events

### 9.3. Exchanging background information with foreign schools

The exchange of information through pen-pal correspondence and through tape, script or video exchange from school to school provides a context for pupils to convey the information they have about themselves - their home life, their school life, their leisure interests, their home town or village, their national customs, their holiday plans etc - and to receive similar information from the foreign school. \*30 It would seem useful for both sides to provide information in bilingual form - some parts in the foreign language and other parts in the mother tongue, so that the exchange package can be of maximum interest to each partner on each occasion.

An exchange scheme of this sort provides a purpose and a context for the use of the foreign language and makes pupils think about such things as their handwriting or clarity of speech, the way in which they express themselves, the correctness and appropriateness of what they say or write, and indeed the total impact of what they are presenting. Such an exchange will also throw up all sorts of communicative and system-building needs that teachers can usefully satisfy. Such an exchange allows information and creative skills from other curricular areas to find their way into the foreign language classroom - artistic skills, information about one's home environment gleaned from social studies, an interesting recipe from Home Economics, or project writing skills from English for example.

It would be sensible to attempt to build up an exchange not only with a European country which uses the foreign language as a mother tongue, but also with a developing country using it as an international second language, whose culture would be more distant and potentially more interesting to find out about. Many African, Indian Ocean, Pacific and Asian countries use French as an international second language for example.

This might help to foster the notion that the use of the foreign language can be instrumental in furthering international understanding.

## 10. Pupil and Teacher Responsibility

### 10.1. Pupil Responsibility \*31

The project aims to encourage pupils to become responsible for their own learning, so that they can develop the particular learning style and techniques that suit them. By involving them in decisions concerning objectives, Stage and Level of performance to be achieved, lesson content, activities, material, learning style, monitoring of progress and summative assessment it is hoped that they will become active participants in the school language learning process, able to initiate action for themselves according to their own needs rather than expect teachers to do everything for them. Many pupils of course prefer to have things done for them. This may be the inevitable result of the fact that most schools are still very authoritarian institutions. The project hopes to find ways of overcoming this.

The teacher is not the only source of knowledge, and pupils should be encouraged to consult other sources of information relating to their communicative needs, system-building needs, cultural understanding needs etc.

It is a spirit of enquiry rather than a passive "waiting to be told" which we would like to foster.

### 10.2. Teacher Responsibility

Each teacher needs to be responsible for course content and pace. Such responsibility cannot simply be handed over to outside bodies such as text-book writers and examination boards, however well-intentioned they might be. It would help teachers if there were a balanced, comprehensive assessment framework involving internal and external assessment, in which a properly validated internal assessment scheme using profiles ensured that the classroom was seen as a real world in its own right, and a properly constituted external examination ensured that standards were monitored and that the concerns of real language users (not just teachers) were taken into account. \*32 It is important that teachers do not feel totally constrained by the limited and limiting concerns of external examinations. It is ultimately the teacher's responsibility to establish the right sort of balance between the concerns of education as a whole and of the subject in particular; between the claims of internal and external assessment reflecting classroom and real-life demands; between teacher wishes and pupil wishes; between syllabus suggestions and text-book or other material constraints; and between the ideal and the realities of the classroom.

#### 10.2.1. Materials

Teachers are asked to relate these syllabus suggestions to whatever pedagogical and authentic material they have or hope to have available to them. It is important to have a fair amount of up-to-date authentic material so that learners are exposed to up-to-date language.

It seems possible and sensible to use contrived material both pedagogically and communicatively, just as it seems possible and sensible to use authentic material pedagogically and



communicatively. There would seem to be no reason for restricting the use of authentic material purely to authentic communicative purposes. A great deal of language can be usefully studied and learnt from such material in an explicit pedagogical way. But if it is for communicative purposes or for entertainment that particular material has been chosen, what matters much more than whether the material is authentic or not is that the response required of the pupils should be appropriate to the type of material presented. Poetry is for enjoyment and personal response, menus are for ordering meals from, and it would destroy the "authentic" communicative nature of both if they were used for any other purpose. It is as ever a reasoned balance between authentic and pedagogical material, and between pedagogical and communicative use of material, that is required.

When this syllabus has been set against existing materials a number of gaps have always emerged. It is suggested that the following additional material has to be found or produced:

- a graded library of reading material (including extracts from articles, brochures, pen-pal letters, newspapers, books etc) These should be treated for individual study and colour-coded by Stage.
- a graded library of listening/viewing material (on video or tape) + appropriate scripts also treated for individual study and colour-coded by Stage.
- a graded series of communication exercises for paired or group work relating to the Communication Areas in the syllabus and colour-coded by Stage.
- a set of foreign realia such as goods, money, tickets, menus, timetables and visuals of all sorts.
- a set of interest and pleasure-based materials such as songs, puzzles, games, films, Tape/Slide presentations etc.

#### 10.2.2. Waystaging

The amalgam of activities, skills and language resource areas suggested for each Stage has to be sequenced in some way to conform with the material available and with teacher and pupil wishes. We therefore invite teachers to break up the content of a Stage into a number of Waystages. \*6

The actual number of Waystages chosen is left to individual schools to decide. This usually depends on the unit or lesson structure of the text books used, or on the particular internal assessment requirements. On completion of a Waystage, it is suggested that pupils should take a Waystage Test to show that they have mastered the content of that Waystage at an appropriate level. Schools usually set out from three to five Waystages leading to the completion of a Stage.

#### 10.2.3. Pupil Progress Cards

Teachers are asked to prepare individual Progress Cards for each pupil for each Waystage. These spell out the communicative activities and the functional content. Pupils can then tick off these as they master them, and ask their teacher to counter tick



the Lothian Project's life. It will no doubt need to be revised frequently in the light of fresh insights and further classroom experience.

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1981



SYLLABUS RATIONALE NOTES AND REFERENCES

1. For an explanation as to what functional/notional syllabuses are:  
Page B - Notions, Functions and Threshold Levels in AVLJ Vol 71  
No 2 - 1978  
  
or Clark J - Syllabus design for Graded Levels of Achievement in Foreign Language Learning. Modern Languages in Scotland Vol No 18  
For a full analysis of the functional/notional syllabus approach:  
Wilkins D - Notional Syllabuses - Oxford, 1976
2. See also Brumfit C J - Review of Wilkins Notional Syllabuses  
English Language Teaching, October 1978
3. See Mitchell R, Parkinson B and Johnstone R  
A systematic linguistic analysis of strategies of Foreign Language Teaching in the Secondary School.  
Paper presented to BAAL, 1979
4. See Harding A and Honnor S - Defined syllabuses in Modern Languages  
AVLJ XXII  
See also Munby J - Communicative Syllabus Design. Cambridge 1978
5. See Stenhouse L - The Objectives Model and the problems of instrumentalism of content, in Hamilton D et al - Beyond the numbers game, Macmillan 1977
6. See Clark J - Lothian Region's Project on Graded Levels of Achievement in Foreign Language Learning, Modern Languages in Scotland Vol No 19
7. See Assessment for All. Report of the Committee to review Assessment in the Third and Fourth Year of Secondary Education in Scotland (HMSO 1977)
8. Foreign Languages for Overseas Trade, BOTB May 1979
9. See Clark J - The Syllabus. What should the learner learn. AVLJ Summer 1979
10. See Howatt A - Deliberate Semantics - an Interventionist approach to Second Language Teaching - Methodology. CILA Bulletin 1979 pages 5 - 22
11. See Stevick A - Memory, Meaning and Method. Newbury House.
12. See also Canale M and Swain M - Approaches to Second Language Teaching in Applied Linguistics Vol 1 No 1 - 1980.
13. eg. OMLAC - New objectives in modern language teaching. Hodder and Stoughton 1978.
14. eg. Curriculum 11 - 16 Modern Languages. A working paper by the Modern Language Committee of HM Inspectorate 1978.
- 15./

15. See some of the more important Council of Europe documents listed beneath:
- Van Ek.J. The Threshold Level + The Threshold Level for Modern Language Learning in School
- Coste D. et al Un Niveau Seuil/+Adaptation pour des contextes scolaires
- Baldegger et al Kontaktschwelle
- Slagter.P. Un Nivel Umbral
- Van Ek and Alexander .L. Waystage
- Trim J. Report on some possible lines of development of an overall structure for a European unit/credit scheme for foreign language learning by adults.
16. See also Clark.J. Communication in the classroom. Modern Languages in Scotland Vol.No. 21/22.
17. The term "meaning potential" is taken from Halliday M. Learning how to mean. E J Arnold.
18. See UNESCO L'apprentissage non-dirige de l'allemand par des travailleurs espagnols et italiens UNESCO 1978
19. See also Allwright D. Abdication and Responsibility in Language Teaching in Studies in Second Language Acquisition Vol.2. 1979.
20. See Corder S.P. Error Analysis and Interlanguage Oxford 1981.
21. See Corder S.P. Learner Language and Teacher Talk in AVLJ Vol.16.No.1.
22. Krashen.S. Second Language Acquisition and Second Language learning. Pergamon 1981.
23. See Carroll.B. Testing Communicative Performance. Pergamon 1980
24. See Morrow.K. Techniques for the evaluation of notional syllabuses R.S.A. 1977
25. See also Allwright D. Language Learning through Communication Practice in The Communicative Approach to Language Teaching by Brumfit & Johnson Oxford 1979.
26. See Donaldson.M. Children's Minds Fontana/Collins 1978.
27. Corder S.P. Second Language Acquisition Research and the teaching of Grammar BAAL Newsletter No.10 November 1980
28. See also Brumfit C. Communicative language teaching; an educational perspective in Brumfit & Johnson op.cit in 25
29. The West Sussex Project G.O.A.L.S. is working on material for this area.
- 30./

30. See Jones. B. Communication is about something NALA Journal No. 12 1981  
and Jones. B. Le jeu des colis AVLJ Vol.XVII Winter 1979.
31. See also Holec.H. Autonomy and Foreign Language Learning Pergamon 1981  
Oskarsson.M. Approaches to self assessment in Foreign Language Learning Pergamon 1980

Both of the above are Council of Europe Modern Languages Project documents

32. See Assessment in Modern Languages A Scottish contribution to N.C.L.E.  
Available from C.I.L.T. (1981).



Starter Paper on Differentiation and Coping with Individual Differences in the ClassroomA brief summary of the issues involved1. Which particular human characteristics might affect foreign language learning in school? :

A few suggestions :

Learner's age: Cognitive and Social maturity

- triviality of content
- frustration of adolescent mind with a baby foreign language level
- concrete operational stage v formal operational stage : can they use abstract rules?
- social maturity - can they work co-operatively in groups?

Sex

- social stereotyping and school stereotyping
- girls mature earlier and are therefore less self-conscious in F.L.
- interests differ (reading etc)
- career-orientation

Language experience

- have the higher-order M-T functions been developed?
- literacy level
- language awareness level

Aptitude

- IQ
- Verbal Intelligence
- Memorising ability
- Auditory ability
- Grammatical Sensitivity
- Language Awareness

Personality/Attitudes

- Introvert - Extrovert
- Empathy for others - ability to decentre
- fear of the foreign/unknown
- ethnocentrism
- anxiety (errors)
- self-concept
- group-identity

Learning styles

- Visual v Aural/Oral
- Field dependent v Field independent
- Holistic v Serialist
- Overgeneralisers v Narrow Categorisers
- Reflectivity v Impulsivity



- h) Some level of self-direction and group-direction in a variety of areas
- objectives negotiation
  - materials choice
  - activities options
  - learning style
  - monitoring own progress and own record of work
  - self evaluation

4. What Activity Options? A few suggestions:

A. LISTENING/VIEWING

Graded bank of material for self-access or group-access. Taped and video-taped material and Equipment for easy individual and group access. Centred round Text-Types, Activities and Themes.

- eg. - Stories
- Listening Links: Listen and share information
  - Listening for information
  - Listen and extract information
  - Listen and respond personally
  - Listen for fun

B. READING

Graded bank of reading material for self-access or group-access. Should cover a wide range of TEXT-TYPES, THEMES and ACTIVITIES both in reading for information and in reading for pleasure.

- eg. - as above but in reading

C. COMMUNICATION TASKS

Graded bank of material for paired and group work based on Information-Gap activities. Mostly for Conversation or Writing but would involve some stimulus listening or reading material too.

D. GAMES, PUZZLES etc

Graded bank of material for group, pair or individual work.

E. SIMULATIONS

Material to establish roles and tasks.

F. LANGUAGE RESOURCE EXERCISES

Worksheets or Micro programmes or Taped material designed to teach or to practise particular areas of pronunciation, grammar, vocabulary, functional phrases, notional areas, collocations etc.

G. PROJECT

Graded material assembled to assist pupils to carry out their own modest research and reporting activities.



H. POETRY/SONG material.

I. PRESS CORNER

Contemporary material of relevance and interest from newspapers/  
magazines etc.

5. How to monitor one's own progress and keep one's own record of work?

A few suggestions:

- A. Pupil Progress Card BUT ensure that this does not become merely a discrete item check list. Can be predetermined, negotiated, or left to pupil to fill in as she goes along.
- B. Folder to keep work in.
- C. Language Resource Booklet "This is what I know", where pupil keeps a record of what he knows - functions, notions/grammar, vocabulary thematically set out.
- D. Cassettes belonging to pupils for keeping a record of the aural/oral work done. Should be available to take home.

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Dean Education Centre  
31 May 1984

Recommended Reading

- 1. Geddes M and Sturtridge G  
Individualisation  
Modern English Publicationa Ltd - 1982.
- 2. ELT Documents 103  
Individualisation in Language Learning  
British Council/CTIC - 1978
- 3. McDonough S  
Psychology in foreign language teaching  
Allen and Unwin - 1981

SECRET

SECRET

APPENDIX 2

A SAMPLE OF

GLAFLL STAGE TESTS

SECRET

SECRET

SECRET

SECRET

SECRET

SECRET

SECRET

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(FRENCH STAGE 1: PART 1: SECTION 1T)

L R S G M L

GRADED STAGES AND LEVELS OF ACHIEVEMENT IN FOREIGN LANGUAGE LEARNINGFRENCH STAGES 1 AND 2 TESTPART 1 TEACHER SHEET FOR SECTION 1Sequence of 20 itemsSection 1Instructions to pupils

You are going to read from the Pupil Sheet and to listen to the teacher. For some of the items there are four possible answers given. You have to choose which is the correct answer. Draw a circle round the correct answer.

Example

You are looking for somewhere to drink a cup of tea.  
What sign do you look for?

- |   |        |
|---|--------|
| A | Gare   |
| B | Café   |
| C | Sortie |
| D | Port   |

You should put a ring round the letter B, like this

- |   |        |
|---|--------|
| A | Gare   |
| ⓑ | Café   |
| C | Sortie |
| D | Port   |

For other items, write the answer in the box provided.

1. You are staying in Paris during the winter holidays with your French penpal Nadine Lacoste. You are alone in the house. The phone rings. It is Nadine's friend Monique phoning to arrange a visit to the cinema that evening. She says:

"Eh bien, on se rencontre devant le cinéma"

Where does she want you to meet?

2. You check the newspaper to see exactly what is on and when it begins. You read:

GAUMONT - Tous les jours (20h)  
lundi, mercredi, samedi (14h.30)

"MAIGRET ET LE CLOCHARD"

Today is Tuesday. What time will the film start:

- |   |       |
|---|-------|
| A | 2.30  |
| B | 4.30  |
| C | 8.00  |
| D | 10.00 |



(L.C.) 3. You and Nadine want a quick meal before you go, so Nadine says:  
"Il y a du jambon et des tomates dans le frigo"  
What do you expect to eat?

AND

(L.C.) 4. When you and Nadine get to the cinema you are a little late. Monique says: "Dépêchez-vous! Le film commence dans un instant!"  
Why does she say "Dépêchez-vous"?

(R.C.) 5. You and Monique go to buy the tickets. You look for which sign?

- A Attention
- B Renseignements
- C Gare
- D Billets

(L.C.) 6. Monique buys the tickets: "Trois places à huit francs, s'il vous plaît"  
How much is each ticket?

(L.C.) 7. Monique then says to you: "Tu as de la monnaie"?  
She is:

- A asking if you have any money
- B asking if you have any change
- C asking you for money
- D offering you money

(L.C.) 8. As you sit down Nadine whispers: "J'adore les films policiers".  
She says:

- A she likes cartoons
- B she adores policemen
- C she adores documentaries about the police
- D she likes detective films

(R.C.) 9. During the interval Nadine asks you to get 3 icecreams. You like strawberry flavour, so on the tubs you look for the word:

- A fraise
- B pistache
- C ananas
- D framboise

(L.C.) 10. When you ask for strawberry icecreams the usherette says:  
"Je n'en ai plus"

What do you do next?

- C.) 11. On the cinema wall is a sign saying: "Défense de fumer"  
What does this mean?
- 
- C.) 12. As you leave the cinema you see an advert for a coming film. It says:  
"A partir de dimanche L'ADOLESCENT ET L'AMOUR"
- A this film starts on Saturday
  - B this film finishes on Saturday
  - C this film starts on Sunday
  - D this film finishes on Sunday
- C.) 13. Under the advert for the film you notice a sign saying "L'adolescent et l'amour - Interdit aux moins de dix-huit ans".  
This means:
- A the film begins at 18.00
  - B those under 18 will not be allowed in
  - C you must be accompanied by someone over 18
  - D it costs 18 francs extra to see this film
- C.) 14. On the bus Nadine says to you: "C'était un peu bête le film, n'est-ce pas"?  
She is saying:
- A the film was boring
  - B the film was rather boring
  - C the film was a bit silly
  - D she liked the bit about the animals
- C.) 15. As you pass through the town centre you see on the window of a department store the word "SOLDES". This interests you because:
- A they don't usually put notices on shops which are sold in Britain
  - B since the goods are shop-soiled, they will be cheaper
  - C you'll be able to get travel brochures there
  - D you like a bargain
- C.) 16. When you get home Nadine's mother asks you both: "Vous voulez boire quelque chose avant d'aller au lit"? She is asking if you:
- A want to go to bed
  - B want something to drink before going to bed
  - C want to watch T.V. instead of going to bed
  - D want a bath before going to bed

(L.C.) 17. Nadine replies: "Je voudrais bien, mais je suis trop fatiguée".  
Nadine says:

- A "yes, that would be nice"
- B "no thank you"
- C "later perhaps"
- D "that would be nice, but I'm too tired"

(L.C.) 18. Before going to bed Nadine asks: "Tu veux faire un tour des magasins demain"?  
She is asking you if:

- A you fancy a tour of the town tomorrow
- B you'd like to go dancing tomorrow
- C you want to do some shopping tomorrow
- D you'd like to read teenage magazines tomorrow

(L.C.) 19. Next morning at breakfast, Monsieur Lacoste asks you: "C'était bien, le film"?  
He is asking:

- A at what time the film finished
- B what kind of film you saw
- C if the film was good
- D if you like going to the cinema

(R.C.) 20. The headline in M. Lacoste's newspaper reads: "L'aéroport Charles de Gaulle fermé à cause de la neige". You think:

- A "drat it, maybe I won't be able to get back home Britain tomorrow"
- B "Charles de Gaulle is always in the news"
- C "French airports seem to be always on strike"
- D "why on earth would Charles de Gaulle want to close the airport".



G.L.A.F.L.L. STAGE 2 FRENCH 1980SECTION II LETTER

Your friend Keryll has received a penpal letter from a French girl called Véronique (see over). This is her first letter to Keryll. Read it carefully so that you can help your friend understand it and reply to it.

Since this is a real letter you do not of course have to understand every word. You just have to understand enough to get the main points and to be able to help Keryll reply to the letter.

- A.
1. How many penpals has Véronique had before? (1)
  2. What good wishes does she send Keryll? (1)
  3. What 2 things are you told about Vitrolles in the postscript?(1)
  4. What's happening on January 10th? (1)
  5. How does Véronique feel about this? (1)

(5 marks)

- B. Véronique asks Keryll 5 questions in the letter. Write a short letter in English to Véronique such as Keryll might write. Be sure to answer all five questions.

(5 marks)

Total

(10 marks)

HELLO! Chère Keryll, Bonjour!

C'est la première fois que j'ai la chance d'avoir une correspondante. Surtout habitant en Écosse. C'est joli l'Écosse? Je m'appelle Véronique et j'ai quatorze ans. Quel âge as-tu? J'habite dans le sud de la France, au pays du soleil! A propos, quel temps fait-il en Écosse en ce moment? Je suis aujourd'hui en vacances car c'est Noël! Alors Keryll, je te souhaite un joyeux Noël et une bonne année! J'ai deux sœurs, Clotilde qui a 12 ans et Béatrice qui a 3 ans, mais je n'ai pas de frères. Tu as des frères, toi? Pendant les vacances, je vais déménager, mais je serai toujours à Vitrolles. Je suis contente! Et toi, qu'est-ce que tu fais pendant les vacances? J'aimerais que ta prochaine lettre, tu l'écrive en anglais mais plus tard tu feras comme tu veux! J'espère recevoir une photo de toi.

Au revoir!

Good Bye!

G.L.A.F.L.L. STAGE 2 FRENCH 1980SECTION IV READINGQUESTION 1

Your French penpal has written to you and sent you the attached list of people in her class who are looking for a penpal. Your classmates don't understand French as well as you and need your help.

You will need to know which of the French teenagers particularly want boy or girl penpals, as well as something about their hobbies, interests or reasons for wanting a penpal.

Fill in the form on the Answer Sheet.

(10 marks)

QUESTION 2

You are staying a few days in the French town of Istres. Attached are some adverts from the town guide. Read them and answer briefly in English on the Answer Sheet the following questions about them.

- Whereabouts in the town would you find the restaurant "Chez Lulu"? (See F) (1)
- Look at C. What is the supermarket selling at reduced prices? (1)
- If you wanted to buy a rather special present, where would you buy it? (1)  
(Answer A,B,C etc.)
- Where is a good book shop? (Answer as above) (1)
- What does the "Cave Co-opérative" sell? (See B) (1)

QUESTION 3HERVE VILARD SPEAKS OUT

Herve Vilard is a favourite French singer. A popular feature of French magazines is a collection of readers letters addressed to famous personalities asking them questions on all sorts of topics. Here are a few examples:-

Patricia Schreier, 2A, rue de Guaburllar, 68260 Kingersheim  
ton réper-  
lle est ta  
référée ?  
préférée est  
et aussi « La  
. Elles sont  
album.



Lydie Le Roy, 110 rue du Bicêtre, 94240 L'Hay-les-Roses

Quel a été ton plus beau souvenir ? Pourquoi ?

Il y a dans la vie des moments profonds... J'ai vécu des jours heureux, magnifiques : en bateau sur l'Amazone avec des papillons sur les épaules.

- b) What does Hervé tell Lydie about his happiest memory? (1)

des papillons = butterflies  
les épaules = shoulders



Anne-Marie Chaudet, 29 rue Pierre-Belon, 72000 Le Mans

Aimes-tu les alcools, le bon vin, car j'ai remarqué que dans ton 33 tours que j'ai acheté, tu parles souvent de vin ?

Je préfère le vin au whisky. Quoi de plus naturel qu'un bon repas accompagné d'un bon vin ? Et puis, le vin entretient l'amitié...

- c) What does Hervé think about wine? (1)



Isaltina Campelo, rue Chirurgical-Boy, 70600 Champville

Quel était le métier que tu exerçais avant de devenir chanteur ?

Je n'ai exercé aucun véritable métier avant d'être chanteur. J'ai fait un peu de tout. J'ai travaillé dans une laiterie, servi dans des restaurants et pendant un an et demi j'ai été disquaire sur les Champs-Élysées.

- d) Name 2 jobs that Hervé had before becoming a singer. (2)

Total (20 marks)



Sylvie: (17 ans) cherche une correspondante sympa aimant la nature et la montagne. Peut-être pour visiter les montagnes de France ou d'Écosse.

Jean-François: (14 ans) aimerais avoir une correspondante écossaise - J'aime la danse, le disco et la musique en général -

Laurent: (15 ans) voudrais correspondre avec un Écossais qui aime le football pour s'envoyer des photos des équipes de nos pays -

Juliette: (14 ans) voudrais avoir un correspondant écossais gentil et tendre qui aime les chansons romantiques et qui voudrait bien me faire découvrir l'Écosse l'été prochain -

**DITH** J'AI 15 ANS ET JE DÉSIRES UNE CORRESPONDANTE ÉCOSSAISE QUI AIME BIEN LE FRANÇAIS POUR POUVOIR S'ÉCRIRE ET SE PARLER DANS LES DEUX LANGUES ET SE RACONTER LA FAÇON DE VIVRE DANS NOS DEUX PAYS. J'AIME LES ANIMAUX - SURTOUT LES CHATS.

Christian (14 ans) cherche un correspondant ou une correspondante écossais pour s'écrire et s'envoyer ou échanger des timbres.

Paul: (16 ans) j'aimerais avoir une correspondante écossaise qui adore la mer et la natation, pour passer des vacances ensemble dans le Sud de la France -

**DOMINIQUE**  
**me Bombarda**

**PRÊT A PORTER**  
**POUR ENFANTS**

*la future maman au mandau*

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B

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D

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F

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G.L.A.F.L.L. STAGE 2 FRENCH 1980

ANSWER SHEET

SECTION IV READING

NAME: .....

CLASS: .....

SCHOOL: .....

Tick as appropriate

	Wants Boy penpal	Wants Girl penpal	Doesn't matter which	Stated interests etc. (give one only)
rancois				
t				
te				
lan				

(3 marks)

(7 marks)

.....  
.....  
.....  
.....  
.....

(5 marks)

.....  
.....  
.....  
.....

(1)  
(1)  
(1)  
(2)

(5 marks)

Total (20 marks)



G.L.A.F.L.L. STAGES I & 2 FRENCH 1980SECTION III LISTENING TEXTS

1. Maman: Alors, vous allez à la piscine finalement  
Philippe: Oui, moi j'ai envie d'aller nager. Il fait si chaud.  
Maman: Tes amis y vont aussi?  
Philippe: Oui, Patrique et Catherine veulent parler anglais avec Chris - ils ont un examen en anglais la semaine prochaine.  
Maman: Que faites-vous ce soir?  
Philippe: Il y a une boum chez Patrique. On va danser, Patrique a tous les nouveaux disques de Blondie et de Plastic Bertrand. Ça va être super!
2. Papa: On mange généralement très bien ici. Tenez, Philippe et moi nous allons recommander nos plats favoris.....toi, tu aimes beaucoup le cabillaud, n'est-ce pas Philippe?  
Philippe: Eh bien, moi oui, mais je crois que Chris n'aime pas beaucoup le poisson. On mange assez peu de poisson en Écosse à part naturellement les "fish and chips".  
Papa: Eh bien, Chris, moi je prends du coq au vin. C'est du poulet au vin rouge. C'est excellent - une spécialité de la maison. Toi aussi, tu aimes le poulet - n'est-ce pas Chris?
3. Papa: Si vous êtes prêts à 8.30 je peux vous y emmener en voiture. Nous allons au cinéma ce soir, ta mère et moi, et nous passons devant la maison de Patrique.  
Philippe: Oh merci Papa. Dis, à quelle heure faut-il rentrer après la boum?  
Papa: Eh bien, disons 11.30.  
Philippe: 11.30? Oh là là Papa, c'est trop tôt! Disons minuit et demi ..... c'est quand-même samedi demain.  
Papa: Minuit et demi.....c'est bien tard - mais enfin, comme c'est demain samedi.....  
Philippe: Merci Papa. On sera certainement à la maison avant minuit et demi.  
Maman: Voulez-vous prendre des disques?  
Philippe: Oui, bien sûr - je prends tous mes disques des Rolling Stones.  
Maman: Eh bien, ne les oubliez pas!

G.L.A.F.L.L. STAGE I FRENCH 1980SECTION III LISTENING

You are spending a fortnight in summer with your French penpal, Philippe and his family in Avignon. While you are there, Philippe and his family make lots of plans to entertain you. You of course listen very carefully to what is going on around you since it involves you and you need to know what is expected of you and how to react. In the conversations you will be referred to as "Chris". You should read the questions before you hear the tape. Answer the questions on the paper provided.

Conversation Number One

It is morning and Philippe and his mother are discussing your plans for the afternoon and evening. The mother speaks first. You will need to know the following.

- (a) Where are you going this afternoon?
- (b) In what language will the others wish to talk with you?
- (c) What's on this evening?

(3 marks)

Conversation Number Two

You are now in a restaurant for lunch with Philippe and his father. You have in front of you a menu with the names of the dishes - this is not much help, so Philippe and his father are going to make some suggestions. This is what is on the menu.

Omelette  
Cabillaud poché  
Coq au vin  
Rôti de boeuf

Listen to what Philippe and his father have to say about it and find out:

- (a) Philippe is having "cabillaud poché", but he's not sure about you. What is "cabillaud" in fact? Answer "a kind of .....".
- (b) Which of the dishes does the father recommend you to take? (Give the French name from the menu).
- (c) He explains what it is and tells you the two main ingredients. What are they?

(4 marks)

Conversation Number Three

You are having your evening meal and Philippe is telling his parents your plans for the evening.

- (a) How are you going to get there?
- (b) When do you have to be home?
- (c) What does his mother remind Philippe to do?

(3 marks)

Total (10 marks)

G.L.A.F.L.L. STAGES 3 & 4 FRENCH 1980SECTION II WRITING

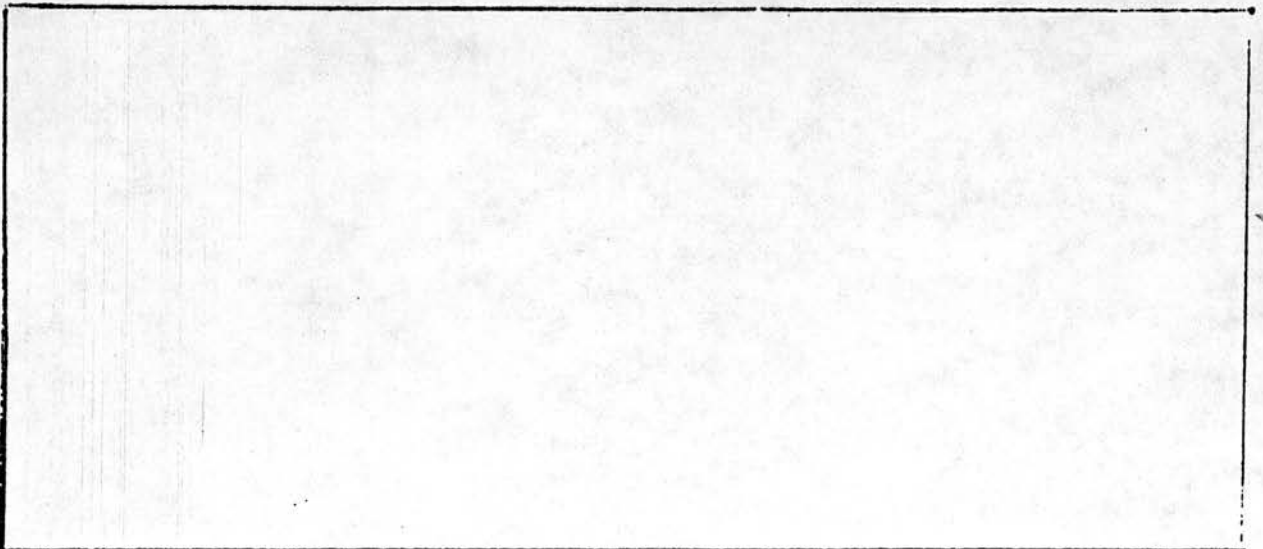
Below is part of a letter you received from your French friend Jacques who is coming to Scotland.

et j'arrive par le train du 12 juin. Est-ce qu'il y a une petite pension ou bien un hôtel pas loin de chez toi où je pourrais loger? - pas trop cher, naturellement. Ce sera formidable de te voir!

Answer Jacques' letter inviting him to stay with you and telling him you will meet him when he arrives.

STAGE 4 ONLY

While staying with you Jacques went out leaving the key behind. You also have to go out. Write a short note saying where you have left the key (la clef) and when you will be back. Write your note on your answer paper. Draw a box like this to write in:-





G.L.A.F.L.L. STAGE IV FRENCH 1980

SECTION III TEACHER'S SHEET

LISTENING TEXT

Marianne: Vous écoutez Radio Région. Il est exactement 9h.30. Et maintenant en Direct du Centre de la Jeunesse de Nice où se déroule actuellement la semaine de rencontres internationales de la jeunesse, le programme de la journée présenté par Jean-Claude Lebois.

Jean-Claude Lebois: Merci Marianne. Nous voici donc au Centre de la Jeunesse de Nice d'où nous allons donner le programme de la journée pour cette première journée des rencontres internationales de la jeunesse. C'est maintenant que nous allons donner les instructions à nos amis étrangers. Alors Écossais, Allemands, Italiens, Espagnols écoutez bien. Tout d'abord il faut que tous les participants de toutes les nations répondent à 3 questions générales. Et puis chaque participant doit apporter ses 3 réponses à la Mairie de Nice le plus rapidement possible, au bureau numéro 3 de la Mairie, qui se trouve Rue de l'Hôtel de Ville. Donc écoutez bien les 3 questions et répondez-y rapidement.

Question Numéro 1: Comment s'appelle la mer qui se trouve à Nice?  
je répète " " " " " " " "

Question Numéro 2: Quel est le pays étranger qui est le plus près de Nice.  
je répète " " " " " "

Question Numéro 3: Quelles sont les couleurs du drapeau français?  
je répète " " " " " " " "

Voilà pour ce matin. Cet après-midi à 14h.30 les participants italiens et espagnols doivent aller au terrain de sport pour un match de football, alors que les Écossais et les Allemands doivent aller à 15h.00 sur la plage, en face de l'Opéra pour leur match de volleyball. Je répète (as above)

Ce soir à 20h.00 à la Salle des Fêtes aura lieu une grande soirée disco, à laquelle sont invités les participants de toutes les nations C'est là que se passera la finale de cette journée avec une compétition de danse disco entre les participants des équipes gagnantes de cet après-midi.

Nous finirons la soirée autour du Podium de Radio Région où nous recevrons notre invité spécial, Plastic Bertrand. Alors, que les meilleurs gagnent, et bonne chance à tous. Et à ce soir, où je vous verrai en compagnie de Monsieur le Maire, qui remettra le Prix de la journée à l'équipe gagnante. Ceci se passera dans la Salle des Fêtes, après la soirée disco autour du podium de Radio Région, bien sûr, la Radio qui est plus près de vous - Marianne, l'antenne est à vous!

Marianne: Merci Jean-Claude. A ce soir et bonne chance à nos jeunes amis.

SECTION III LISTENING

You are staying in Nice as a member of the Scottish delegation to an international youth congress. It is your first day and the local radio gives you the programme for the day, with news of competitions, quizzes etc. Listen carefully to find out what you must do:-

1. Where exactly are you told to take your answers to the quiz questions? (3)
2. What are the answers to the 3 quiz questions (in English) (3)
3. What are the Italians and Spaniards doing this afternoon? (1)
4. Where should you go this afternoon? (2)
5. What will you be doing there? (1)
6. What's on this evening at the Salle des Fêtes? (1)
7. When does it begin? (1)
8. Who will be involved in the competition? (1)
9. Who is the special guest? (1)
10. What will the mayor be doing there? (1)

Total (15 marks)

# GLAFLL STAGES 1&2 FRANÇAIS





GLAFLL Stages 1 and 2 French Test 1983

Your French teacher has arranged for your class to take part in a letter and tape exchange with a French school. Today your first parcel from the school has arrived.

1. Overleaf is a letter for your class from class 5A in the Collège Villeneuve in Grenoble.

There is a new pupil in your class who doesn't understand French. Tell him/her as much as you can about what it says in the letter.

2. Now here is the tape from the French pupils. Your teacher will play it a few times for you. The French pupils are looking for penpals from your class and you have all to be matched up.

Your task is:-

- to listen to what each of the French pupils says
- to choose any 2 of them that you personally would like to write to
- to say for each of the 2 what it is about them that appeals to you as a possible penpal. What do you have in common, if anything, or what about them might make them interesting to know? Do you think they would like to correspond with you? Listen to what they say about the kind of person they are looking for.

Their names are:-

Sebastien Lefèvre  
Annick Leclerc  
Bernard  
Sylvie Sériot  
Marcel  
Marie-Laure Dumont  
Philippe

Stage 2 candidates: Now write a short letter in French to your first choice of penpal, telling him/her a few things about yourself.

Salut,

Nous sommes la cinquième A du collège Villeneuve de Grenoble. Nous sommes 16 filles et 15 garçons.

Grenoble est une ville vraiment chouette. Les Alpes sont tout près et c'est bien agréable pour faire du ski en hiver, et en été on peut faire de belles promenades en montagne.

Ce week-end toute la classe va à Annecy. On part samedi à 8 h 30. On va en train et on va passer 2 nuits dans un petit hôtel au bord du lac. Il y a une discothèque dans l'hôtel. C'est bien parce que nous aimons tous danser.

On a quelques questions à vous poser:

1. Tous les élèves portent-ils un uniforme à l'école?
2. Est-ce que beaucoup d'hommes portent vraiment un kilt? Ça doit être drôle!
3. Quels sont les sports que vous pratiquez à votre école?

Ce serait gentil si vous pouviez nous envoyer des photos d'Edimbourg et des différentes régions de l'Ecosse.

Merci d'avance - Ecrivez-nous bientôt

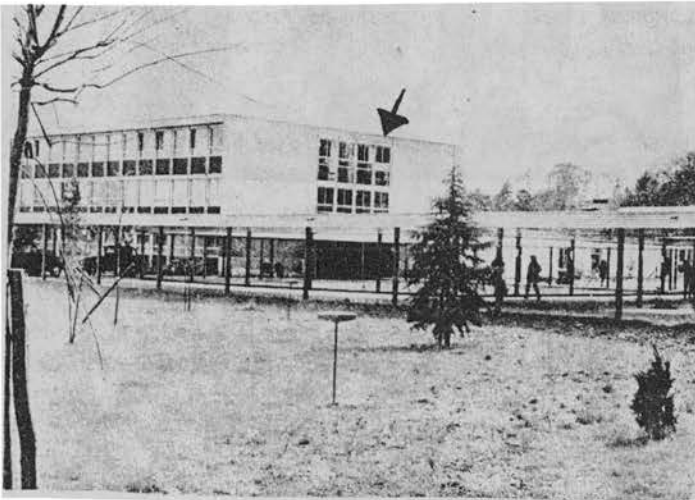
La 5A.

GLAFLI FRENCH STAGE 2

READING TEST

The pupils have enclosed 5 photos of their school and area with comments on the back. These have been photocopied and the comments typed beside them. Your task is to explain as much as you can concerning what the pupils say about each photo. Be sure to write the number of the picture beside your answer.

1.



Voici notre collège. Il est tout neuf. Les cours commencent à 8h30 sauf le mercredi quand in n'y a pas de classes. Le collège est situé dans un parc. Notre salle de class se trouve au 2 ième étage a droite -  
- (regardez la photo.)



2.



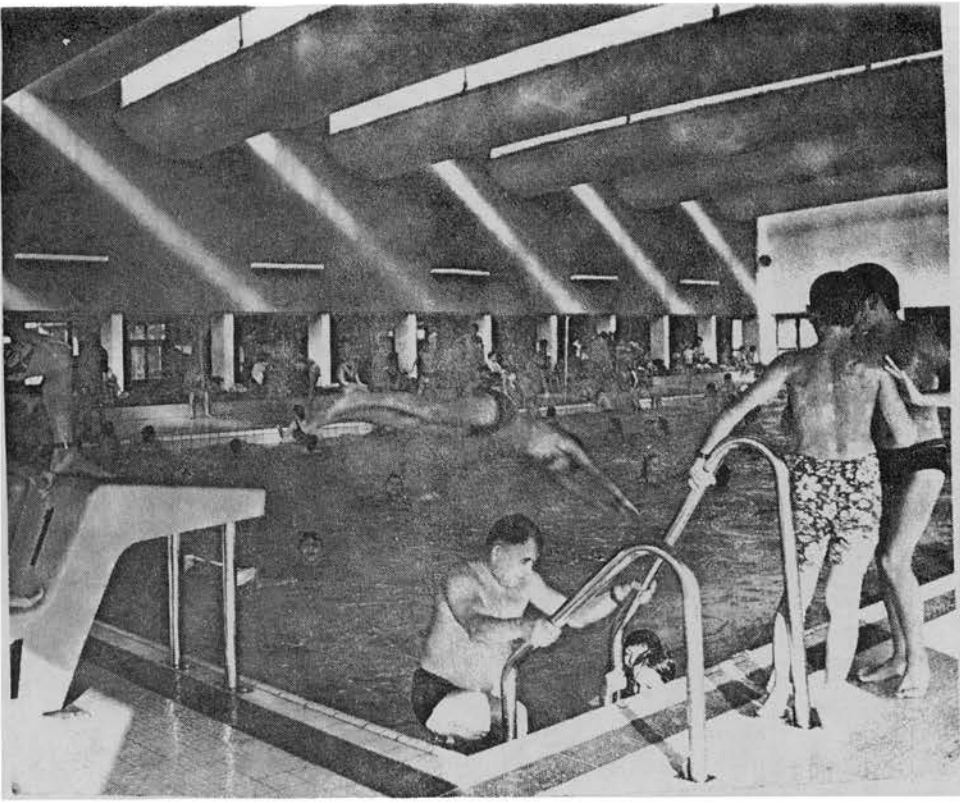
Voici Sylvie, Anne, Laure et Marie-Ange. C'est midi. Elles rentrent à la maison pour le déjeuner. On a deux heures pour manger. Comme vous voyez, on ne porte pas d'uniforme. On peut aller à l'école en jeans.

3.



Voici le téléphérique. On peut monter au sommet de la montagne. C'est sensationnel (Regardez la photo). En haut il y a un café. C'est cher - mais le chocolat chaud est délicieux!

4.



C'est la piscine municipale. Elle est couverte et chauffée. C'est gratuit pour les groupes scolaires. Elle est ouverte tous les jours de 9h du matin à 8h du soir.

5.



C'est mercredi après-midi. Notre équipe joue contre le collègue St. Aubin. On a gagné 2-0.

# MARTINE AU MICRO

Martine Jacquemin est  
délégée de classe pour  
la classe 5A.

## Interview



Martine Jacquemin fréquente le Collège Villeneuve depuis deux ans. Ses passetemps favoris sont le ski, le basket et le patin à glace. En effet, elle pratique tous les sports. Ce qu'elle déteste c'est de rester sans rien faire et de ne pas sortir. Martine joue du piano depuis l'âge de huit ans et elle adore les Beatles.

Ce qu'elle pense du collège? Dans le fond elle trouve les profs assez sympas. «Heureusement que je suis tombée dans une classe vachement sympa et c'est ça qui compte pour moi».

Y a-t-il un animal dans sa vie? Martine avait un perroquet, mais ses parents l'ont vendu car elle était allergique à ses plumes.

Son opinion politique? A vrai dire, elle ne s'intéresse pas à la politique mais elle fait partie de la campagne pour le désarmement nucléaire.



Comme déléguée de classe, elle a les intentions suivantes:-

- améliorer les relations entre élèves et profs.
- encourager la création de clubs de toutes sortes pour les élèves.
- demander plus de temps pour les activités sportives.



Overleaf is an article from the Villeneuve school magazine about Martine Jacquemin who is the class representative on the Students Representative Council.

Complete the grid with as much information as you can.

Name	Martine Jacquemin
Hobbies	
Dislikes	
What she thinks of school	
Membership of any organisation	
What she'd like to do as class representative	



**N. B. DO NOT ATTEMPT THESE TESTS BEFORE READING THE FOLLOWING NOTES**

**A. PREPARATION FOR TESTING**

1. For a detailed account of conversation testing, GLAFLL 28 still applies. Departments should be familiar with its contents and have listened to the accompanying tapes and read the transcripts.
2. The new tests are colour and letter coded (A, B, C, D). There are 4 batches. Schools should ascertain from Dean Centre what colour(s) they should be offering a maximum of 5 days before they begin testing.
3. Schools must offer a selection of test items from the batch. It is not acceptable for all candidates to do the same item.
4. Choice of items  
It is in order for teachers to offer candidates a selection of 2-3 test items, describing the area tested e.g. "travelling, shopping, talking about Scotland", provided all pupils don't choose the same item.

**B. TESTING**

1. Use of foreign language  
Once the test has started it should be conducted throughout in the foreign language. Teachers should check that candidates have all essential vocabulary items before beginning the test. Thereafter candidates are expected to ask for help only in the foreign language e.g. "Comment dit-on platform en français". Frequent recourse to this strategy would however suggest that the candidate is incapable of completing the task.
2. Cueing  
The wording of the test items is for guidance only. Teachers are asked to find the approach best suited to their pupils. It has been found that cueing on card alone with no verbal backing is the least satisfactory approach. Teachers should take time to explain to the candidates what they are required to do.
3. Flexibility  
Interlocutors should adjust the level of their speech to suit the candidate as appropriate. The main aim is to encourage candidates to interact as naturally as possible. Interlocutors should feel free to develop any lead offered by the candidate.
4. Errors  
Errors in meaning which impede comprehension must be dealt with as would occur with a native speaker: For instance:-
  - a) draw the speaker's attention to the error where it is clear a semantic error has occurred. "Comment?" "Wie?" "Como?" "Come?"
  - b) allow the "misunderstanding" to proceed, make the candidate take the consequences and clear it up subsequently. Candidates should not in general be penalised for "one off" errors which can be cleared up in this way.

Realia should be used as indicated. When dealing with money, prices should be realistic. Candidates should be familiar with handling the foreign currency.

**6. Extra Tests**

Teachers should feel free to make up similar tests under special circumstances as appropriate. Where for example something exciting or unusual has taken place recently in school or in the locality etc.

**C. LOPPING (LOP = Level of Performance) (See GLAFLL 28 - Assessing Level of Performance Page 5)**

For grading performance markers should look for the following features:-  
communicative qualities  
use of strategies  
interactive ability  
appropriacy  
linguistic range

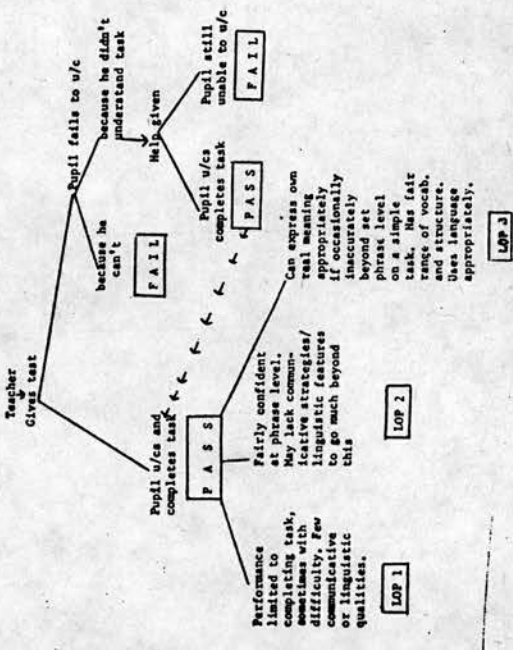
N.B. Slips of pronunciation and grammar which do not interfere with meaning should be ignored.

In addition difficulty of task is taken into account. Thus, with tasks deemed difficult, the available LOPs may be 0,3,4 with no LOP 1 or 2 being available on this test. The lower LOP (e.g. 3) = task completed, the higher (e.g. 4) = task completed well, bearing in mind the above features.

As a rule of thumb, tests offering LOPs 1 and 2 are for average Stage 1 pupils. A test offering LOPs 2,3 could be given to:-

- a) good Stage 1 pupils looking for credit
- b) average and above average Stage 2 pupils
- c) poor Stage 3 pupils

The following diagram may be of help:



LOP 3

LOP 2

LOP 1



on holiday and want to go to .....for the week-end leaving on Friday some time. You're at the ticket office and want to buy a return ticket 2nd class".

- The interlocutor should:
- ask when pupil wants to go, if Friday not offered
  - on establishing he/she wants return ticket, ask how long they are staying
  - in order to offer cheap rate weekend return fare (explain in simple terms)

In order to Pass, the pupil must:

- understand about the cheap weekend return
- pay for the ticket

LOP available 0,1,2

Material needed: Foreign money

A2. The interlocutor is a police officer. The candidate is told verbally or on a card, something like: "You are on holiday in X staying at the X hotel in X street. (This information could be given in writing). This morning you lost your bag in town. (Candidate should be given a bag plus contents or photo of bag plus contents, to include passport, sum of money, personal items etc)

Your task is to report the loss to the police officer.

Think of what you have to do in this situation - give and perhaps spell your name, give your French address, describe your bag and contents and report where and when you lost it. Be prepared to answer the police officer's questions. Listen carefully to what is said. There may be a comprehension check in English at the end of the test, so if you don't understand, say so (in the foreign language)."

- The interlocutor should
- have a note pad to write down details as told; name, forename, address, where lost etc.
  - get candidate to spell name (help as appropriate)
  - get exact details of bag - colour, material and contents (amount of money etc)
  - find out when/where bag lost
  - if bag lost at station, bank etc, find out if candidate has already reported it
  - ask candidate to come round tomorrow at X o'clock to see if it has been found OR suggest contact by phone

In order to Pass the candidate must at a certain time:

- report missing bag
- be able to give the information necessary for finding the bag
- understand what he/she has to do tomorrow

LOP available 0,2,3,4

Material needed: Bag or photo of bag  
Form for teacher to complete

NB. Not the same for all pupils

there.

For LOP 1/2 - Find out simple things like; is it a big school, number of pupils, when day begins and ends, is there a swimming pool, are teachers nice, strict etc.

For LOP 3/4 - Candidates are expected to ask about length of lessons, subjects studied, discipline, after school activities, homework.

Stage 4 - Candidate would also compare with own school and express preferences.

A4. The interlocutor is a foreign tourist in the candidate's town. The candidate is told verbally or on a card: "You are in a cafe in town when you are addressed in.....by a foreigner who wants your help".

The interlocutor should:

- ask if the candidate speaks .....
- (this is merely an outline - say he/she has a problem
- teachers will no doubt - say he/she wants to phone a friend in the
- find the best way them- town but doesn't know how to work a coin box.
- selfes) - ask how much money is needed or if it uses a token
- ask when to put the coin in
- show number plus dialling code for area and ask pupil if that is correct.

In order to Pass the candidate must:

- give reasonable instructions as to how to use a coin box
- explain that foreigner doesn't have to dial area code

LOPs available 0,3,4

NB This test requires a degree of maturity from the candidate and should not normally be done with S1 SII pupils. A real public phone or a picture of one would be helpful.

candidate is told either verbally or on card something like: "You are staying in the home of your pempal ..... in ..... Your pempal is out shopping. While playing ball with the dog in the garden, you kick the ball through the kitchen window and smash it. Go and tell your pempal's mother/father who is reading the paper in the sitting room. You had better say you are sorry and offer to pay for the damage".

The interlocutor should:

- find out what's happened (perhaps ask what the noise was)
- find out which window
- find out how it happened
- say payment not necessary

In order to Pass the candidate must:

- report broken window
- offer payment

LOPs suggested 0,2,3

A6. The interlocutor is a foreigner met by the candidate on the plane going to ..... The candidate is told verbally or on a card something like: "You are travelling by plane to stay with your pempal for the first time. You meet someone on the plane who comes from your pempal's town. See what you can find out about the town - for example:

- where you can shop for things you like
- what there is in the way of entertainments that you fancy
- what places of interest there are nearby
- if you can play your favourite sport/s there
- what the local food specialities are

The interlocutor should:

- answer the questions asked
- ensure answers are understood if in doubt
- develop questions in the direction of the candidate's own interests and preferences

In order to Pass the candidate must:

- find out enough about the town in order to do things he/she finds interesting
- be able to talk about what he/she likes doing in respect of the above

LOPs 1/2 Candidates who only ask "Is there a" "Can you..."; "Is the town big etc...."

LOPs 3/4 Candidates who talk about specific interests in an interactive way.

verbally or on a card, something like: "You are on holiday in X with your parents, who speak no French. You are travelling by car. A month ago on the X of (month) you wrote to the ..... hotel reserving 2 rooms, I double with bath for your parents, I single with shower for yourself, for X nights. You have just arrived at the hotel and are tired and hungry. You'd like to get your rooms as soon as possible. It is 7 o'clock.

The interlocutor should:

(playing the role of uninterested hotel employee)

- get name (get it spelled)
- get details of booking
- fail to find trace of letter
- say hotel practically full (be unhelpful)
- eventually 'find' rooms but without bath/shower etc. (unless pushed hard by pupil, in which case LOP may be high if this is effective)

OR

- if candidate says he/she will go to another hotel point out that it's late and there will be no room there either because of a local festival etc....
- give times of meals and say where restaurant is

In order to Pass the candidate must:

- work out a reasonable solution to the problem

LOPs available 0,3,4,5

NB This test depends totally on the flexibility of the interlocutor. He/she should offer various suggestions starting with the least acceptable. Candidates who want another hotel should be dissuaded from getting one.

A8. The interlocutor is him/herself. The candidate is told either verbally or on a card, something like: "The person you are talking to has brought some pictures to show you of his/her children (or of someone else's children - e.g. foreign children). See how much you can find out about them - e.g. what they're called, their ages, interests or hobbies, pets etc. Be prepared to talk about yourself as well".

The interlocutor should:

- show the pictures saying who the children are
- answer the candidate's questions (interact with the candidate to keep the conversation going)

- find out about the candidate's personal background and interests if he/she doesn't know already

In order to Pass the candidate must:

- demonstrate an ability to interact in the foreign language
- be able to ask some questions relevant to the photos
- be able to give information about his/her own interests

LOPs suggested: 0 2 3 4

NB. This test seems to depend on the character of the testee. Be prepared to jettison if necessary.

travelling by train from.....X.....to.....Y.....where you were to meet some friends. Unfortunately you have missed your connection and are now in.....Z.....while your friends are waiting at the station in.....Y.....You have to tell the clerk what has happened and see if he/she can get in touch with your friends and also help you to get to 'Y'.

- The interlocutor should:
- establish what has happened
  - get candidate's name
  - get names and details of people waiting for him/her
  - offer suggestions as to how to get to Y by train or bus
  - ask what message candidate wants left
- In order to Pass the candidate must:
- report missed connection
  - report friends waiting
  - ask for help
  - decide on message
- LOPs available 0 3 4 5

A10. The interlocutor is warden of a campsite. The candidate is told either verbally, on a card: "You have arrived at your holiday destination by car with your parents who speak no.....You are staying at a campsite. Your car has broken down - no-one knows what is wrong. You have to tell the warden what has happened and ask him/her to recommend you a garage which is reliable and won't charge too much". Listen carefully to what you are told. There will be a comprehension check in English at the end.

- The interlocutor should:
- find out problem
  - ask what kind of car it is
  - suggest two garages (see below)
  - give candidate paper to quote details on
  - get candidate to write down addresses of garages
  - say one is better than other (see below)
  - tell about problem with car
  - get cheap but good garage
  - be able to give information to parents about the garages.
- In order to Pass the candidate must:
- LOPs available 0 3 4

- Garage A
- near
  - big
  - busy
  - rather dear
  - very good
- Garage B
- further off
  - small
  - less busy
  - cheaper
  - OK but slow

These are simply ideas for teachers to build on.

foreign visitor to the school, who wants to ask you some questions about what to do in his/her spare time here. See if you can find out what the visitor likes doing best - sport, cinema, theatre, discos etc. and give what advice you can".

- The interlocutor should: (any order)
- ask candidate's name
  - wait for candidate to ask what he/she likes doing if possible
  - ask about 2 of the suggested (or any other) topics
  - get rough idea of where he can do what
- In order to Pass the candidate must:
- be able to understand what foreigner wants to do
  - be able to say where to go for 2 activities
- LOPs available 0,1,2,3

A12. The interlocutor is a waiter/waitress. The candidate is told verbally or on a card something like this: "You are on holiday in ..... You are in a restaurant and must order from the menu which you can afford. You have.....money. You must be sure to order something you like, so you are expected to ask if there is something you don't understand".

- The interlocutor should: (any order)
- explain the contents of any dish very simply when asked
  - tell the pupil his first choice is off, either immediately it is ordered or on his/her supposed return from the kitchen.
- In order to Pass the candidate must:
- get a meal he is sure to like and can pay for
- LOPs available 0,1,2

Materials needed: - Menu (NB. The menu (see example) should be such that only one choice out of three is left to the candidate and it will be the unknown item. The candidate has to ask what it is in order to pass. If he/she doesn't like it, offer an omelette.



SAMPLE MENU

Potage ..... 2.50  
Salade de tomates ..... 3.00

\*\* \*\* \*

Cabillaud poché ..... 10.20  
Poulet rôti ..... 11.00  
Bifteck aux frites ..... 15.00

\*\* \*\* \*

Gâteau aux cerises ..... 7.50  
Glaces variées ..... 5.00

\*\* \*\* \*

Vin rouge de la maison - le verre ....2.00  
Vin blanc de la maison - le verre ....2.00

NB. The above is just a suggestion

Teachers should make up their own menus if desired.

However, there must be one item unfamiliar to the candidate and one which is too dear (as above) so that in fact the candidate has to ask for an explanation as to what the dish contains. If the candidate doesn't like any of the above, the interlocutor can offer an omelette.

## NOTES FOR TEACHER

N.B. DO NOT ATTEMPT THESE TESTS BEFORE READING THE FOLLOWING NOTES

## A. TIME OF TEST

Because of the problems associated with the logistics of conversation testing, the following suggestions have been made regarding pupil/pupil tests. These would equally well apply to teacher/pupil tests.

1. The tests could be done "on demand" when pupils are ready within an informal classroom setting, at the end of a lesson for example.
2. The tests could thus be done throughout a term/year with results held back until the whole stage test has been completed by the group being presented.

N.B. The above does not alter the fact that 25% of both teacher/pupil and pupil/pupil tests should be recorded and submitted with GLAFLIL 22 to Dean Centre before Records of Achievement can be awarded.

## B. PREPARATION FOR TESTING

1. For a detailed account of conversation testing, GLAFLIL 28 still applies. Departments should be familiar with its contents and have listened to the accompanying tapes or read the transcripts.
2. The new tests are colour and letter coded (A, B, C). There are 3 batches of paired tests plus 1 batch of Group Tests (See E). Schools should ascertain from Dean Centre what colour they should be offering a maximum of 5 days before they begin testing. Where schools are testing "on demand", over a period of time, they should select tests from each batch in turn.
3. Schools must offer a selection of test items from the batch. It is not acceptable for all candidates to do the same item.

## 4. Choice of items

It is in order for teachers to offer candidates a choice of 2 test items, describing the area tested - e.g. "choosing a present/arranging a date, "provided all pupils don't choose the same item. The tests should under no circumstances be rehearsed, however. "Learning by heart" of dialogues will be penalised.

## 5. Familiarity with pupil/pupil interaction

It is essential that candidates are familiar with this type of activity. "Communication exercises" are provided in GLAFLIL pack I as one way of preparing them for this.

## 6. Choice of pairs

As far as possible, candidates should sit the test with their normal partner.

## 7. Reaction/cue cards etc.

Departments should try to build up a stock of items for tests - e.g. diaries showing different activities for different days/dates, non-matching/ matching "lost" items, same/similar/different clothes/presents etc. maps.

TV/cinema programmes.

See "Communication Exercises" for ideas on how to present these.

## 8. Cueing

Teachers will no doubt find for themselves the most successful way to "cue"

2. candidates - verbal back-up to cards has been found to be essential however. It must always be clear to the candidates what the outcome of the test should be. Materials, timetables, diaries, programmes etc. should however be in the foreign language.

## C. TESTING

## 1. Intervention by teacher

Once the test has started the teacher should remain in the background. If candidates are seriously in trouble, the teacher may intervene using the foreign language e.g. to sort out a semantic confusion which has led to a breakdown. If in doubt as to arrangements, choices etc, teachers should check with candidates at the end of the exchange in the foreign language to see what has been arranged, decided etc.

## 2. Use of the foreign language

Once the test has started it should be conducted throughout in the foreign language. Teachers should check that candidates have all essential vocabulary items before beginning the test. Thereafter candidates should first ask each other for help in the foreign language eg. "Comment dit-on birthday en français, and only have recourse to the teacher where serious difficulty arises (see 1. above). Frequent recourse to this strategy would however suggest that a candidate is incapable of completing the task.

## 3. Use of pidgin

The problem of partners using a shorthand version of the foreign language specific to themselves can sometimes arise, usually where the partners have been working together over a long period. Teachers should custom pupils to changes of partner and deal with such developments as part of classroom methodology. Where "English with a foreign accent" predominates in such a test, candidates are likely to fail. Some allowances can however be made for stress under test conditions.

## D. LOPPING (LOP = Level of Performance) (See GLAFLIL 28 - Assessing Level of Performance Page 5)

For grading performances markers should look for the following features:-

- communicative qualities
- interactive ability
- appropriacy
- linguistic range
- use of strategies

N.B. Slips of pronunciation and grammar which do not interfere with meaning should be ignored.

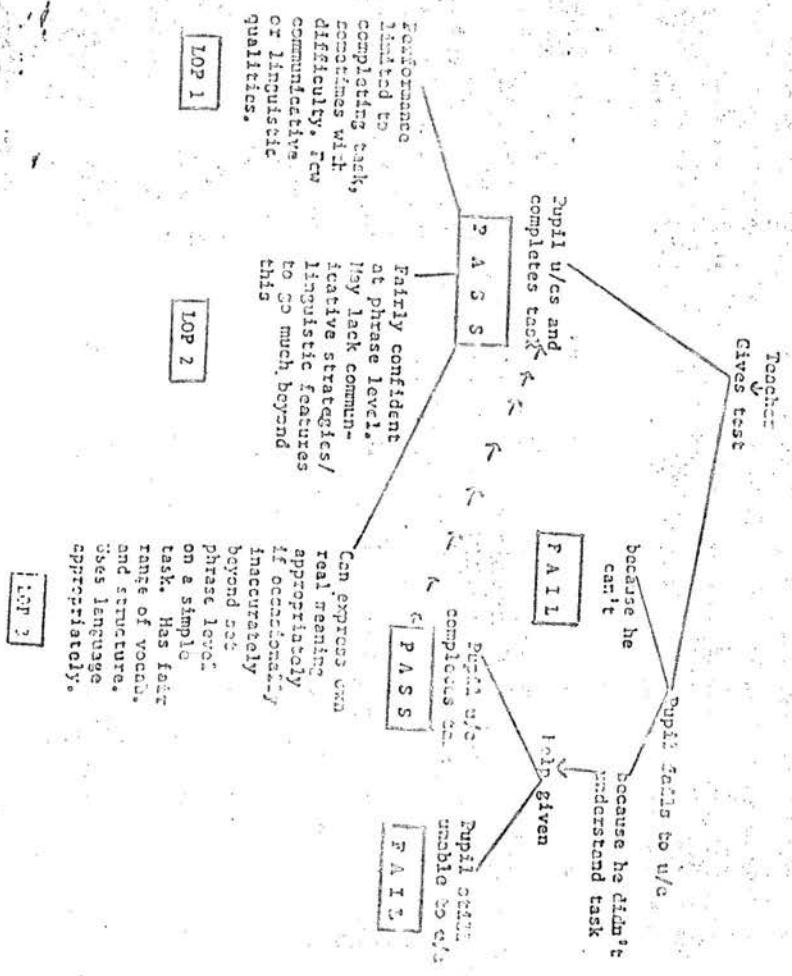
In addition difficulty of task is taken into account. Thus, with tasks deemed difficult, the available LOPs may be 0, 3, 4 with no LOP 1 or 2 being available on this test. The lower LOP (e.g. 3) = task completed, the higher (e.g. 4) = task completed well, bearing in mind the above features.

As a rule of thumb, tests offering LOPs 1 and 2 are for average Stage 1 pupils. A test offering LOPs 2, 3 could be given to :-

- a) good Stage 1 pupils looking for credit
- b) average and above average Stage 2 pupils
- c) poor Stage 3 pupils

It is hoped that teachers will experiment with these, as a potentially efficient means of testing several pupils in a short time. Teachers are asked to record all such tests or send comments to the Assessment Group.

The following diagram may be of help:





A 1. YOU WILL NEED: details of at least 4 different films - 2 each

SITUATION : "You want to arrange with your partner a visit to the cinema."

TASK : "Decide - which film to see according to your own preferences

Fix up - when to go  
what time to go  
where to meet "

LOPs 0,1,2

A 2. YOU WILL NEED: to supply candidates with the information below.

SITUATION : "You want to spend the day together on Saturday"

TASK : "Plan a nice day, finishing before midnight.  
You have £ \_\_\_\_\_ each.

Be sure to have alternatives in case of bad weather."

LOPs 0 1,2,3

NB This could be done as a group test.

A 3. YOU WILL NEED : a new attraction in the local area to talk about  
(REAL SITUATION)

SITUATION : Candidate A has been to the new : Golf course  
pancake house  
roller disco etc.  
and thinks Candidate B should visit it.

TASK : Candidate B wants to know about it  
e.g. when it's open  
how much it costs  
what it offers etc.

LOPs 0,1,2,3 (This will depend on situation and cueing)

A 4. YOU WILL NEED : to get pupils to bring holiday snaps/family photos in advance (REAL INFORMATION)

SITUATION : "You have both brought photos of your holidays/families to show each other"

TASK : "Tell each other about where you were/who the people are.  
Find out as much information as you can about each others' holidays/families"

LOP 0,1,2,3

A 5. SITUATION : "Your favourite teacher is leaving"  
NB A real teacher both candidates know well should be agreed on and extra information about his/her given as necessary.

TASK : "Choose a farewell present from the class costing no more than £ \_\_\_\_\_"

NB : This could be done as a Group test.

LOPs 0,1,2,3

A6. YOU WILL NEED : details of choice at school dinners and alternatives (e.g. local cafe, chip shop/van)

SITUATION : "You and your friend are deciding what would be the best place to take a foreign visitor to the school for lunch today "

TASK : "Discusses the alternative school menus. Decide if the local cafe/chip shop would be better "

LOFs 0 2,3

A7. YOU WILL NEED : details of how to work/care for some article + article as appropriate.

SITUATION : Candidate A has sold B something which B doesn't know how to work/care for e.g. cassette recorder, video game, moped, kitten.

TASK : Candidate A to tell B

Candidate B to find out from A

} how it works  
what it needs

LOFs available 0 3,4,5 depending on complexity of article

A8. YOU WILL NEED : to supply candidates with the information below

SITUATION : Candidate A needs to borrow some money from B to have enough to buy Mum a small present for her birthday.

A can pay it back on Sat.

Candidate B has e.g. £3

" wants to go to cinema today, because today is the last day this film is on.

Candidate B would like to help A.

TASK :

Agree how much is to be lent

LOFs 0 2,3

A9. YOU WILL NEED : Pages from "diaries"

SITUATION : A is going to spend the weekend at B's house. Each has one prior arrangement, otherwise they can do everything together.

TASK : "Organise the weekend, bearing in mind prior commitments. Write into your "diary" what you eventually decide to do."

LOFs 0 2,3

A10. YOU WILL NEED : a shopping list and a plan of the town centre.

SITUATION : The candidates are going shopping in town.

TASK : Candidates must divide the shopping list between them with the aid of the plan (no supermarkets) in order to do the shopping most efficiently and arrange to meet up afterwards.

LOFs 0 2,3

A11. YOU WILL NEED : Drawings/photos of picnic items

SITUATION : A simulated telephone conversation.

"You and your friend are going on a picnic with each of you bringing some food. Unfortunately you forgot to say who was to supply what. You phone each other up to find out what each of you has, decide who is to bring what and see if there's anything vital you both forgot :-"

Here is what you have packed in your picnic basket: "

Teacher to supply real items, seating pupils back to back, where possible.

LOF 0,3,4





A P P E N D I X 3

A LIST OF  
GLAFLL PUPIL MATERIALS  
(to be published)

APPENDIX 3

GLAFLL materials for pupils to be published by Macmillan Education.

1. Hamilton J (1984) Corresponding with a French penfriend  
Hamilton J (1984) Corresponding with a German penfriend  
Hamilton J and Cumming M J (1984) Corresponding with a Spanish penfriend
2. Hamilton J, Harris M, Jardine K, Meldrum D - French for real  
Hamilton J, Priester J, Watkins S, Wheeldon P - German for real  
Cumming M J, Mullen D - Spanish for real

The above publications will be available in January 1985.

3. Hamilton J and Clearie J - Take your partners: French pairwork exercises  
Hamilton J and Wheeldon P - Take your partners: German pairwork exercises  
Hamilton J and Cumming M J - Take your partners: Pictorial

The above publications will be available in May/June 1985.

4. Listening materials (no title as yet) in:

French  
German  
Spanish

Cassettes + Teachers Books + Pupil's Books

Forthcoming

A P P E N D I X 4

GLAFLL SYLLABUS GUIDELINES:

PART 1    Communication

PART 2    French: Suggested  
          Language Resource



# **SYLLABUS GUIDELINES 1**

## **COMMUNICATION**

**A GRADED COMMUNICATIVE  
APPROACH TOWARDS  
SCHOOL  
FOREIGN LANGUAGE LEARNING**

**SYLLABUS GUIDELINES I:  
COMMUNICATION**



# **SYLLABUS GUIDELINES 1: COMMUNICATION**

## **A GRADED COMMUNICATIVE APPROACH TOWARDS SCHOOL FOREIGN LANGUAGE LEARNING**

**JOHN CLARK AND JUDITH HAMILTON**

These syllabus guidelines have emerged from the work done in Lothian  
Region's Project on Graded Levels of Achievement in Foreign Language  
Learning (G.L.A.F.L.L.)



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# Contributors

The following teachers and lecturers have all contributed ideas and material during the past five years.

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The main work of planning, co-ordinating and putting the material together has been done by the Project Leader John Clark and the Project Research Officer Judith Hamilton who must bear the responsibility for any inadequacies.

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Closer to home we are indebted to the Oxfordshire OMLAC project and the York Graded Tests project for providing us with the incentive to get started, and we are indebted to GOML and to CILT for providing a British framework within which to work with others towards the provision of more appropriate aims, syllabuses, materials, methods and tests for our subject area within the school curriculum.

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# Foreword

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There are several reasons why modern language material has been produced in Lothian Region. By far the most important reason is that a large number of teachers immediately recognised the value of the approach in the Graded Levels of Achievement in Foreign Language Learning project and were willing - in many cases eager - to participate in an important research and development project. I am sure, however, that this enthusiasm would be matched in any group of teachers of modern languages lucky enough to learn about the approach. I am equally sure that the language teachers in Lothian would not have been able to achieve what they have done if the system of curriculum development had been less suited to the project.

It is often said nowadays that curriculum development is essentially teacher development. The truth of this generalisation becomes clearer the more one reflects on the various kinds of curriculum development which have been developed in recent decades. The curriculum package, produced by a relatively small group of specialists brought together for the purpose, is perhaps the longest established as well as the most common product of the curriculum development movement. The new science and language curricula produced in various American curriculum centres, the many new programmes and kits produced for different subjects by the Schools Council, the numerous commercially published sequences of textbooks and work materials - all these testify to the prevalence of the so-called 'agricultural' model of innovation: you produce a new and better packet of seeds and broadcast them as widely as you can. Admirable though most of these undoubtedly are as curricula, they lack the 'credibility' of the curriculum designed for particular pupils by particular teachers. The materials developed in this project are, whatever else they may be, those of practising teachers working for and with their own pupils.

The system of curriculum development we have established in Lothian enables teachers to produce their own curricula. We have set up a Regional Consultative Committee (RCC) containing head teachers, advisers, representatives of colleges and others: this takes a global view of all curricular matters, and constitutes one of the Authority's principal sources of advice on secondary education. For every specialist area of the curriculum we have Regional Study Groups (RSG). These, consisting of specialist teachers and normally chaired by a head teacher, take responsibility for guidance on their specialist areas. The RSG may set up working parties and may conduct surveys or research and development projects. At any time it may seek the RCC's support for a major change in the Authority's policy. While its status must remain an advisory one, it is nonetheless a potent influence in the region, and (depending on the professional authority it wins for itself) it is seen to be a powerful source of advice and leadership. Like the RCC, the RSGs are serviced, funded and managed by a comprehensive advisory service whose officers, many of whom are seconded teachers, see themselves as partners rather than supervisors of the teaching staff.

In such a context the achievement of the RSG on modern languages may be seen to be a natural and expected outcome. But it is much more than that: it is, in a real sense, a triumphant justification of our belief in participatory curriculum development. As such I welcome it and confidently predict its success. But it is also an instance of cooperation and collaboration: between an excellent advisory team and the teaching staff; between a Scottish group of enthusiasts and their colleagues in other European countries; and now, between a group of teacher-researchers and a far-seeing publisher. For all these reasons, the Project materials deserve your attention.

# Introduction

## 1. AIM OF THE SYLLABUS GUIDELINES

These syllabus guidelines are intended to help teachers to make up their own schemes of work for pupils in S1 - S4 (Scotland), in Years 1 - 5 (England), and in years 7/8 - 11/12 (Australia). Any teacher's scheme of work will be an inevitable compromise between an 'ideal' and the existing materials (commercial, authentic, or home-made) available to that teacher. It is hoped that these syllabus guidelines will help teachers to work together in departments or in larger groups:

- (a) to look critically at whatever materials they have available to them
- (b) to spot irrelevancies or gaps in them
- (c) to search for or create supplementary materials to replace the irrelevancies, fill the gaps, and go beyond what has been provided.

The syllabus guidelines are not to be seen as a strait-jacket, but rather as a compendium of ideas to pick and choose from. As such it is hoped that they may also be of use to course-writers and curriculum planners. A methodological approach is outlined in this introduction and suggestions given in each section of the syllabus.

## 2. LAY-OUT OF THE SYLLABUS GUIDELINES

The syllabus guidelines have been divided into two parts:

- Part 1: Communication
- Part 2: Language resource suggestions

Part 1 is common to all foreign languages since it attempts progressively to describe communication areas and activities, tasks and events that pupils can learn to perform in whatever language they may be learning. From these activities emerge the likely Functions and Notions to be covered, and Communicative Skills and Strategies for successful performance. These, too, will be common to all languages.

Part 2 is language-specific, and sets out the particular Language Resource in each language that is suggested for the Functions and Notions that have emerged in Part 1. Part 2 also suggests what grammatical areas it would be sensible to cover in an explicit way. Part 2 is published separately in French and in German by CILT and is available from: CILT Mail Order, 20 Carlton House Terrace, London SW1Y 5AP. Lothian Region will produce Part 2 in Spanish, Russian and Italian, and copies for these last three languages can be obtained from The Adviser in Modern Languages, Dean Education Centre, Belford Road, Edinburgh, EH4 3DS.

It is important to relate Part 1 to Part 2, and thus to have a total picture of Communication, Communicative Skills and Strategies, suggested Language Resource and Linguistic Skills for the particular languages required.

The syllabus guidelines are set out in a series of progressive Stages from Stage 1 to Stage 5 in both Parts. In order to understand the rationale behind this, it is necessary to describe briefly the Lothian GLAFLL Project and how it has developed.

## 3. LOTHIAN REGION'S GLAFLL PROJECT (GRADED LEVELS OF ACHIEVEMENT IN FOREIGN LANGUAGE LEARNING)

A project was set up in 1977 to establish a Regional scheme for school and adult foreign language learning that would reflect the requirements of the learners.

At school level the basic aim of the project was to establish a framework, create the necessary resources, and develop the techniques which would permit all pupils to attain a worthwhile level of communicative ability in one or more foreign languages, and through this to acquire insights into language, language learning, communication, and culture.

The Project has drawn on both theory and practice. From the theoretical side the insights of Chomsky, Hymes, Halliday, Wilkins, Corder and Krashen have been particularly helpful, and on the practical side the work of John Trim and the Council of Europe's Modern

Languages Project No. 4 and that of a host of classroom EFL/ESL practitioners of the communicative approach has been immensely useful.

Inevitably the Project is a child of its time and is concerned with such themes as communicative competence, graded levels of achievement, language awareness, learner responsibility, interlanguage, criterion-referenced assessment and self-evaluation, as well as with the fundamental task of making modern language learning in school a relevant, successful and enjoyable experience for both learners and teachers. It is important to state that the Project has been concerned with learners of all levels of ability and that the framework, resources and techniques created seek to provide teachers with ideas as to how to cater for the differing needs of pupils.

The Project has gathered momentum over the years and now embraces work on syllabus, methodology, materials and assessment.

Let us first describe the framework of Stages and Levels.

#### 4. THE FRAMEWORK OF STAGES AND LEVELS

Following the call for a series of age-free graded objectives to cover the whole ability range, which pupils would reach as they were ready for them, we set out to create a series of progressive Stages in language learning, each one of which would be more demanding than the preceding one.

The early Stages (up to 0 Grade or 0 Level) would provide for a general communicative language learning experience on a common basis for all, which could gradually be turned to more specific purposes in the upper school or in post-school learning.

This general experience would cover a wide range of activities reflecting the wishes of the pupils themselves, as shown in the Lothian survey reported in the AVLA Journal, vol XVII, no. 2, 1979. It would not be restricted to rehearsal for tourism, but would, for example, take in listening or viewing and reading for information and pleasure, classroom interaction in the foreign language, games, and the establishment and maintenance of social relationships whether face to face or at a distance.

In practice, although ideally each Stage would represent a time-free, age-free module to be worked through in whatever way was deemed most appropriate (i.e. intensive short-course or drip-feed longer course), the vast majority of schools would no doubt have to operate within the same broad traditional pattern of drip-feed learning; thus the decision as to how many Stages to have and as to the nature of the increments between them were determined according to the particular institutional constraints of the majority.

In the Scottish school system, foreign language learning is compulsory for all pupils in S1/S2 and is optional in S3/S4 and in S5/S6. From a practical point of view it is helpful to see each block of two years as a single unit of time within which to plan schemes of work.

It was decided, therefore, to create an appropriate number of Stages as target objectives to cover all pupils in S1/S2, then to create further Stages or target objectives for all who continued into S3/S4 and then into S5/S6. These would form the basic building blocks of the scheme.

It was agreed that it would be both feasible and sensible to set out three incremental Stages or sets of target objectives to cover the range of pupils in S1/S2. It was thought appropriate in S3/S4 to reintroduce Stage 3 as an objective for those who might only have attained a Stage 1 or 2, and to add Stages 4 and 5 as further objectives for those who could reach them.

In S5/S6, Stage 5 would be reintroduced and Stages 6 and 7 added. These Stages would have common core elements (social communication and media information-processing) plus optional vocation-orientated grafts (e.g. scientific, business, secretarial, academic, etc).

A 'Stage' would be an expression of a range of purposeful activities, events or tasks which the pupil would learn to perform. Within each Stage, the pupil would develop a number of skills and strategies related to communication, and would gradually build up a language resource flexible enough to enable him or her to understand and convey his or her meanings in the various contexts involved.

As the pupil progressed up the scale of Stages so he or she would learn to cope with more and more activities or events or tasks, would develop more skills and strategies, and would build up a larger and more flexible language resource to cope with the demands made.



It was also apparent that a scale of Levels of Performance would have to be set out. This would be related to the tasks and activities envisaged for each Stage. In the world of real foreign language communicative performance a great variety of levels are encountered ranging from low level pidgins, based on a very small language resource, to much fuller interlanguage levels. Pupil performance was and still is being studied in order to develop valid and reliable criteria for assigning pupils to particular levels of performance on the scale. In practice it was seen as sensible to allow for 3 Levels of Performance at each Stage. The Levels would overlap both upwards and downwards. Thus a pupil doing Stage 3 would be expected to perform at Level 2, 3 or 4, and a pupil doing Stage 4 at Level 3, 4 or 5.

The framework of Stages and Levels covered by these syllabus guidelines has taken the following shape:

GLAFLFL Stages and Levels

<u>Years</u>	<u>Stage</u>	<u>Level of Performance Expected</u>
Scotland S1/S2 England 1, 2 and 3 Australia 7/8 and 8/9	1	0 1 2
	2	1 2 3
	3	2 3 4
<hr/>		
Scotland S3/S4 England 4 and 5 Australia 9/10 and 10/11/12	3	2 3 4
	4	3 4 5
	5	4 5 6

This means, for example, that pupils in S1/S2 (England:Years 1,2 and 3, and Australia:Years 7/8 and 8/9) have two years to negotiate with their teacher whether they should attempt Stage 1, Stage 2 or Stage 3. The Stages should be seen as "ways of life" tailored to the aspirations and potential of the pupils involved in them.

Similarly in S3/S4 (England Years 4 and 5, Australia Years 9/10 and 10/11/12) pupils have a further two years to determine whether they should attempt Stage 3, Stage 4 or Stage 5.

It is hoped that the experience gained from the work involved in this Project will assist in the formulation of the Standard Grade syllabuses and examinations about to be instituted in Scotland, and that work from similar schemes to GLAFLFL in England and Australia will also have a positive effect on examinations there.

It is not necessary for pupils to go through each Stage successively. Each Stage is complete in itself, with a surrender value in terms of what it enables pupils to do. Pupils can aim for whatever Stage they and the teacher judge is appropriate for them. The Stages overlap so that Stage 2 for example is Stage 1 plus a little bit more. The "more" is realised through additional communicative activities involving more skills and a larger language resource. The "more" should also be reflected in the pupil's greater communicative ability or higher level of performance.

The overlaps between the Stages make it possible, but not easy, to cope in the same class with a range of pupils, some of whom are working towards Stage 1, others of whom are aiming at Stage 2; or in later years with a class of pupils, some of whom are aiming at Stage 3, while others are aiming at Stage 4.

The words 'communication' and 'communicative' have already appeared several times in this Introduction. It is time briefly to state what we have come to understand by these terms.

## 5. COMMUNICATION

For us, communication has come to mean using language for a purpose beyond that of merely practising forms. The purposes for which we use language may involve listening, speaking, reading or writing or various combinations of these. Communication is thus not restricted to conversation, but covers all sorts of language-using activities such as listening for information, reading for pleasure, playing games, writing letters, etc.

In order to judge whether a particular classroom activity is communicative or not we have found it useful to ask ourselves a number of questions, to which the answer should be "yes":

- Is there a purpose to the activity beyond that of practising particular forms?
- Are there participants involved? Is their relationship to one another clear? OR Does the activity involve processing information from a spoken or written 'text', and if so, is the 'text' being used for the purpose for which it was produced?
- Is there an information, opinion or affect gap between the participants involved, or between the user and the spoken or written text? Is the speech or writing received or produced unpredictable? NB A lot of role-play may look like communication, but it is not, since what is said is entirely predictable to the participants. There is a distinction between acting or "acting out" and communicating.
- Does the communication conform to real-life norms of discourse-coherence? NB Cued dialogues, where participants merely express cued discrete "functions", without really having to listen or adapt to each other, cannot be said to conform to real-life norms of discourse-coherence.

Halliday has helped us to see that language performs three main functions in human activity. It permits us to refer to the world around us and to our own psychological state and thus allows us to exchange information. It allows us to create and maintain relationships, and get things done through them. And it allows us to stitch together our fleeting and discrete perceptions and thoughts into some sort of cloth, i.e. it allows us to create text.

In some ways it often seems easier to say what communication is not rather than what it is. It is not just restricted to conversation. It is not "gobbiting" of discrete functions out of context, unstitched into text. It is not language practice (the display of language forms for their own sake). It is not skill development (the exercise of an isolated skill such as listening comprehension, as traditionally done in class with a text and ten purposeless random questions on it).

The keys to communication are purpose, participants (absent or present), and context.

Some people have thought that communication and the communicative approach should now replace all the other things we have traditionally done in the classroom. This is not our view. What we aim to do is to add the communicative dimension to the other things that have proved successful in classroom language learning, and through this to ensure that the pupils develop a communicative ability in the classroom, and are not left to acquire this by themselves "when they get to the foreign country".

To learn to communicate in a foreign language will in our view involve:

- the development of communicative strategies that can only be developed through communicating
- the development of a range of skills, communicative and linguistic
- the development of a language resource that is flexible and sensitive to context.

It will be necessary to put emphasis at different times, to different degrees, on each of these areas. It will also be sensible to switch from 'doing' to 'thinking about'/'becoming aware of' in each of these areas from time to time. It is an appropriate balance of activities in the classroom between language practice, skill development and communication that is required. The teacher's most challenging task is to find the appropriate balance for each pupil that both motivates and leads to effective learning.

## 6. CREATING THE RESOURCES AND DEVELOPING THE METHODOLOGICAL APPROACH

Looking in retrospect at the progress of the GLAFLL project it is clear that it developed

in a somewhat haphazard way with certain of its impulses deriving from theory, others from Lothian classroom practice, and others from EFL experiences in various places - the whole gradually taking shape as these influences merged or clashed and were reconciled. The description of the development of the various areas given here must be seen as an attempt after the event to bring some order and coherence into what was much less clear at the time.

The particular model of curriculum development we tried to adhere to was one that involved the active participation of as many teachers as possible in the following tasks:

- (1) To describe the outcomes we wished to attain in general terms; and then to describe in detail those objectives to be pursued at each Stage.
- (2) To examine what was known about learning processes, which, if set in motion, would permit the pupils to attain the specific objectives and general outcomes; and then to build up a flexible methodological approach that would trigger off these processes.
- (3) To search for and specify the particular learning experiences which would set the above learning processes in motion, so that the learners could attain the hoped for outcomes; and then to find and create resources that embodied these learning experiences.
- (4) To develop an assessment scheme which would permit teachers and learners to monitor progress; and then to create appropriate testing instruments.
- (5) To develop a formative evaluation system that would allow us to monitor the project and take the appropriate action; and then to elaborate questionnaires and make video-recordings of classroom work to help to bring this about.

It seemed clear to us that many recent modern language projects had jumped directly from a specification of target objectives to the production of learning resources, using those objectives as direct input, without taking the all-important step of examining how learning processes might work. It was felt that the Council of Europe's project, the early Graded Objectives Schemes in Oxfordshire, York and elsewhere, and Munby's deterministic approach to syllabus design would all be of limited value, until they were able to take questions of learning processes aboard. Some of the early experimentation that took place as a result of the above schemes (including early GLAFLL) seemed to indicate that this scepticism was well-founded, since a lot of pupil work was regurgitative rehearsal of a trivial sort, leading to superficial displays of accurate target behaviour with little flexibility in the use of the language learnt. Although memorisation had taken place, there was little real learning that would enable the learner to create language according to his or her needs of the moment. It seemed to us essential to be as concerned about learning processes as about uses of the language once learnt.

## 6.1 Outcomes and objectives

The project aims to lead every pupil towards four basic outcomes as a result of the experience of modern language learning in the classroom:

- (a) Some level of communicative ability in the foreign language
- (b) Some level of responsibility, and some idea of how to go about learning a foreign language
- (c) Some level of awareness about language and communication
- (d) Some level of cultural awareness

The development of communicative ability is dealt with in the main body of the Syllabus Guidelines. It is perhaps useful here to indicate what is meant by the development of responsibility, language awareness and cultural awareness.

### 6.1.1 Responsibility

For the pupil it is a question of gradually accepting responsibility in the following areas:

- negotiation of objectives and of learning experiences to attain them
- use of self-access resources for individual study or paired or group work
- recording of information for one's own purposes
- self-evaluation through coming to terms with one's own progress and performance level
- decision-taking as to how much effort to invest in language learning to attain whatever Stage objectives one aspires to.

Clearly there is a need for a sharing of responsibility with the teacher in all of the above areas.



Through taking on increasing responsibility, it is hoped that learners will come to terms with learning how to learn a language, so that they will have some idea of how to go about it should they need to in the upper school or later in life.

### 6.1.2 Language awareness

There is much concern at present at the lack of awareness, both in and out of school, as to the nature and function of language. There are several schools of thought as to how to remedy the situation. Some wish to teach directly about language, either in an introductory course before foreign language learning starts (e.g. Aplin et al : Introduction to language, Hodder & Stoughton, 1981), or as a formal linguistics course at an intermediate or more advanced level. Others wish to foster a school policy around the theme of 'Language for learning' or 'Language across the curriculum', in which teachers are helped to become aware of the principles underlying language and learning so that they may reflect upon the way in which they themselves use language in their teaching, and the way they invite their pupils to use language in their learning. Such a school policy is probably best initiated through an analysis of the sort of language experience pupils undergo in their classroom, which often reveals a number of ills to be remedied. Others see the problem as being largely a question of asking pupils to reflect upon their own experience of language, language learning and language use. Through reflection of this sort, insights may be developed, which can then be extended into new areas.

There is probably a place for all of these approaches in school. It is hoped that through our project, modern language departments will feel well placed to assist in the development of a general school language awareness policy. At the very least it will be useful for modern language teachers to discuss areas of common interest and concern with English teachers, so that the insights about the nature of language that are imparted to pupils and the terminology used are not in conflict.

Areas in which awareness of language can usefully be fostered within pupils through the drawing out of insights based on personal experience or through direct teaching are :

- Language as communication: What is language? Human v. animal communication. Different forms of human communication - codes, braille, sign language, etc. The human need for communication and the function of language to carry information and affect.
- How the language grows: A language as a human creation responsive to the needs and concerns of its speakers. Language stability/language change. Language families.
- How languages affect each other: Loan words. 'Français' etc.
- Language variety: dialects. Different varieties of a particular language. Styles and registers related to people and their relationships, and to uses and contexts.
- How languages affect human beings: togetherness and divisiveness. Prejudice related to geography, race, class, etc.
- How we learn a language: mother-tongue learning. Strategies for learning a foreign language.
- Language as system: pronunciation, grammar and vocabulary. Functions, notions, context, discourse organisation.
- Literacy: The development of reading and writing. Functional and expressive writing. Literature.

### 6.1.3 Cultural awareness

There are a variety of ways of fostering understanding of and openness towards others and their ways of life. Perhaps the most used but the least successful approach is the direct teaching about "background information" as subject matter to be learnt and regurgitated.

It would seem more sensible to set up direct experience of people and things foreign through pen-pal correspondence, foreign assistant work, tape or even video exchanges from school to school, school exchange visits and holiday travel, as well as through the provision of authentic documents such as menus, magazines, tourist brochures, songs, poems, books, tapes, visuals and the like. These will no doubt give rise to discussions of a socio-cultural nature based on the experience derived from such things, which can then extend into further areas of interest. This is a very different sort of classroom activity from the teacher talk (or text book script) and pupil listening (or reading) that characterises the "teaching about" approach. Openness towards a foreign culture is probably better fostered by experiencing it and reflecting upon it than by hearing about it at second hand.

## 6.2 Learning processes and methodological approach

It would seem both from a reading of current psycholinguistic research that there are two processes involved in language learning. There is:

- (a) the acquisition process, which enables the learner to internalise language (both chunks and the creative system that permits one to rework the elements within the chunks). It is the acquisition process that allows children to learn their mother tongue and adult immigrants to learn a foreign language without formal training. Our task is to discover how best to set the acquisition process in motion in the classroom. An effective way of achieving this would seem to be to use the foreign language for classroom management and normal classroom relations. Teacher talk has, of course, to be adapted to the learner's level, and the learner must be active in processing it. Acquisition occurs when learners use language whether in the receptive or productive modes.
- (b) the formal learning process, which enables the learner to learn through studying, memorising, analysing, practising, and exploiting directly those bits of language which the teacher or text book has specifically selected for study. It is through the formal learning process that pupils have traditionally learnt foreign languages in school.

It is our hypothesis that it is through "inner-chuntering" (sub-vocal internal use of the foreign language), through various overt language-using activities such as conversation or correspondence with others and through further covert uses such as viewing/listening/reading for information and for pleasure, that the pupil is able to shift both the chunks and the system underlying the generation of language from the formally learnt source of knowledge to the internalised acquired one.

Learners are dependent on that which has been acquired or internalised for most communication. They do not usually have the time to call upon that which has been formally learnt to help them. This latter can best act as a "monitor" on what the learner does with his/her internalised knowledge. Learners who have never 'used' language in real time to create their own meanings, or to understand the meanings of others, are traditionally somewhat tongue-tied in real life conversation, irrespective of the size of their formally learnt language resource. This is not to deny the importance and essential role of formal learning as part of the total classroom exercise, provided that, through experiences of using language, that which is formally learnt becomes part of the learner's internalised system.

To these two basic processes we add a number of other factors involved in successful learning:

- (1) In order to acquire or to learn, pupils need consciously or subconsciously to find system in the discrete bits of language to which they are exposed. Learners as they progress find or create systems which are incomplete or erroneous, as measured against a native speaker's grammar, and thus inevitably make mistakes. It is sensible to look upon the pupil's grammatical development as progress from a limited pidgin system towards a much fuller system. It is important to remember, however, that even a limited pidgin will allow some communication to take place, and is therefore a positive step in the right direction rather than something to be avoided or regretted.
- (2) Pupils learn best when what has to be learnt is contextualised. Margaret Donaldson among others has shown how misleading Chomsky was to suggest that language could be looked at, described, explained, or learnt in isolation from the context in which it is used.
- (3) Pupils seem to learn most effectively when they are involved as themselves and when they are able to take increasing responsibility for their own progress.

## 6.3. Learning experiences and the creation of resources

We are concerned with providing learning experiences whose end-point is always communicative. It is possible to start from the Language Resource end, teach particular language exponents and skills, and build up towards a communicative activity. It is equally possible to involve pupils from the outset in a communicative activity, diagnose the weakness in their knowledge or skills, and then teach to these. It seems to us that one requires a judicious mixture of both approaches, according to the particular circumstances one is in at the time.

Just as when teaching driving the instructor stresses at one time the use of the clutch, or at another time the judging of distances, or at another time reversing into a parking space, so the language teacher will at times be concerned, for example, with specific language resource areas, or pronunciation skills or the use of the dictionary. Neither, however, must forget that their prime concern is to facilitate the development of a global skill - that of driving on the one hand, and that of communicating on the other.

Learning experiences should reflect this concern for the global activity of communication on one hand, and for the elements that go to make it up on the other hand. In short, there needs to be activities for communication, exercises designed to develop skills and strategies, and exercises concerned with the building up of a flexible language resource.

### 6.3.1 Learning experiences for communication

We have found it useful to set out communicative activities, events or tasks in the following communication areas:

- (A) Events involving relations with teachers and peers in the classroom or in school
- (B) Activities involving real communication with speakers of the foreign language
- (C) Activities for pleasure
- (D) Communication tasks
- (E) Games
- (F) Simulations

There are considerable overlaps between the above areas which are not intended to be rigorous, watertight compartments, but rather to be of pragmatic value in the setting up of communicative activities.

As any foreign language teacher knows, communication in a foreign language is always dependent on "a willing suspension of disbelief", an agreement by pupils and teacher to overlook the fact that the natural means of communication is in a shared mother tongue. Once this major hurdle is cleared, the way is open for real communication in the foreign language to take place. This can be brought about by using the context of the classroom or the school as in Area A, or by creating contexts and bring other possibilities alive, as for example in Areas D, E and F. The classroom can thus be both a real world of communication, and a world within which pupils can simulate communication or rehearse directly for potential contacts with people and things foreign.

It is not possible to draw any very clear distinctions between communication tasks, games and simulations. For our purposes we define tasks as small-scale communicative activities that lead to the achievement of a predetermined purpose, e.g. buying a loaf of bread, finding out about someone's hobbies, deciding with someone else what television programmes to watch that night, discovering the day's events in a particular news-story, etc.

Simulations we think of either as larger-scale activities which involve a number of participants in realistic tasks working within a co-ordinated whole, e.g. in the production of a TV programme, in the creating of a class magazine, in the planning of a school trip etc, or as improvisations in which pupils have to create roles and react to particular situations.

Games, for us, have a fun element in them, are rule-bound, and often imply competition in which there is a winner.

It clearly helps teachers when setting up communication tasks, games and simulations to have some idea of drama techniques. It is helpful to bring pupils gradually through confidence-building warm-up activities and role-play towards the more demanding role-creating improvisations. A cline of such activities can be drawn up as follows:

#### Role-play

- i) Where the pupils are told what to say, e.g. Say "I'd like an ice-cream".
- ii) Where the pupils are given indications of what they might say, e.g. "Ask for something to eat".

#### Role Creation and Improvisation

- i) Where the pupils are given an outline of the role they are to play and have to create it through language and other means.
- ii) Where a situation perhaps of conflict or tension is created and the participants take it from there.

### 6.3.2 Learning experiences involved in building up skills and strategies and a flexible language resource

Given the scope of the syllabus guidelines it has not been possible to devote time to the specification of appropriate activities for the direct development of communicative skills and strategies. These are, however, referred to at the end of Part 1.

Similarly it has not been possible to outline in any detail activities limited to the building-up of the language resource or the development of those linguistic skills involved in using it.



NAME: .....

PROGRESS CARD 5

	Pupil Column	Teacher Column	LOP
1. DISCUSSING LIKES AND DISLIKES WITH FRIENDS:			
Ask if someone likes doing something			
Say you like doing something			
Say you don't like doing something			
Say you prefer doing something else			
Say you hate doing something			
Say which school subjects you like/don't like			
Say which sports you like/don't like			
Say which pop groups you like/don't like			
Say you like something a lot			
a little			
not a lot			
2. ORDERING A MEAL AT A RESTAURANT:			
Ask for a table for X people			
Ask for the menu			
Order a meal from the menu			
Call for the waiter			
Ask for the bill			
Say that the meal was good			
Understand a few common dishes on the menu			
Understand common menu notices			
3. COMMUNICATION TASK IN GROUPS:			
<u>Find out what your fellow pupils like and don't like, and build up a class survey opinion</u>			
Things to get reactions to:			
Particular sports: Which is the most popular to play?			
Which is the most popular to watch?			
Favourite subjects at school			
Favourite pop groups			
Favourite foods			
4. GAMES LOGICAL LIKES (See Lothian language practice games no.2)			
5. READING ACTIVITY Note down which reading activity you did			
6. EXTRAS. Note down what else you did here			

It has seemed to us more important at this Stage in our Project to attempt to suggest a wide variety of communicative activities, since it is these that teachers know least about, than to compile a list of skill development and language practice exercises most of which are fairly well-known and are featured in existing commercial material. This is not to deny the place or the importance of such learning experiences for pupils.

### 6.3.3 The creation of resources

Resources have to be found or created to set the learning process in motion. It has become apparent over the years that most existing courses are deficient in several areas. Through groups of teachers working together the following materials have been produced and will be published by Macmillan Education Ltd during 1984/85.

1. Judith Hamilton: Corresponding with a French penfriend  
Judith Hamilton: Corresponding with a German penfriend  
Judith Hamilton and Maria-Jesus Cumming: Corresponding with a Spanish penfriend
2. French authentic materials (working title)  
German authentic materials (working title)  
Spanish authentic materials (working title)
3. Communicative exercises (working title)  
French communicative exercises (working title)  
German communicative exercises (working title)

### 6.4 Assessment

It is hoped to publish assessment guidelines to assist teachers to develop their own school assessment scheme, a discussion about criteria for assessing communication, and examples of tests designed to assess communicative ability at different Stages.

## 7. SOME SUGGESTIONS ON HOW TO USE THE SYLLABUS GUIDELINES

### 7.1 Creating a scheme of work for a Stage

Teachers have found it useful to compare the syllabus suggestions with the content of the materials they have available to them. In whatever way is found most suitable an eventual scheme of work for a Stage is drawn up, consisting of a list of objectives to be worked towards on the one hand, and a list of learning experiences leading towards these on the other. The result is usually an amalgam of communicative suggestions from the syllabus guidelines and of skill development and language resource exercises from commercial materials.

### 7.2 Waystaging

The amalgam of activities, skills and language resource areas suggested for each Stage has to be sequenced in some way to conform with material available or to be produced, and with teacher and pupil wishes. We therefore ask teachers to break up the content of a Stage into a number of Waystages. The actual number of Waystages will depend on the unit or lesson structure of the main course book used, or on the particular internal assessment requirements of the school. On completion of each Waystage, pupils will normally sit a Waystage Achievement test that samples the syllabus covered up to that point. Schools have usually set out about three to five Waystages leading to the completion of a Stage.

### 7.3 Making up pupil progress cards

Teachers are asked to make up individual progress cards for the pupils that spell out exactly what is to be mastered at each Waystage. The content of the progress card is determined in advance, or negotiated with the pupils, in terms of communicative activities and the functions appropriate within each activity. The progress cards permit pupils to monitor their progress through a Waystage. Against each item there are three columns. In the first, pupils are asked to tick items as they are able to do them. When they are ready to be tested, they can ask the teacher to test them, and if successful a tick is placed in the second column. It is, of course, impossible for teachers to check every item for every pupil. It is therefore necessary for teachers to sample, and to allow pupils to test each

other. The third column is for the teacher to indicate the Level of Performance the pupil has shown. This will vary from pupil to pupil. The teacher tries to ensure that each pupil attains at least his or her expected Level of Performance on each activity.

The progress cards have proved useful for several things:

- they act as advance organisers of work, and are explicit and easy for pupils to understand
- they allow pupils to see that they are making progress
- they are useful for revision and homework
- they allow pupils to work co-operatively in practising tasks and in testing each other
- pupils have been known to teach their parents at home from the progress cards.

An example of a Pupil Progress Card can be found on page 10.

#### 7.4 Language resource booklet

It is useful for pupils to be able to keep a record of the Language Resource elements they are learning, listed according to the functions they carry out, the semantic areas they belong to, and the part of the grammatical system they enter into. This would be in the form of a blank booklet with headings under which pupils could write in what they had learnt. This is a much better way of keeping a record of what one 'knows' than the traditional vocabulary book or jotter, in which words, phrases and exercises appear higgledy-piggledy without rhyme or reason. A properly organised Language Resource booklet is not only an aide-memoire for revision purposes, but a way of helping pupils to look for system and thus to understand how language works. Teachers can usefully prepare such blank booklets for their pupils, thus helping them to build up for themselves the same sort of reference facilities as would be found in phrase books (functions), dictionaries (semantic areas) and grammar books (grammar system). A blank jotter with predetermined page headings is all that is required. A pupil can retain this for a number of years adding items as he or she goes along.

#### 7.5 Teacher self-evaluation

Through a self-critical approach, through examining whether the pupils are in fact achieving the objectives sought, through asking pupils for their reflections upon the materials and activities, the teacher is encouraged to evaluate what has been done, so that appropriate changes can be made. Curriculum development is an evolutionary exercise necessitating continual revision of aims, syllabus, materials, methods and assessment.

#### CONCLUSION

The syllabus guidelines that follow can best be seen as an attempt to encapsulate a few ideas and suggestions recorded at a particular moment in the Lothian Project's life. They will no doubt need to be revised frequently in the light of fresh insights and further classroom experience.



# **SYLLABUS GUIDELINES 1: COMMUNICATION**



#### 1.4 Attitudes

To enable pupils to express the range of attitudes that are appropriate in the context encountered. These will include:

- Friendliness
- Politeness
- Humour
- Semi-formal and informal attitudes
- Pleasure and displeasure

#### 1.5 Topics

To enable pupils to be able to handle the following suggested topics at the Stages indicated:

##### Topics

	Stages				
	1	2	3	4	5
Personal background	✓	✓	✓	✓	✓
Hobbies and sport	✓	✓	✓	✓	✓
Pop scene - records/music pop stars gear	✓	✓	✓	✓	✓
Fashion (optional)	✓	✓	✓	✓	✓
Entertainment personalities	✓	✓	✓	✓	✓
TV	✓	✓	✓	✓	✓
Cinema	✓	✓	✓	✓	✓
Clubs/societies	✓	✓	✓	✓	✓
Holidays	✓	✓	✓	✓	✓
Travel/school trips etc	✓	✓	✓	✓	✓
Bikes/card (optional)	✓	✓	✓	✓	✓
Discos and dances	✓	✓	✓	✓	✓
Relationships with parents			✓	✓	✓
Relationships with others/other sex	✓	✓	✓	✓	✓
Pets	✓	✓	✓		
Shopping/prices	✓	✓	✓	✓	✓
Pocket money	✓	✓	✓	✓	✓
School world	✓	✓	✓	✓	✓
Teenage reading		✓	✓	✓	✓
Personal experiences	✓	✓	✓	✓	✓
Comparisons Scotland: foreign country			✓	✓	✓
Jobs and careers			✓	✓	✓
Events in the media					✓
Topics of general interest					✓

The topics to be handled at each Stage can only be suggested, since each individual may well choose others. The above suggestions cannot therefore be prescriptive, but are intended to highlight the sort of topics related to the interests and experiences of most teenagers.

## 2. COMMUNICATIVE EXPERIENCES

In order to achieve these objectives a range of communicative experiences has been suggested within the following framework:

### 2.1 Communication Areas

- (A) Communication in the classroom and the school
- (B) Communication with speakers of the foreign language
- (C) Communicative activities for pleasure
- (D) Communication tasks
- (E) Games
- (F) Simulations



## 2.2 Communicative skills and strategies

A outline of specific skills and strategies to be developed at given (G).

## 2.3 Roles and relationships through which pupils are to learn to use language effectively

The roles pupils will be asked to learn through are as follows:

- Self as pupil in class with teachers and other pupils
- Self as teenager with peers either British or foreign
- Self as teenager with adults either British or foreign
- Self as potential adult with others either British or foreign
- Self as potential tourist in the foreign country
- Self as potential host to foreign teenager
- Self as student finding out information
- Imaginary roles as required in communication tasks, simulations and games.

## 2.4 Contexts for communication

- School
- Home
- Services
- Foreign country
- Media
- World of work
- World of leisure

# A Communication in the classroom and the school

## INTRODUCTION

Classroom management is an area in which it is not sensible to attempt to suggest different events for different Stages. The events that occur in the classroom and that give rise to communication occur naturally and cannot be assigned to particular Stages. In the early Stages of language learning it will be necessary to use English to cope with some of them. The negotiation of lesson content, the explanation of grammar, and abstract discussion will no doubt be in English. It is hoped however that over time more and more events can be handled in the foreign language. Some, such as contextualised requests and instructions, can be in the foreign language from the start.

Teachers must be aware of the inevitable impression gained by pupils if the mother tongue is used for all real communication. They will soon perceive that the foreign language is restricted to simulations and academic drills and exercises, but that if someone has something real to say (e.g. May I borrow a ruler, please?) they are expected to use English. This is clearly counter-productive.

The suggestions given here for the use of the foreign language for classroom relations are not exhaustive, but cover a wide range of events. Most are the sort of event in which the language involved is embedded in the context. It is therefore relatively easy for pupils to understand.

It is through the use of the foreign language for classroom socialising and management that the teacher can best surround the learners with an envelope of contextualised teacher talk that will feed the learners' acquisition process. The talk must of course be adapted to the comprehension level of the pupils. It requires patience, perseverance and an act of faith on the part of the teacher to do this. The pay-off in terms of pupil comprehension skills may not be long in manifesting itself, but there may be quite some time (8-12 months) before production skills seem to benefit to any noticeable extent. From then on, however, they seem to improve dramatically.

It is in our view important that the foreign language is seen to belong within the total school context, as is suggested in the various institutional management events. It is very helpful to the whole atmosphere of foreign language learning if Head Teachers or other teachers in the school are seen to be able to use the foreign language in communication, however inaccurately. Specialist language teachers, far from being distressed at the possible lack of accuracy evidenced by other members of staff in real communicative use of the foreign language, should be delighted that they are able to use the language at all!

Foreign language club activities can help to provide a context for meaningful use of the foreign language within the school.

The foreign language can and should be used right from the start to bring about a range of activities in the classroom. At the start of language learning teachers should encourage pupils to listen and to perform physical actions. Later, with a larger language resource, pupils can be encouraged to carry out activities related to other areas in the curriculum. In the upper school it may be possible to set up a 'section bilingue' in which geography, for example, is taught through the medium of the foreign language.

# A Communication in the classroom and the school

## EVENTS

## POSSIBLE FUNCTIONS AND NOTIONAL AREAS

A 1 Socialising and exchanging information

### Pupil and teacher tasks

Greet and leave take  
Phatic remarks  
Exchange information with class about events of mutual interest (football match, school meal, pop scene, etc)  
Narrate a personal event/story  
Tell a joke  
Exchange information with individuals about events of mutual interest.

A 2 Coping with language problems

### Pupil tasks

Ask for help/explanation  
Ask how to say "X" in the foreign language  
Ask what "X" means in English  
Request someone to: repeat something  
rephrase something  
Request someone to speak slower/more clearly  
Say "I don't understand"  
Ask for a dictionary

A 3 Institutional management

### Institutional tasks

Put up signs  
Write out notices  
Give out spoken messages over school tannoy

### Pupil tasks

Recognise them  
Understand them  
Understand them

A 4 Planning the work of the class

### Teacher tasks

Prepare worksheets, etc, cue cards, instructions for games and other activities

### Pupil tasks

Understand them

A 5 Negotiating activities and lesson content

Suggest things to do and discuss the pros and cons

Suggest things to do

A 6 Classroom management

Find out who is absent  
Deal with late comers

Say who and why  
Apologise and explain lateness

Take in homework  
Give out homework

Explain why homework not done

Organise class seating and groupings and activities  
Organise the relevant materials and equipment

Understand and do and seek for clarification as necessary

Explain tasks to be done and amount of time available

Indicate changes of activity  
Bring activities to an end

Understand and do and seek for clarification as necessary

Give instructions or make requests to individuals





A 12 Suggested foreign language club activities

Clubs

French club, Spanish guitar/ flamenco group, German hiking club, Italian cookery club, Russian folk club, etc

Language days or weeks

Week, day or part-day devoted to language-related activities organised by department, class or year group

Invitations to primary 7 pupils, OAPs, handicapped children, other staff, parents, etc.....

School bulletin prints normal information in foreign language for 1 week, includes quizzes etc in foreign language

Parties

After school: cafés, discos, Xmas parties with a foreign language flavour, invitation to local foreign groups and clubs

Invitations to other schools (Italian/Spanish departments do this regularly)

Excursions

Places in Lothian with foreign connections - Mary Queen of Scots, French Impressionists, guillotine in Queen Street Museum, foreign ships at Leith, la Boulangerie, French restaurants, Little France, Craigmillar Castle

Excursions in the manner of foreigners - i.e. Wandertage, a day in the life of a colonie de vacances, barbecue, treasure hunt with clues in foreign language

Excursions with a foreign exchange group

University plays - with preparation can be accessible to SIV

Local town-twinning groups - pupils help in the displays, tapes, posters, etc. Community involvement in establishing and maintaining links

Surveys of foreign cars or foreign goods in local shops

Clubs, language days, parties

Things to do

- (a) Invitations
- (b) Entertainments
- (c) Food and Drink
- (d) Decorations
- (e) Publicity

Tasks which can be done in the foreign language

(a) Invitations

- Discuss who to invite
- Discuss who is to write invitations
- Find out how to write invitations in foreign languages
- Write invitations
- Deliver invitations

(b) Entertainments

Look for suitable : songs, music, games, quizzes, puzzles, plays, films, jokes, topics for short talks/ anecdotes

Decide who does what: master of ceremonies, technicians, cooks, actors, musicians

Rehearse: songs, plays, jokes, etc

(c) Food and Drink

Find recipes  
Read and translate recipes  
Convert quantities

Organise shopping  
Organise preparation of food and drink  
Organise provision of cutlery, crockery  
Organise payment

Ask for: permission to use Home Economic rooms  
(pupils to write/state request with  
prior warning to H E staff)

(d) Decorations

Decide what to use  
who does what

Giving instructions on how to make things  
what goes where

(e) Publicity

(i) Decide how to advertise event: posters, organised visits to other classes, by tannoy, etc

(ii) Decide who does what

(iii) Make up posters/texts

(f) Excursions and things to do

(i) Decide where to go  
Decide who goes  
Decide what to wear  
Decide who to invite (see (a) above)  
Decide how to go

(ii) Issue invitations

(iii) Get permission from school/parent  
(mother-tongue activity)

(iv) Book transport if necessary (pupils should be encouraged to do this if possible - mother-tongue activity)

(v) Organise games, etc (See under games)

(vi) Organise food (See (c) above)

# B Communication with speakers of the foreign language

This area has been divided into 3 sections:

- B1 Face to face communication
- B2 Communication at a distance: pen-pal correspondence
- B3 Communication at a distance: class to class links through script, tape or video exchange.

## B1 FACE TO FACE COMMUNICATION

This can only be achieved in the classroom with foreign assistants or with foreign visitors to the school, or with foreign pupils on exchange visits. Ultimately, ofcourse, the ideal situation for communicating face to face with foreigners is on a trip or exchange visit abroad.

The rare occasions that do occur in Britain in which pupils can participate in meaningful face to face communication should be seized, and as far as possible planned for so that pupils do make use of the opportunities given them. Using native speakers who live in the neighbourhood is always possible. Visits to places where foreign visitors are to be found is also possible (e.g. airports). A small number of tasks that pupils could be set is suggested for this area in B1. A whole range of tasks that pupils could be set when involved in exchange trips or visits abroad is given at D.

## B2 COMMUNICATION AT A DISTANCE: PEN-PAL CORRESPONDENCE

It is hoped that all schools will be able to involve pupils in both pen-pal correspondence with foreign teenagers, and class to class links through script, tape and video exchanges with foreign schools.

Pen-pal correspondence can be organised through various agencies including the Central Bureau for Educational Visits and Exchanges, and the Service de la Correspondance Scolaire Internationale, Centre National de Documentation Pédagogique, 29 rue D'Ulm, 75230 Paris.

## B3 COMMUNICATION AT A DISTANCE: CLASS TO CLASS LINKS

Class to class links are one of the most effective ways of bringing pupils into contact with foreign teenagers. There can be exchanges of audio and video tapes, letters, cards, maps, photos, slides, timetables, posters, and other realia, which can lead to telephone calls and even exchange school visits or holiday trips.

It is wise to agree in advance with the foreign teacher such things as:

- deadlines for the despatch/arrival of tapes, parcels
- length of tape and amount of time devoted to individual contact time as opposed to items of general interest such as songs, poems, background information, jokes, etc. (Individuals can perhaps best be catered for in a special section of the tape reserved for personal messages, requests, etc so that pupils can have access to this themselves as they wish.)
- content of tapes in terms of topics of interest, perhaps to coincide with their occurrence in the course book or indeed to make up for their absence in the course book
- coverage of events of special significance to either side, i.e. school events such as winning a match, or going on a trip, or events in the calendar such as festivals, Guy Fawkes, etc to be recorded as they occur, but planned for in advance where possible.

Once arrangements have been made and contact has been established, pupils are likely to find planning, selecting and sequencing of items every bit as enjoyable and purposeful an activity as the recording of the tape itself.

Topics on which pupils might wish to exchange information with a foreign class might include: Personal background, hobbies, school life, pets, holidays, leisure activities, fashion, pop scene, local events, national events, attitude surveys, homework, pocket money.

If pupils are to feel some real surrender value for their foreign language learning, then communication at a distance is a relatively easy way of achieving this.



## B1 Face to face communication

<u>Tasks</u>	<u>Possible Functional Content</u>	<u>Possible Notional Content</u>
B1.1 Finding out about a foreign visitor's background, likes and dislikes, etc	Greetings Finding out information Exchanging information Commenting	Personal background Likes/dislikes Home School Leisure activities and TV/films Pop scene Food and drink Personal relationships Past experiences Things bought Future intentions Holidays Time/weather Well being/sickness Thirst, heat, cold, tiredness, etc
B1.2 Finding out facts from a foreign visitor about a particular topic	Asking for information	Home town of foreigner Tourist attractions Prices Appropriate teenage topic (e.g. pop scene in foreign country) Appropriate general topic (e.g. schools in foreign country)
B1.3 Informing foreign visitor about tourist attractions in your own town	Giving information	As appropriate

For other tasks relating to face to face communication with foreigners in Britain or on visits abroad see section D.

## B2 Pen-pal correspondence

### STAGE ONE

<u>Events</u>	<u>Possible Functional Content</u>	<u>Possible Notional Areas</u>
B2.1 Interpreting in English contents of a letter (written in the foreign language) to an interested third party	Recognising Interpreting	Letter beginnings/endings Personal background Events of interest, etc
B2.2 Responding in English to a letter received in the foreign language	Recognising Understanding the content Reacting in English to information in the foreign language Giving information in English Seeking further information in English	Letter beginnings/endings Personal background Events of interest

STAGES TWO AND THREE

<u>Events</u>	<u>Possible Functional Context</u>	<u>Possible Notional Context</u>
B2.3 Responding to letters received from pen-pal	Reacting to information given Reacting to request for information	Personal background Events of interest
B2.3 Understanding simple personal letters and answering them appropriately (in the foreign language whenever possible and in English where not possible)	Giving information opinions comments Seeking further information	
B2.4 Exchanging pen-pal letters to get to know someone (writing in the foreign language)	Seeking/giving information Seeking/giving attitudes comment Reacting appropriately	Personal background Likes/dislikes/interests Pop scene Home environment School
B2.5 Social correspondence with friends, e.g. - exchanging information in general - planning some common activity - getting information or giving information relevant to some particular purpose	As above + Making plans/arrangements Seeking/giving/reacting to opinions Asking for/offering things and reacting appropriately Expressing good wishes and reacting appropriately	Topics as above Holiday arrangements (times/travel, etc) Gifts

STAGE FOUR

B2.6 Narrating recent experiences	Seeking/giving information Seeking/giving attitudes Seeking/giving comment Reacting appropriately	What you have just seen, heard or done
B2.7 Thank you letters to people who have offered hospitality/help	Thanking	What you have just seen/done, etc

**B3 Class to class links**

These class to class links can be through script, tape or video exchange.

STAGES ONE, TWO AND THREE

<u>Events</u>	<u>Possible Functional Content</u>	<u>Possible Notional Content</u>
B3.1 Getting to know people via a tape exchange of personal information	Greetings Giving/seeking information	

B3.2 Making up a class tape and understanding tapes received. These might include: monologues, anecdotes, interviews, requests, suggestions, offers, songs, jokes, etc	Seeking/giving information comment Reacting to information comment Asking for/offering things Reacting to requests/offers Suggestions/reacting to suggestions Expressing thanks	Personal background School/class background Background information about one's country Events of importance Personal experiences
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STAGE FOUR

B3.3 Making comparisons between Britain and the foreign country (in the foreign language)	Giving/seeking information comment Reacting	Different ways of life
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STAGE FIVE

B3.4 Exchanging views/beliefs/attitudes (in the foreign language)	Giving/seeking/reacting to information comment Exchanging opinions and attitudes Coming to conclusions	Topics of interest to the participant
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NB. For ideas on how to organise a class tape and script exchange, see Jones, B: "Le jeu des colis". AVLA Journal, winter 1979, pp 159-167.

# C Communicative activities for pleasure

## C1 Viewing and listening for pleasure

### TV and radio, and tapes and videos

Authentic foreign TV and radio is in our experience too difficult for Stages 1,2 and 3. It is really only from Stage 4 that pupils will be able to respond in any meaningful way to such material. The BBC foreign news programmes on television have proved extremely useful (Télé-Journal and Heute Direkt). These are best used at about Stage 5.

The BBC and ITV modern language programmes for television and radio are an invaluable source of contrived material. It is those programmes that have been made with enjoyment in mind, rather than the more explicitly pedagogical ones that have been found most useful. The Language Centre at Brighton Polytechnic, Falmer, Brighton, has often issued useful lists of what is available on BBC and ITV, radio and television.

It is relatively easy to make up material, perhaps with the help of the foreign assistant, to simulate media programmes. The same information can be presented at several levels of difficulty to suit particular classes. Interviews, information programmes on topics of interest, weather and road reports and, of course, news bulletins can be contrived.

We are also in an age when video is becoming cheaper, and where at the level of the local education authority it may be possible for teachers to take video equipment to the foreign country and do their own filming and interview work. This can be closely tailored to the particular concerns of the teachers in their classes at the time. More and more material of this sort is likely to become available.

It is hoped that current negotiations between European governments will lead to the exchange of television programmes from country to country in such a way as to make the products available for teachers in classrooms. Whether through this or through satellite television or cable television, it is hoped that access to foreign programmes becomes easier. It is through this that the use of the foreign language could best be seen to be part of our own daily reality. This might have profound effects on the level of British motivation towards foreign language learning.

### A bank of listening/viewing material

Ultimately what teachers might best work towards is a bank of graded self-access listening and viewing material, colour coded for difficulty, comprising video and tape and related scripts as appropriate, with attached questions, exercises and self-checking answers designed to help learners use material by themselves. This would form a useful permanent bank of resources into which the more transient media material of the moment could fit. It is clearly important to expose pupils as much as possible to language in context, whether contrived or authentic, and thus feed the all important acquisition process.

### Films

Films borrowed from the nearest French Institute or Goethe Institute, or from the Spanish Institute, 102 Eaton Square, London, SW1W 9AN, have proved useful, if careful preparation work is done in class first.

## C2 Reading for pleasure

### Readers

There are of course many readers specially written or simplified for pupils at different Stages in their language learning. Choice can best be made from the various Teaching Materials Lists published for individual languages by CILT, 20 Carlton House Terrace, London SW1Y 5AP.

Poetry should not be forgotten. Poems by Jacques Prévert for example, are accessible and enjoyed by many pupils.



We have found teenage magazines in foreign languages to be of interest to school leavers. A catalogue listing some of these is provided by European Schoolbooks Ltd, Croft Street, Cheltenham, Gloucestershire GL53 OHX. Mary Glasgow Publications Ltd also produce excellent magazines in various foreign languages. Their new Service compris material is extremely good.

### A bank of reading material

As with listening and viewing material ultimately what teachers might best work towards is a bank of graded reading material, comprising texts for reading for information as well as for pleasure. This could be made into a class library, with material colour-coded for difficulty and perhaps classified under topic area (e.g. holidays and travel, hobbies and entertainment, life at school, pop scene, cinema, TV, cars and bikes, fashion, etc). Where appropriate, questions, exercises and self-checking answer sheets should be provided for self-access work. The beginnings of just such a library that has emerged from the GLAFLL Project is to be published by Macmillan Education Ltd under the title Authentic Reading Materials in French, German and Spanish. Also to be recommended are the Bibliobus materials published by Mary Glasgow Publications.

## **C3 Songs**

Songs are of particular interest to the teacher and to the learner because they reflect something of the foreign culture. It is of course impossible to select a song at random without having some idea of the sort of pupils one is to cater for, and how they are intended to react to it. Some songs may be just for listening to, others may be for learning to sing. Some lend themselves more than others to exploitation - e.g. for discussion or to illustrate a piece of background information. The foreign conversation assistant can be a useful source of information as to what is currently popular at home and can usually obtain examples and make transcripts for interested pupils.

One word of caution: songs should present an immediate appeal. Like poems, they are a way of saying what cannot be said as well in any other way.

## D Communication tasks

It is important to involve pupils as themselves with their own interests and concerns, and to ask them to cope through the foreign language with the sort of language tasks and topics they are familiar with in their everyday life. These may include listening or reading or speaking or writing or combinations of these. In this way it is hoped that they will feel that the foreign language can become theirs, related to their interests, rather than something always placed in a foreign environment alienated from their everyday concerns.

It is also important, however, to prepare pupils for potential contacts with people and things foreign, so that they can derive maximum benefit from experiences abroad, whether as a tourist or worker. This means exposing pupils to the foreign environment and way of life, through video, tape, picture, slide and authentic material. It is thus a mixture of home and foreign context that is required.

It is possible to create COMMUNICATION TASKS based on everyday events or potential tourist ones that have a well-defined purpose, which an individual, or pair, or group of pupils can carry out. All the tasks we have suggested involve information, opinion or affect gaps which the participants must resolve through communicating in some way. In some tasks the pupils share the same information, and must discuss it and come to conclusions about it, e.g. they have the same tourist brochure and must decide which is the best hotel and how to get the best bargain. In other tasks one pupil may have part of the information and another pupil another part, in which case they must share their information to make up a total picture, e.g. one pupil knows the morning news, and the other the evening news, and together they must construct the day's events.

In other tasks one pupil may have one set of information and another pupil another, so that they have to exchange information before coming to any decision, e.g. one pupil has the BBC 1 television programme for the evening, and another has the ITV one, and together they must plan an evening's viewing together. This will involve an information exchange as to what the possibilities are, and then an opinion exchange as to what is best to watch.

It is hoped that through tackling such tasks pupils will develop self-confidence in their ability to communicate with whatever size of language resource they have available to them. It is important for them, through successful experiences of communicating, to build up a healthy self-concept. It is important for teachers to observe and listen to pupils carrying out tasks, so that afterwards at the appropriate time weaknesses in pupils' performances can be remedied. Otherwise pupils may quickly adopt a pidgin system of communication with each other, that is fairly remote from any native speaker variety, but that allows tasks to be completed. This can rapidly become fossilized and is then difficult to improve. Pupils should be encouraged to continue to improve their performance in particular tasks, and eventually, perhaps, to record.

In some of the sections that follow, events have been suggested with a few illustrative tasks based on them. It is left to the teacher to make up additional tasks based on the other events given. For other sections a larger variety of tasks has been suggested, though these are of course not exhaustive. It is hoped that teachers will use their ingenuity to make up further tasks, based on the models given.

Making up tasks is often best done in pairs, so that teachers can try out their ideas on each other to find out how particular communicative exchanges may or may not develop and treat them appropriately before giving them to their pupils.

It is, as ever, the teacher's job to select a task that lends itself best to the particular skills or activities which are to be practised at the time. Looked at from another point of view the tasks also provide ways of exploiting particular functions, notions or grammatical and vocabulary areas.

Materials for the tasks can be so designed that pupils can operate them themselves. They can be kept in folders, graded for difficulty and colour-coded so that a library of graded self-access communication tasks is gradually built up.

Although we have attempted to indicate what events are suitable at each Stage, we have not attempted to assign tasks to Stages, since our experience has been that many tasks are appropriate to a number of Stages, e.g. an interview can concern simple personal background at Stage 1, or much more complicated psychological attitudes and opinions at Stage 5. Experience has led us to believe that it is often the introduction of unpredictability,

whether of an informational or attitudinal kind, that makes a task more complex for the participants, since their expectations, derived from the context or from their experience of life, are not met, and this means that the language itself must carry the full burden of communication. If at later Stages there is a need to introduce complexity into tasks, then the teacher is encouraged to build in unpredictability.

Some of the tasks suggested involve conversation, or correspondence, or writing only, while others are multi-skill in the sense that whatever conversation or correspondence or writing is involved will be based on prior listening to or viewing or reading of foreign material.

It is important to draw a distinction between communication tasks involving listening, viewing or reading for a purpose and the traditional skill-development exercises referred to as Listening Comprehension and Reading Comprehension, where pupils listen to or read a text and then probably answer ten random questions on it. Such questions test understanding only, but NOT whether pupils can complete a task on the basis of their understanding of a text.

For most information-processing tasks involving the reading of authentic material it is anticipated that dictionaries will be available. Learning how to use a dictionary is a skill to be developed from Stage 1. For an analysis of other skills involved in information processing the reader is referred to Section G.

Projects are merely larger scale communication tasks involving a series of individual efforts over a period of time, or a number of co-operative ventures among groups of pupils to produce a co-ordinated whole (e.g. producing a school magazine). A few suggestions for such activities are indicated.

We have somewhat arbitrarily divided this area into six sections:

- D1 Everyday tasks involving conversation or correspondence or message writing
- D2 Events and tasks involving multi-skill activities based on listening to, or viewing, or reading foreign material
- D3 Events and tasks relating to potential tourist transactions
- D4 Events relating to entertaining a foreign friend or helping a foreign tourist in Britain
- D5 Events relating to staying in a foreign home
- D6 Projects

# D1 Tasks: conversation and correspondence

<u>Event</u>	<u>Functions and Notions likely to be involved</u>	<u>Examples of Tasks</u>																					
<p>D1.1 Identifying a person or object</p> <p>Conversation in pairs or in groups</p>	<p><u>Functions</u> Describing Seeking information Seeking confirmation</p> <p><u>Notions</u> Size, colour, shape, position, parts of body, clothes, possessions, actions, contents of handbag, etc + Physical and psychological characteristics</p>	<p><u>Pupil A</u> has a picture of a thief. <u>Pupil B</u> has several pictures and must identify the one described by <u>Pupil A</u> as the thief.</p> <p><u>Pupil A</u> has a picture of his lost bicycle. <u>Pupil B</u> has several pictures of bicycles and must identify the one described by <u>Pupil A</u> as the lost one.</p>																					
<p>D1.2 Identifying whether objects are the same</p> <p>Conversation in pairs or in groups</p>	<p><u>Functions</u> Seeking information Describing Seeking confirmation</p> <p><u>Notions</u> Size, colour, shape, position, clothes, parts of body, possessions, actions, contents of handbag or suitcase etc + Physical or psychological characteristics</p>	<p><u>Pupil A</u> has a picture of someone he/she knows. <u>Pupil B</u> has a picture of someone he/she knows. Is it the same person?</p> <p><u>Pupil A</u> has a picture of a handbag she has lost. <u>Pupil B</u> has a picture of a handbag she has found. Are they the same?</p>																					
<p>D1.3 Spotting differences</p> <p>Conversation in pairs or in groups</p>	<p><u>Functions</u> Describing Seeking information Seeking confirmation</p> <p><u>Notions</u> Objects, people, shapes, position, clothes, actions etc</p>	<p><u>Pupil A</u> has picture, <u>Pupil B</u> has same picture, with several alterations. Pupils must find the differences without showing each other the pictures.</p>																					
<p>D1.4 Discovering what's missing</p> <p>Conversation in pairs or in groups</p>	<p><u>Functions</u> Seeking information Giving information Seeking confirmation Suggesting Giving opinions Agreeing/disagreeing Asking for explanation Explaining</p> <p><u>Notions</u> Content of squares (as appropriate) Position Sequence Casual relationships</p>	<p><u>Pupil A</u> has a card:</p> <table border="1" data-bbox="983 1336 1316 1424"> <tr> <td>Bus</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Airport</td> <td></td> </tr> <tr> <td></td> <td>Air</td> <td></td> </tr> </table> <p><u>Pupil B</u> has a card:</p> <table border="1" data-bbox="983 1508 1316 1621"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Bus</td> <td></td> <td>Port</td> </tr> <tr> <td>Stop</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Water</td> </tr> </table> <p>They must discuss what they have on their cards and on the basis of this fill in the blanks.</p>	Bus				Airport			Air					Bus		Port	Stop					Water
Bus																							
	Airport																						
	Air																						
Bus		Port																					
Stop																							
		Water																					
<p>D1.5 Drawing as instructed</p> <p>Conversation in pairs or groups</p>	<p><u>Functions</u> Giving instructions Seeking information</p> <p><u>Notions</u> Relevant objects and people shapes, colours, spatial positions, size, sequence</p>	<p><u>Pupil A</u> has a simple map with plans on it. <u>Pupil B</u> has a blank map and must put in the plans according to <u>pupil A's</u> instructions.</p>																					



<u>Event</u>	<u>Functions and Notions likely to be involved</u>	<u>Examples of Tasks</u>
D1.5 (contd.)		<p><u>Pupil A</u> has a series of geometrical shapes (circles, triangles, lines, etc) in a particular configuration <u>Pupil B</u> must draw these according to <u>Pupil A</u>'s instructions.</p> <p><u>Pupil A</u> has a street map with various shops on it. <u>Pupil B</u> must draw this according to <u>Pupil A</u>'s instructions.</p>
D1.6 Arranging pictures/ objects in the correct sequence  Conversation in pairs or in groups	<p><u>Functions</u> Giving information Describing Sequencing Explaining Seeking information Seeking confirmation</p> <p><u>Notions</u> People, objects, and activities as appropriate Position Sequence Logical connector Casual relationships</p>	<p><u>Pupil A</u> has a series of pictures relating to how an accident occurred. <u>Pupil A</u> must explain the sequence of events and <u>Pupil B</u> must arrange his/her similar pictures accordingly.</p> <p>Each one of 4 pupils has one picture taken from a series of pictures that depicts the story of an accident. Each must together decide on the proper sequence of events.</p>
D1.7 Following instructions  Conversation in pairs	<p><u>Functions</u> Giving information Instructing Describing Sequencing Explaining Seeking information Seeking confirmation Reacting</p> <p><u>Notions</u> Objects, etc as appropriate Colours Shapes Size Actions Positions Sequence</p>	<p><u>Pupil A</u> explains to <u>Pupil B</u> how to assemble a particular gadget brought to the classroom (e.g. mincer, model aeroplane, etc). <u>Pupil B</u> must assemble it.</p> <p><u>Pupil A</u> explains to <u>Pupil B</u> how to do a particular physical exercise. <u>Pupil B</u> must do it.</p>
D1.8 Interviewing someone	<p><u>Functions</u> Seeking information Seeking opinions Seeking attitudes Giving information Giving opinions Revealing attitudes (likes dislikes, approval, disapproval, interest, enthusiasm, etc)</p> <p><u>Notions</u> Personal background Opinions related to various activities Attitudes towards various people, events, etc Past time Intentions</p>	<p><u>Pupil A</u> interviews <u>Pupil B</u> about his/her personal background, e.g. age, likes/dislikes, family, height, weight, zodiac sign, best subject at school, possible career, father's and mother's job, etc, and writes a report or fills in a form.</p> <p><u>Pupil A</u> interviews <u>Pupil B</u> who takes the part of a celebrated personality and answers as that person to questions relating to personal life, e.g. what he/she earns, aspires to, etc.</p>

Event

Functions and Notions  
likely to be involved

Examples of Tasks

D1.8 (Contd.)

Pupil A has to interview Pupil B using a personality quiz or psychological profile with points to be scored, e.g. personal magnetism.

Pupil A interviews foreign assistant for the school magazine and then writes something up in the foreign language afterwards.

Pupil A as reporter interviews Pupil B as a leader of the nuclear disarmament movement about his/ her beliefs and plans for the future and writes a report.

Pupil A is interviewer on Desert Island Discs. Pupil B says what he/she'd take with him/her and do in the circumstances.

D1.9 Choosing things  
(what to do, what  
to see, etc)

Functions  
Exchanging information  
Exchanging opinions  
Persuading  
Agreeing/disagreeing  
Notions  
Likes/dislikes  
Goods  
Prices, etc  
as appropriate

Both pupils have information about a teacher who is leaving and about what he/she likes. They have a set amount of money to spend. They must choose a suitable present from information about goods and prices at a particular shop. They might each have different but complementary information.

Both pupils have information about a journey from Y to Z. One has the information about the bus journey and the other the train journey. They must choose the best means of travel for their purpose.

Both pupils have information about TV programmes on that night. (One has BBC and the other ITV information.) They must choose what to watch in common.

D1.10 Arranging things  
  
Conversation (face  
to face or tele-  
phone) in pairs

Functions  
Seeking information  
Giving information  
Seeking confirmation  
Confirming  
Suggesting/reacting  
Expressing opinions  
Expressing attitudes  
Inviting  
Accepting/declining  
Notions  
Days of week, places,  
times, events

Both pupils have a diary of events (with different entries) and must find a suitable common time to go to the disco/cinema/sports centre, etc.

EventFunctions and Notions  
likely to be involvedExamples of Tasks

Dl.10 (Contd.)

Possibility/impossibility  
Likes/dislikes  
Approval/disapproval,  
Agreement/disagreement  
Future intentions

Dl.11 Explaining things

Conversation in pairs  
or in groups

Functions  
Giving information  
Seeking information  
Explaining  
Expressing attitudes  
Notions  
Events and attitudes as  
appropriate

Pupil A is told he met Pupil B a long time ago, and that they used to play football together. Pupil B has never met Pupil A before as far as he knows. Why is Pupil A behaving so strangely?

Pupil A has missed a train connection and is in Station X. Friends are waiting to meet him/her in Station Y. He/she must explain to a station assistant what has happened and ask for help. Pupil B or teacher plays the part of the station assistant.

Pupil A found a red handbag with £5 in it, and has a bad conscience because she/he has not taken it to the police. She/he confides all this to Pupil B. Pupil B has actually lost a red handbag with £6 in it and concludes that Pupil A must have pocketed £1.

Dl.12 Making a class survey

Conversation +  
noting down answers  
and reporting in  
writing in groups or  
as a whole class

Functions  
Seeking information  
and giving information  
Notions  
Personal background  
Likes and dislikes as  
relevant to the infor-  
mation sought

Each class member finds out something different from all the other members of the class, and gradually a chart of class habits/likes/dislikes is built up, e.g. What pet animals are kept at home? Most liked/disliked subject at school? Favourite sport. Favourite actor? etc.

Pupil A is given a form to fill in relating to Pupil B's musical likes and dislikes and has to fill this in by asking Pupil B to provide the appropriate information, e.g.

	Like	Dislike
Jazz		
Pop		
French pop		
Folk		
Classical		
Modern serious		

<u>Event</u>	<u>Functions and Notions likely to be involved</u>	<u>Examples of Tasks</u>
D1.13 Arguing  Conversation in groups	<u>Functions</u> Expressing opinions Expressing attitudes Agreeing/disagreeing Explaining Persuading <u>Notions</u> as appropriate	A group of pupils is presented with a moral problem and must reach some conclusion. e.g. They are told that a girl went to an ice-cream shop to buy two ice-creams - one for herself and one for her sister. On the way home one ice-cream fell on the ground. She said that one was her sister's and ate the only ice-cream. Was she justified?
D1.14 Debate  Conversation in groups or in whole class	<u>Functions</u> Expressing opinions Expressing attitudes Agreeing/disagreeing Persuading <u>Notions</u> Persuasion Argument Opinion Moral obligation Logical connectors etc as relevant to context	A debate is set up in which pupils are either free to argue FOR or AGAINST a particular proposition, or told to take up a particular position and argue it. (This can be done by drawing topics and 'roles' out of hat.)
D1.15 Presenting a case for something to be done  Conversation and perhaps writing OR Correspondence  Individual OR Group	<u>Functions</u> Expressing opinions Expressing attitudes Persuading <u>Notions</u> Persuasion Argument Opinion Obligations Moral obligation Regret Logical connectors etc as relevant to context	Pupils in a group are asked to present a case for permitting any form of dress in school. (Oral or written.)  Pupils in a group are asked to present a case for a re-writing of certain of the school's rules. (Oral or written.)  Pupils in a group act as parents getting together to draw up a behaviour charter for teenage children. (Oral or written.)  Pupils in a group are asked to write a letter to a newspaper presenting a case for something to be done.
D1.16 Message board  Writing	<u>Functions</u> Stating Expressing emotions Expressing attitudes <u>Notions</u> as appropriate	Pupils write notices, messages and general graffiti on a board placed for that purpose in the classroom. Pupils can answer each other's messages.
D1.17 Adverts  Writing	<u>Functions</u> Stating with persuasion <u>Notions</u> as appropriate	Pupils are told to make up an advert in the foreign language for a product. Panel of pupils chooses best advert.



<u>Event</u>	<u>Functions and Notions likely to be involved</u>	<u>Examples of Tasks</u>
D1.18 Filling in the bubbles	<u>Functions</u> Greeting Exchanging information, opinions and attitudes <u>Notions</u> as appropriate	Pupils fill in the bubbles on a photo romance and make the story do what they want.
D1.19 Writing to an agony column	<u>Functions</u> Greeting Stating Explaining Expressing emotions <u>Notions</u> as appropriate	Pupils write with an imaginary personal problem to an 'agony' columnist.

## D2 Tasks: multi-skill activities

These tasks are based on listening, viewing, or reading foreign material.

### STAGE ONE

#### Events involving individual work

#### Source material

##### (a) Obtaining information

D2.1 Finding simple information from street signs, bill boards, shop notices, etc in order to carry out tourist transactions, etc (see also D3)

##### Written sources

Signs, notices posters, etc  
 Menus  
 Adverts

D2.2 Finding information  
 Extracting the gist

##### Spoken sources

Contrived monologue or interview on tape related to personal background  
 Contrived general conversation on tape or video

##### (b) Communicating the information obtained

D2.3 Filling in an appropriate form or aide memoire with information obtained (e.g. personal background details)

D2.4 Answering verbal or written questions in English to some person who has a reason for asking them

D2.5 Answering verbal questions in the foreign language to some person who has a purpose in asking them

### STAGE TWO

##### (a) Obtaining information

D2.6 Finding information for personal interest, e.g. horoscopes, the pop scene, events of interest, topics of personal interest, the way of life in a foreign country, another person and his/her plans

##### Written Sources

Teenage magazine, hobby magazines  
 News articles  
 Leaflets

D2.6 (Cont)

Source Material (cont)  
Any appropriate text/extract  
Letters from friends

(b) Communicating the information obtained

(As for Stage 1)

STAGE THREE

(a) Obtaining the information

D2.7 Finding information about foreign goods and prices

Written sources  
Catalogues, adverts

D2.8 Finding information related to one's holiday plans

Travel and tourist brochures  
Leaflets  
Timetables and other tabular  
information

D2.9 Finding information for some set task

Reference materials such as  
text books  
Hobby manuals  
Cookery books  
Fashion magazines

(b) Communicating the information obtained

D2.10 Answering written questions in the foreign language from someone who has a purpose in asking them

STAGE FOUR

(a) Obtaining information

D2.11 Finding information for some set purposes e.g. finding out about the news, or finding out about a topic of interest

Spoken sources  
(Contrived or if appropriate authentic)  
TV/radio  
News/weather report  
Other informative programme  
Actual interview or conversation on a suitable topic on TV/radio or suitable taped version

D2.12 Taking a telephone call from a private individual and relaying the message to someone else

Telephone call

D2.13 Reading for information on a topic of personal interest in order to present a project

Written sources  
Magazine articles  
Specialist books/magazines  
Encyclopedias, etc

(b) Communicating the information obtained

D2.14 Exchanging information one has gleaned from spoken or written sources with someone who has matching/ mismatching information, and through conversation in the foreign language, drawing conclusions, and making decisions

D2.15 Writing up a project on a topic of interest in English (foreign language used as appropriate) for public readership

D2.16 Presenting information as a written summary in English for someone else

STAGE FIVE

(a) Obtaining information

D2.17 Listening to and understanding the basic gist of actual TV and radio programmes

Spoken sources  
TV/radio interviews, entertainment or information programmes)

(b) Communicating the information obtained

D2.18 Making note in English for one's own purposes from a spoken or written source in the foreign language

D2.19 Interpreting information in English on the spot to someone who doesn't understand the foreign language and who asks for specific information

D2.20 Presenting the information as a verbal summary in the foreign language for someone else

EXAMPLES OF TASKS

<u>Event</u>	<u>Functions and Notions likely to be involved</u>	<u>Examples of Tasks</u>
D2.21 Getting information  Reading and conversation in pairs or groups	<u>Functions</u> Giving information Seeking confirmation Seeking information <u>Notions</u> Places, times, costs, events, food, people, hobbies, etc as relevant to context	<u>Pupil A</u> has diary of week's events. <u>Pupil B</u> must find out what <u>Pupil A</u> is doing that week.  <u>Pupil A</u> has TV information for that night. <u>Pupil B</u> must find out what's on.  <u>Pupil A</u> has information on how to make a particular dish. <u>Pupil B</u> must find out how it is made.  Teacher or <u>Pupil A</u> has photo(s) of his/her family or animals or possessions. <u>Pupil B</u> must find out as much as he/she can about the people/animals/objects in the photo(s).  Teacher or <u>Pupil B</u> has foreign travel timetable. <u>Pupil A</u> must find out details of journey from A to B for some purpose.  <u>Pupil B</u> has cinema page from foreign newspaper. <u>Pupil A</u> wants to find out what's on.

D2.22 Choosing (where to go, what to buy, what to do, etc) on matching or mismatching information on the basis of personal preference

Reading for information and conversation in pairs

Functions

Seeking information  
Giving information  
Seeking clarification  
Clarifying  
Suggesting  
Agreeing/disagreeing  
Asking for opinions  
Giving opinions  
Expressing attitudes  
Giving reasons

Notions

Places, facilities, events, times, goods, prices, restaurants, travel, shopping, TV and other pursuits.

D2.23 Making judgements

Reading for information  
Conversation in pairs

Functions

Seeking information  
Giving information  
Suggesting  
Agreeing/disagreeing  
Seeking opinions  
Giving opinions  
Agreeing/disagreeing  
Giving reasons  
Expressing attitudes

Notions

People, characteristics, traits, attitudes, likes, dislikes, explanations, indirect speech, logical connectors, opinions and shades of certainty/doubt/probability/possibility, etc

D2.24 Finding clues

Reading and/or listening for information (Individual activity)

As appropriate to context

Teacher or Pupil A has information about foreign tours and trips available in a particular town. Pupil B wants to know what can be done and how much it costs.

Pupil A has foreign menu. Pupil B wishes to find out what can be had.

Both pupils have different tourist brochures and are told that they must choose a certain type of holiday together. They must exchange the brochure information and choose the best holiday.

Pupil A has letter from penpal X. Pupil B has letter from penpal Y. Would penpal X and Y get on well together?

Pupil A has details of crime. Pupil B has details of a number of criminals. Who is likely to have committed the crime?

Pupil A has horoscope details of last month's predictions for Pupil B. Pupil B must find these out, and also discuss what actually happened last month. Judge the accuracy of the predictions.

Pupils have information about the various teams in the next World Cup. They must discuss the chances of the various teams to reach the quarter-finals, then the semi-finals, then the finals.

Pupils listen to and/or read bits of information in which there are various clues. Problems are set in written form and these have to be correctly solved before the reader/listener is allowed to continue with the story.



<u>Event</u>	<u>Functions and Notions likely to be involved</u>	<u>Examples of Tasks</u>
D2.25 Finding information  Listening or reading for information and then perhaps reporting in some way through form-filling or conversation or writing (Individual or in pairs)	<u>Functions</u> Listening or reading for information, then perhaps giving information Explaining <u>Notions</u> (As appropriate to context)	Each pupil is told to read, find out his horoscope from a foreign magazine and report it in some way.  <u>Pupil A</u> is told to read and find out <u>Pupil B's</u> horoscope and then tell him/her what it is through conversation. <u>Pupil B</u> must take a note of this and report to the teacher who can check whether the information is correct.
D2.26 Finding information  Listening for information and conversation or correspondence, or reading for information and conversation or correspondence (Individual or in pairs)	<u>Functions</u> Seeking information and then giving it <u>Notions</u> (As appropriate to context)	Each pupil is told that he/she is to go to the seaside tomorrow and needs to know the weather forecast. They must listen to this on the radio, find out the required information and decide whether and when to go to the seaside.
D2.27 Finding out, discussing and coming to conclusions  Listening for information and making notes, then conversation and possibly writing (Pairs or groups)	<u>Functions</u> Listening for information, then exchanging information, opinions and attitudes Hypothesising, suggesting, justifying, explaining, arguing Agreeing/disagreeing <u>Notions</u> As relevant to information given, e.g. news events, opinions, indirect speech, logical connectors, shades of certainty/doubt/probability/possibility, etc	One pupil listens to foreign news as broadcast in the morning and makes notes. The other listens to foreign news in the evening and makes notes. A full picture of the unfolding of events is then gained through an exchange of information. This can be told to the teacher or written down in some way.
D2.28 Finding out, discussing and coming to conclusions  Reading for information and making notes and conversation and/or possibly writing (Pairs or groups)	<u>Functions</u> Reading for information, then exchanging information, opinions and attitudes Hypothesising, suggesting, justifying, explaining, arguing Agreeing/disagreeing <u>Notions</u> As relevant to context	An event as seen from one angle is listened to by one pupil. The other pupil listens to the same event from another angle. Both are asked through discussion to find out the differences and explain them if they can.  <u>Pupil A</u> reads a letter from a pupil on his school trip reflecting frustrations with petty rules and restrictions. <u>Pupil B</u> reads a letter home from his/her parent, the teacher taking the trip, reflecting concern at the wild behaviour of the pupils. They must discuss the letters and explain differences.

<u>Event</u>	<u>Functions and Notions likely to be involved</u>	<u>Examples of Tasks</u>
D2.29 Finding out, discussing and coming to conclusions  Listening and reading for information/conversation and possibly writing (Pairs or groups)	<u>Functions</u> Listening or reading for information, then exchanging information, opinions, attitudes Hypothesising, suggesting, justifying, explaining, arguing Seeking information/giving information Seeking opinion/giving opinion Attitudes Suggesting Agreeing/disagreeing Giving reasons Arranging etc	<u>Pupil A</u> reads a newspaper article about particular event. <u>Pupil B</u> listens to the news about the same event seen from another angle. Explain the differences.
D2.30 Get it done, however difficult it proves to be  Mixed-mode communication (Pairs or groups)	<u>Functions</u> Seeking information/giving information Seeking opinion/giving opinion Attitudes Suggesting Agreeing/disagreeing Giving reasons <u>Notions</u> Times, dates, places, events, etc as appropriate to context	<u>Pupil A</u> looks in paper and selects film to go to, and telephones <u>Pupil B</u> to confirm which film, time, place, etc. <u>Pupil B</u> discovers from next day's newspaper that film is withdrawn and must write note cancelling arrangement. <u>Pupil A</u> telephones to make alternative arrangements.
D2.31 Tracing someone's movements  Reading and discussion (Individual or group)	<u>Functions</u> Seeking information/giving information Expressing opinions <u>Notions</u> As appropriate to context	A group of pupils is given a collection of realia found in the pocket of a murdered person. They must retrace the steps of the murdered person in order to discover where he/she might have been killed and why. Clues exist within the material given. Pupils are allowed to interview certain of the personalities involved in the story, e.g. a hotel receptionist or parking attendant. The teacher acts as these personalities.

### D3 Tasks: potential tourist transactions

In this area a list of suggested events is given and some examples of communicative tasks that arise out of them.

#### In Stages 1 and 2

Pupils are expected to learn to cope with transactions or visits to the foreign country accompanied by adults, who do most of the organising. This could be with parents or it could be as a school group with teachers.

#### In Stages 3 and 4

Pupils are expected to learn to cope with transactions related to touring with parents or friends where it is the pupil who becomes responsible for most or all of the transactions.

## In Stages 4 and 5

Pupils are expected to learn to cope with transactions related to staying in a foreign home.

The above areas will all involve events related to:

- (a) Travelling
- (b) Finding the way
- (c) Eating and drinking
- (d) Accommodation/camping
- (e) Shopping
- (f) Getting services at post office, bank and police station + medical services
- (g) Leisure activities including sight-seeing

### STAGES ONE AND TWO

<u>Event</u>	<u>Possible Functional Content</u>	<u>Possible Notional Content</u>
D3.1 Seeking information through conversation	Politeness Attracting attention Seeking information Reacting to information Seeking clarification Thanking	Whether there is and how to get to: (availability, existence and direction)  a) Station, underground station, bus stop, ferry c) Café, restaurant d) Hotel, campsite, toilet e) Various shops and markets related to food and drink, clothes, toiletries, medicines, postcards, writing materials, souvenirs, gifts, films for photography, newspapers, magazines, books, records, camping needs, etc f) Post office, police station, cinema, swimming pool.  Sights in general, i.e. castle, monument, zoo etc
D3.2 Buying through face to face conversation	Politenesses Reacting to request to help Asking for things Expressing wish for something  Giving information about intended purchases Seeking information Asking for suggestions or advice/reacting appropriately Asking for/giving Reacting to comment  Transacting payment Thanking	e) Goods - see suggested list above f) Stamps at post office  Quantity, size, colour, style Availability, price Best buy for a particular purpose  Approval, disapproval, suitability, too expensive, too big/small, etc Money, change

<u>Event</u>	<u>Possible Functional Content</u>	<u>Possible Notional Content</u>
D3.3 Getting a meal/a drink	<p>Politenesses            Reacting to offer to help            Asking for things            Expressing wishes            Describing what you want</p> <p>Asking for suggestions or advice/reacting appropriately            Commenting            Changing one's mind            Transacting payment and tips            Thanking</p>	<p>c) A table            The waiter            A meal            Something to drink            Size of portion, rare or well cooked, etc            Where to sit</p> <p>Food            Drink            Approval, dissatisfaction</p> <p>Money, change</p>
D3.4 Reading signs, notices, instructions and labels	<p>Recognising/understanding            Looking for information</p>	<p>a) Names/places such as: station, airport, underground, platform, toilet, waiting room, tickets, information, etc            Signs such as: No Smoking, Danger, Do not lean out of the window, This water is not for drinking, etc</p> <p>c) Names/places such as café, restaurant, snack bar, pub, toilet, cash desk, etc            Signs such as: No Smoking</p> <p>d) Names/places such as: hotels, campsite, etc            Signs such as: No Entry, Private, etc</p> <p>e) Names/places such as: chemist, grocer, supermarket, etc            Signs such as: First floor, Ground floor, Exit, Entry, etc</p> <p>b) Names/places such as: post office, police station            Signs such as: Opening hours 10.00-12.00; 13.00-18.00</p>
D3.5 Reading lists of things on offer (e.g. goods for sale, goods to be bought, menu, list of drinks, wine list, etc)	<p>Seeking information</p>	<p>a) Things to be purchased duty free            b) Menu, wine list, snack bar menu, etc.            c) Amenities on offer in hotel or on campsite</p>
D3.6 Understanding simple announcements in situ	<p>Seeking information            Overhearing and extracting relevant information</p>	<p>a) Announcements about arrivals and departures and delays in airports, stations, or ferry, train, bus, etc            d) Requests for you to report somewhere            e) Special offers announced in shops, etc</p>



<u>Event</u>	<u>Possible Functional Content</u>	<u>Possible Notional Content</u>
D3.7 Reporting a loss	Politenesses Giving information Reacting to requests for clarification and further information Asking advice/reacting to advice	What you have lost: luggage, purse, etc Description of colour, size, etc
STAGE THREE		
D3.8 Making a simple list of things to buy or things to do (for oneself)	Listening for information	Food and drink Events, times, places
D3.9 Booking/reserving things through face to face conversation	Politeness Seeking for advice Seeking/giving information Asking for things or expressing wish to book/reserve something Reacting appropriately Transacting payment Thanking	Seats for a journey A table at a restaurant A room in a hotel/guest-house A bed in a youth hostel A place on a campsite A seat in a cinema or cultural event or at a sports event
D3.10 Hiring something	Politeness Reacting to offer to help Asking to hire things Seeking/giving information Commenting Transacting payment Returning goods with thanks Apologising for damage	Bicycles, pedalos, water-skis, skis, trunks, etc Length of hire, price, etc Money, change
D3.11 Reading maps/time-tables and other pictorial/tabulated information and acting upon it	Seeking for information	a) Routes Times of transport Distances Prices Place of departure, etc Parking notices re prices to be paid, etc d) Layout of camp site or of hotel e) Layout of supermarket or shopping centre g) Layouts of particular sites, cinema seat prices, swimming times and prices, etc
D3.12 Buying tickets and goods for travelling by car	See D3.9	a) Single or return travel ticket 1st or 2nd class Petrol, map, town plan g) Cinema etc, tickets, seats
D3.13 Seeking for advice as to where to go/what to do through conversation	Politeness Seeking for advice Reacting to advice Reacting to comment Thanking	a) Best form of transport to go somewhere, best route to go somewhere c) Best restaurant/café for your purposes, best things to eat and drink for your tastes

		<ul style="list-style-type: none"> <li>d) Best hotel, guest house, youth hostel, caravan site, campsite for your purposes</li> <li>e) Best shop to go for something, best thing to buy (i.e. what souvenirs, what local wines, what specialities, etc)</li> <li>f) Where best rate of exchange is to be found, best way of changing money, best way to send some correspondence, best doctor/dentist to go to, how to make an appointment, etc</li> <li>g) Best sights to see, best leisure places to go to, best things to do with one's free time, best countryside/seaside to reach</li> </ul>
D3.14 Reading extended prose forms of information related to tourism	Seeking for information	<ul style="list-style-type: none"> <li>a) Travel brochures/leaflets</li> <li>c) Information on eating out in a particular town in brochures/leaflets</li> <li>d) Information on accommodation in a particular town in brochures/leaflets</li> <li>e) Information on shopping facilities in a particular town in brochures/leaflets</li> </ul>
STAGE FOUR		
D3.15 Getting a room in a hotel/guesthouse or a bed in a youth hostel	<p>Politeness            Reacting to request to help            Asking for what you want</p> <p>Reacting to requests for information            Giving information</p>	<p>Single/double room with/without bath, shower, etc            Bed for X nights            Space for tent, caravan, etc</p> <p>Length of stay            Time of arrival/departure            Type of room required for which people</p>
Getting a space at a caravan/campsite	<p>Asking for information/ reacting appropriately            Commenting            Transacting payment            Thanking</p>	<p>Price of accommodation/site space            Availability and whereabouts of amenities            Approval, disapproval            Money/change</p>
D3.16 Getting things done while in hotel	<p>Politeness            Asking someone to do something            Thanking</p>	<p>Wake you in the morning            Bring something to your room            Deal with your luggage            Deal with your dirty washing</p>

<u>Event</u>	<u>Possible Functional Content</u>	<u>Possible Notional Content</u>
D3.17 Complaining when something is not right	Complaining Reacting to explanations	a) Late arrival of transport c) Food cold, drink gone flat, mistake in the bill d) Too much noise outside the room, poor room service, dirty room, late meals, etc e) Quality of goods, goods broken easily, wrong size of clothes, wrong change, etc f) Wrong amount of money from bank, etc
D3.18 Changing money	Politeness Asking for information/ reacting appropriately  Expressing wishes Giving information  Reacting to requests	Bank Rate of exchange How much foreign money you would get for X pounds How much money you want to change In what form (travellers cheques/currency) How payment is to be made
D3.19 Visiting a doctor/ dentist when ill, or a garage when car has broken down	Politeness Explaining  Reacting to requests for information  Reacting to advice  Transacting payment if appropriate Thanking	Why you are there Where sore/pain, etc What's wrong Possible reason for trouble  What you ate How you fell, etc  What to do to get better What to eat/not eat, etc  Prescriptions Medicines Instructions on labels
D3.20 Telephoning:  - to arrange travel details - to call a doctor - to call the police	Politenesses Giving information Reacting to requests for clarification Reacting to advice/in- formation	a) Name, address, travel details, times, places, transport required, etc c) Booking a table at a res- taurant, times, numbers, etc f) Telling doctor what is wrong, etc Calling police about loss or accident g) Getting information about a particular cultural/ sports event and booking a seat
D3.21 Understanding media reports related to tourism	Seeking information	a) Weather reports Traffic/road reports Police reports e) Advertisements

<u>Event</u>	<u>Possible Functional Content</u>	<u>Possible Notional Content</u>
D3.22 Planning with others as to what to do and where to go together and making arrangements	Suggesting/reacting Arranging Inviting/reacting Stating reasons Commenting/reacting to comments Deciding/reacting to decisions	Likes, dislikes, attitudes towards:  a) Journeys c) Eating and drinking out d) Where to stay e) What to buy and where g) Visits to cultural or sports events, trips to the countryside/picnics, etc, visits to particular sights. Times, dates, rendezvous, prices, money available, etc
D3.23 Filling in forms related to particular purposes	Giving information	a) Requests for travel tickets, lost luggage form, hiring bicycle form d) Registration form, booking information form f) Parcel despatch form, telegraph form, lost property form, accident form, medical form

STAGE FIVE

D3.24 Interpreting in a variety of tourist situations for an English speaker who cannot understand/express himself/herself	Translating the gist out of and into the foreign language	All the tasks and events and topics above, e.g. interpreting a menu for someone who cannot read it, asking for something for someone who cannot express it and interpreting for someone who cannot understand what is said or written
D3.25 Commercial Correspondence in the foreign language related to purchasing something from a commercial concern	Politenesses Seeking/giving information Seeking/giving clarification Asking for/reacting to suggestions	Goods purchased

Examples of Communication Tasks

<u>Events</u>	<u>Possible Functions and Notions likely to be involved</u>	<u>Examples of Tasks</u>
D3.26 Finding the way  Conversation in pairs	<u>Functions</u> Giving information Seeking information  <u>Notions</u> Names of buildings and places Directions Position Means of travel Length of journey Distances	<u>Pupil B</u> has a map with various roads/streets and landmarks on it. <u>Pupil A</u> has same map with the roads/streets only, and has to get from a starting point to a particular place (i.e. bank or post office). <u>Pupil A</u> asks how to get there and finds place on map as <u>Pupil B</u> explains.



<u>Events</u>	<u>Possible Functions and Notions likely to be involved</u>	<u>Examples of Tasks</u>
D3.27 Buying/booking, hiring/ordering things  Conversation  +  Reading signs/notices/ menus, etc  or  Correspondence	<u>Functions</u> Greetings Expressing wants Seeking information Giving information Transacting payment, etc <u>Notions</u> Shopping Goods and services Travelling Leisure time Restaurant and cafés Accommodation	<u>Pupil A</u> must get a ticket for a train journey from X to Y in the foreign country on a particular day. <u>Pupil B</u> or teacher acts as salesman.  <u>Pupil A</u> must get a meal in a foreign restaurant. <u>Pupil B</u> or teacher acts the part of the waiter.  <u>Pupil A</u> must get a particular type of room in a foreign hotel (in conversation or correspondence). <u>Pupil B</u> or teacher plays the part of the hotel receptionist/manager.  N.B. Difficulty can be built into these simple transactions by introducing the unpredictable, e.g. no train to Y on that day, or no fish left in restaurant.
D3.28 Complaining or creating a fuss  Conversation or correspondence in pairs	<u>Functions</u> Seeking/giving information Complaining Apologising Expressing attitudes such as anger, indignation, regret, etc <u>Notions</u> (As appropriate to context) Attitudes Past time Negation	<u>Pupil A</u> , staying in a foreign hotel, returns to room to find stranger's luggage there and his/her own baggage gone. He/she complains to the hotel receptionist. <u>Pupil B</u> or teacher plays receptionist.  <u>Pupil A</u> has a dead wasp in his/her soup. He/she complains to the waiter. <u>Pupil B</u> or teacher plays the waiter who maintains it is part of a vegetable.  <u>Pupil A</u> , staying in a foreign campsite, has been bitten by insects. He/she complains to the camp manager and asks to change places. The camp manager has no other available sites.
D3.29 Reporting what happened  Conversation or correspondence in pairs	<u>Functions</u> Giving information Describing Narrating Sequencing Asking for information Asking for clarification <u>Notions</u> Objects and characteristics People and characteristics Events Sequence Logical connectors Past time	<u>Pupil A</u> has lost a handbag/suitcase with money and belongings and must report what has happened to <u>Pupil B</u> or teacher (in conversation or letter form). <u>Pupil B</u> or teacher is the foreign policeman, to whom the report is made and must react appropriately.

## D4 Tasks: foreign visitors in Britain

### STAGES TWO AND THREE

<u>Events</u>	<u>Possible Functional Content</u>	<u>Possible Notional Content</u>
D4.1 Telling someone how to get somewhere	Reacting to requests for directions Giving directions	Places that tourists visit (e.g. monuments, shopping area, museums, banks, restaurants, pubs, accommodation, etc)
D4.2 Answering requests for general information	Reacting to requests with information	Time Distance Best place for some particular purpose Whether one can do something (e.g. smoke, drink, etc)
STAGE FOUR		
D4.3 Meeting a friend as he/she arrives in Britain and putting him/her at ease	Politenesses Asking for information/ reacting to information Asking after well-being	Well-being Journey Tiredness
D4.4 Showing a friend round your town/environment/local sights of interest	Reacting to requests for information Volunteering information/ describing	Sights Shops Parks Countryside, etc Descriptive expressions
D4.5 Showing a friend round your house and showing him/her his/her room	Reacting to requests for information Volunteering information/ describing	Rooms Amenities, e.g. bath, loo, TV, heating, fridge, telephone, etc
D4.6 Describing daily routines and times in your family	Reacting to requests for information Volunteering information/ describing	Getting up Meals Going to bed Leisure activities Times and days
D4.7 Describing the local transport system to and from home	Reacting to requests for information Volunteering information/ describing	Buses Trains Times Distances Length of journey Payments Where to get on and off
D4.8 Enquiring about well-being of foreign friend	Seeking (information, opinion, feelings) Reacting appropriately	Likes/dislikes Health Feelings Sensations Food/leisure
D4.9 Planning leisure activities with friend	Suggesting/reacting Explaining	Times, places, events

<u>Events</u>	<u>Possible Functional Content</u>	<u>Possible Notional Content</u>
D4.10 Offering food, drink and other things as appropriate	Offering	Food/drink Objects as appropriate
D4.11 Taking leave of your friend at the end of his/her visit	Politeness Thanking	
D4.12 Offering help and simple advice	Offering help Reacting to request for help	Appropriate to context, e.g. shopping, post office, travel, restaurant, etc
D4.13 Describing sights and amenities in home town for tourists to visit	Giving information/describing Commenting	Sights to see Leisure activities Expressions of approval and disapproval
D4.14 Comparing things British to things foreign	Seeking/giving/reacting to information and comment	Ways of life Goods/prices Pop scene School, etc
D4.15 Telephoning (call to or from foreign friend) and making arrangements	See D4.9	
D4.16 Writing appropriate messages for foreign visitor	Giving information	As appropriate to context
STAGE FIVE		
D4.17 Explaining differences between things British and things foreign	Comparing and explaining	Way of life How things work Goods and prices Pop scene Special events
D4.18 Interpreting for a foreign tourist or friend in difficulty (from English to foreign language and from foreign language to English)	Interpreting other people's meanings or explaining signs, notices, menu items, etc to a third person	As appropriate to context, e.g. shopping, restaurant, directions, travel and transport etc
D4.19 Advising/explaining to someone what to do in a particular circumstance, e.g. in an accident, when someone is ill, the best place to go for a particular purpose, use of telephone, use of vending machine, public transport system	Giving advice and information Explaining	Where to go What to do How to do it Appropriate places and actions Shops, sights to see, Accommodation, amenities

## D5 Tasks: staying in a foreign home

### STAGE FOUR

This scenario which is first introduced at Stage Four needs no introduction. A list of possible events follows:

<u>Events</u>	<u>Possible Functional Content</u>	<u>Possible Notional Content</u>
D5.1 Making conversation when being met at the start of a stay	Politeness Introducing oneself Seeking/giving information Reacting appropriately Expressing sensations and feelings Expressing wishes	Personal background Journey description  Tiredness Hunger, etc Food/drink/toilet/sleep, etc
D5.2 Being shown around the home Asking about routines, places, etc	Seeking information Extracting information	Rooms Amenities Routines (e.g. time to get up, meal times, etc)
D5.3 Asking for things Requesting things to be done	Expressing wishes and needs Asking and requesting Reacting to information	Food/drink Things/actions appropriate to context (e.g. writing paper, TV programmes to be put on, etc)
D5.4 Asking how to do certain things	Asking for information Reacting to information	Language problems, e.g. how to say something Using amenities How TV works
D5.5 Asking where things are	Requesting Reacting to information	Places Amenities Gadgets Directions Rooms
D5.6 Taking part in general conversation at meal times, etc. so that you know what the drift of the conversation is about, and so that you can join in if asked to or if you wish to	Politeness Information Comment Attitudes	Topics as appropriate Past experiences
D5.7 Planning activities in common	See D4.9	
D5.8 Reacting appropriately to requests about your likes/dislikes, feelings, well-being, etc	Giving information Expressing sensation and feelings Expressing likes and dislikes	Well-being Health Present sensations, etc Leisure activities Food, etc



<u>Events</u>	<u>Possible Functional Content</u>	<u>Possible Notional Content</u>
D5.9 Reacting appropriately to particular events, e.g. accidents, mistakes, getting a present, etc.	Apologising Swearing Thanking	As appropriate to context
D5.10 Offering to help to do things/understanding what to do when asked	Offering Understanding information given	Housework tasks Given tasks Shopping, etc
D5.11 Planning departure and Journey	Seeking/giving information	Days/times/dates Travel/transport Where to go, etc
D5.15 Taking telephone messages for others		
D5.16 Telephoning to make arrangements (see D4.9)		
D5.17 Writing appropriate messages for foreign family	Giving information	As appropriate to context
D5.18 Seeking advice as to what to do in particular circumstances	Seeking advice/explanation	Where to go What to do

#### STAGE FIVE

D5.19 Explaining differences between things British and things foreign (see D4.17)	Comparing Explaining	Ways of life Prices
D5.20 Coping with problems and emergencies in the home	Giving information	Heating, fire, electricity, gas Illness, etc as appropriate

## D6 Projects

The following suggestions are of course not intended to be exhaustive.

D6.1 Stages 4 and 5: Individual or Group Projects involving the finding out of information and the presentation of that information for a public audience/readership See D2.13 and D2.15

A few suggested topics: Sport, pop scene, fashion, a particular individual or historical figure, eating habits in a particular country or region.

#### D6.2 Stages 3, 4 and 5: Writing a class magazine

The class can be divided into groups involved in different parts of the magazine. This might include: interviews, local news, adverts, jokes, tittle-tattle page, agony column, horoscope, sports reports, letters to the magazine, fashion page, puzzle & quiz, etc.

#### D6.3 Stages 3, 4 and 5: Preparing a trip abroad

The class can be divided into groups responsible for different tasks: correspondence for tourist brochures, correspondence for camping/hotel accomodation, making the travel arrangements, preparing documents on tourist facilities, preparation of phrase-book for language likely to be of use to the group, etc.

# E Games

The following Lothian teachers have been instrumental in the development of this section: Judith Hamilton, Betty Morrison, David MacAlpine, Peter Wheeldon, Matthew Rankin, Karen Allan, Birgit Weskamp, Peter Kershaw, Janice McLeod, Carolyn Hutchinson, John Bennett, Nezha Khalid, Liz Halliday, and Ann Bruce.

It is sometimes difficult to differentiate between what we have called Communication Tasks and Games. As in Communication Tasks, in Games there is an objective to reach which makes it clear when the game is at an end. A game however will have the following additional features:

- (a) It will involve rules and procedures
- (b) It is devised primarily with fun and enjoyment in mind rather than anything else
- (c) There is often but not always a winner

We have experimented with a considerable variety of games, from the highly controlled language practice variety, where the language used is stereotyped and to a large extent prescriptive, through communication games where the language functions are to a greater or lesser extent prescribed by the game itself, although the actual language realisations are the choice of the pupil, towards games where the nature of the activity itself constitutes the only limiting factor on the choice of language. Inevitably all games involve certain functions more than others and even the most imaginative throw up the repetition of certain "set phrases". The games judged most successful by teachers and pupils alike, however, were those where the interaction between the players arose naturally from the activity and where events proceeded from this interaction in a dynamic manner. Where it could be seen from a game that nothing remained the same after someone had spoken, that everyone was involved in listening to what was said and responding to it because it affected them, the game was deemed highly successful by the pupils. Coincidentally of course these are the very games which most clearly reveal the features of real communication - purpose, unpredictability, an addressee, an information or opinion gap, discourse coherence and personal involvement.

We divide the area of games into three sections:

- E1 Language practice games developed in Lothian (Stage 1)
- E2 Communication games developed in Lothian (Stages 1-4)
- E3 Puzzles and quizzes

## E1 LANGUAGE PRACTICE GAMES

These games can be seen to concentrate on a particular area of the language resource e.g. a structure, or vocabulary area, and are often very close to exercises. They include such games as I Spy, Happy Families, Bingo, Kim's Game, etc which are already very familiar to language teachers. More recently several games have been produced which aim at practising language functions and these are, of course, particularly useful to teachers following a functional/notional syllabus.

## E2 COMMUNICATION GAMES

Communication games are intended to develop communicative skills particularly those of listening and speaking. Unlike language practice games there is little attempt to control the language, and many such games generate a wide range of language and language functions in the course of interaction between players. Very often the emphasis is on co-operation rather than competition, with the aim being to complete a specified task. Some of these games require the making up of boards, folders, etc, but although this is initially somewhat time-consuming, it pays dividends. Ideally they should be organised on a self-access basis.

It is not always possible to indicate a particular Stage for a particular game, since many games can be played at several levels and at several Stages. An indication has been given wherever possible of the first Stage for which a particular game may be most suitable.

It must be pointed out that teachers do need to observe the language interaction between

participants in games in order to teach later whatever language is found to be necessary, so that pupils may improve their language resource. Without some teacher intervention at the end of a game a pidgin level of communication may be established, become fixed and be difficult to improve.

### A bank of games

Ideally teachers need to establish a bank of games, organised wherever possible on a self-access basis, so that pupils can set them up and use them largely by themselves.

Of particular use in the selection of games are:

Byrne, D and S Rixon: Communication games (ELT Guide 1). British Council/NFER, 1979.

Maley, A and A Duff: Drama techniques in language learning. Cambridge University Press, 1978.

Wright, A, D Betteridge and M Buckby: Games for language learning. Cambridge University Press, 1979.

## **E1 Language practice games**

These language practice games were developed in Lothian for Stages 1 and 2.

### 1. LOGICAL LIKES

#### Materials

Paper and pencils

#### Purpose

To practise "likes/dislikes/preferences" and beat your opponent through the use of logic

#### Procedure

Pupils work in pairs.

The teacher puts 5 words on the board of things pupils might like (drinks, pop groups, etc).

Pupils choose own order 1-5 and write the words on their paper.

The aim is to guess the partner's order with the minimum number of questions.

The question asked is "Do you like ....."?"

The answer gives the position as follows:

Yes, I adore .....Position 1

No, I detest .....Position 5

For the middle 3 the answer is "Yes, I like ....., but I prefer ....." referring to the one above, e.g.

- |             |   |
|-------------|---|
| 1. Vin      | Question : Tu aimes le café?                    |
| 2. Limonade | Answer : Oui, mais je préfère le thé.           |
| 3. Thé      |   |
| 4. Café     | Question : Tu aimes le thé?                     |
| 5. Bière    | Answer : Oui, mais je préfère la limonade, etc. |

The first pupil to get partner's order correct wins. This is a game where the pupil can beat the teacher, since although structures are being practised, the fun lies in working out the logical order with the fewest questions.

### 2. CUE CARD

#### Material

Cards with cues in the form of communicative functions on them (e.g. Call the waiter, explain why you're late, etc)

#### Pedagogical Purpose

To practise functions

#### Procedure

Groups put cards face down in a pile. Pupils draw cards in turn. If the pupil can carry out the function, he/she keeps the card, if not he/she returns it to the pack. Pupil with the most cards at the end is the winner.



### 3. CONSUMERISM

#### Materials

Pictures of consumer goods with prices in foreign currency clearly marked, stuck on to cards (5/6 cards per participant)

Dice

#### Pedagogical Purpose

To practise asking for things, getting familiar with foreign prices

#### Purpose of Game

To accumulate the most valuable items, the winner being the person whose collection is worth the most

#### Procedure

Deal out cards (5 or 6 per participant).

Pupil throws dice e.g. If 3, player asks for 3 items by name from any of the players. (Must name each item on card - Can I have the .....?)

Players try to accumulate the most valuable items (or lots of smaller items which others are not so keen on). Rules can change so that only polite requests or grammatically, correct ones need be obeyed, etc. Teacher decides moments when game should end.

### 4. DIRECTION GAME

#### Material

A board with 400 white squares, with a number of squares blacked out to create a maze, with 4 starting points at the edges and a finishing point in the middle of the maze

4 counters, one for each player

20 cards (approx) giving directions on them, e.g.: Allez tout droit, Tournez à gauche, Prenez la première rue à droite, etc

#### Pedagogical purpose

To practise directions

#### Procedure

This is a group game for 4 players.

Decide which player starts. There are four starting points, one to each player.

Player draws card from pack placed face down.

Player follows the instruction on the card and moves counter unless square is blocked off.

Players can only move on to blank spaces.

First one to the centre of the board wins.

This game could be played with one player reading a card to another player who must follow the instructions without seeing the card.

Note: "Allez tout droit" means "move as far as you like in a straight line".

### BOXED CARD AND BOARD GAMES FOR LANGUAGE PRACTICE

These can be bought abroad or in toy or game departments in the larger stores or book-sellers. It is worth checking for new games, some of which like Guess Who can be used for any language. Happy Families, Scrabble, Boggle, Hangman, can all be used at Stage 1.

## E2 Communication games

These games were all developed in Lothian.

### 1. KLEPTOMANIA (Stages 1 and 2)

#### Materials

None

#### Purpose

To encourage pupils to initiate language

#### Procedure

Stage 1: Teacher develops kleptomania and "absentmindedly" pockets pupils' possessions from

desks, etc. Pupils' reactions only understood when in foreign language. Objects returned. Stage 2: Class told of likely recurrence of such behaviour and encouraged to watch out for it and react accordingly.

Stage 3: Kleptomania becomes contagious. Teacher names "thief of the day" and appoints a pupil occasionally (not every lesson) who may remove objects from desks. Class don't know who this is. "Thief" aims to avoid discovery. Class aim to learn to challenge the thief in the foreign language and back up accusations.

## 2. DETECTIVE (Stages 3 and 4)

### Materials

Pencil and paper with written descriptions of several criminals which differ slightly - or clear colour photographs of same

### Purpose

To guess the culprit

### Procedure

Prepare in advance descriptions of criminals, e.g. 1. little old man, grey hat, blue suit, black suitcase, umbrella; 2. little old man, grey hat, brown suit, black suitcase, umbrella.

Choose a number of witnesses (about 6-8) each with one description of their criminal whom they saw in the act plus the name of the criminal. Divide the rest of the class into competing groups of six detectives to match number of witnesses. Each detective has a description identical to that of one of the witnesses. Each team takes turns to send one detective at a time to ask one question of the witness of his/her choice. Aim is for the detective to find the witness who saw the detective's criminal. Witness may only answer yes or no. Game is over when first team of detectives can give names to each of the criminals.

## 3. WHAT'S THE PROBLEM (Stages 4 and 5)

### Materials

Role cards, problem page cut-outs

### Purpose

To give and ask for advice

### Procedure

In groups. One person is given a personal problem e.g. "You are worried about failing your exams". The others take at random or are given roles on the throw of a dice. These roles relate to the person with the problem, i.e. grandfather, next-door neighbour, younger sister, etc and each person has to give advice in turn about the problem. The one who in the opinion of the pupil with the problem, gives the best advice, wins and then presents the next problem.

## 4. WHO DO I FANCY? (Stage 1)

### Materials

A picture of 6-8 teenagers (of the same sex)

### Purpose

To guess in as few questions as possible which one your partner fancies

### Procedure

Pupils in pairs. In turn each pupil selects a boy or girl he or she fancies. The other pupil has to guess who it is by asking questions. Pupils then reverse roles. The pupil who asked the fewest questions wins.

## 5. DISCARD THE ANSWER (Stage 1)

### Material

Cards made up by teacher - 1 set of questions, 1 set of answers, some matching, some not matching  
5-6 sets per participant

### Purpose

Card game focussing on meanings, matching questions and answers

### Procedure

Play in groups of up to 6.

Deal out the answers. Put the questions face down in centre. Each pupil draws a question in turn which he or she places face down in front of him or her so that all can see. He or she tries to match it with an answer from his or her hand. If it matches the player discards the answer. The question is always returned to the bottom of the pack.

Whoever gets rid of their answers first wins.

Agreement must be reached with other players as to whether a question and answer match.

## 6. CONNECTIONS (Version 1) (Stage 3)

### Materials

Board

### Purpose

To create links between objects and ideas, explain them and persuade others to accept them

### Procedure

Make up a board with pictures of objects and people.

Make up cards with names of objects. Pupils progress round board with counters on the throw of a dice. They land on a square; they draw a card

To get a point they must make up a sentence in which they create a link between the picture on the board and the word on the card. This sentence can be challenged by other players either for reasons of grammatical accuracy or situational probability, i.e. if the player cannot find a good reason as to why/when/where the sentence might reasonably occur he/she fails to get the point. The player with most points wins.

## 7. CONNECTIONS (Version 2) (Stage 3)

### Materials

Cards all with different pictures on them (objects and animals) e.g. a cow, a table, a tree (6 cards per player)

### Purpose

To practise the language of explanation and persuasion

### Procedure

Pupils are given a number of cards with pictures on them. These they must dispose of as if they were dominoes. Since all the pictures are different, pupils must invent a connection between the card on the table and the card they wish to put down next to it. They must explain the connection to others and persuade them to accept it e.g. "I am putting the table next to the cow because both have four legs", "I am putting the tree next to the table because both are made of wood". The other pupils may refuse to accept the connection. First pupil to get rid of his or her cards is the winner.

## 8. CONNECTIONS (Version 3) (Stage 3)

### Material

Cards in the form of 1 set of people, 1 set of objects

### Purpose

Using imagination to create links

### Procedure

In groups or pairs. Place the two sets of cards face down on the table. Each player in turn takes one picture from each set and attempts to make a connection between the person and the object. The game can be purely co-operative, or if preferred a point can be scored for each connection acceptable to the other player. Player with most points wins. This game can be made more complicated by introducing other sets of cards representing places, weather, times, etc. Players would have to take 1 card from each set and make up a story on the basis of this. The most imaginative wins.

## 9. A DAY IN A FOREIGN TOWN (Stage 1)

### Materials

Board, counter, dice, cards optional

### Purpose

Encounter and solve communicative challenges

### Procedure

The board is divided into squares representing places abroad pupils are familiar with i.e. shops, services, banks, chemists, places of interest, etc in a imaginary foreign tour. Players proceed round board on the throw of a dice. As they land on a square, e.g. shop, garage, etc the teacher devises a communication task which they have to undertake before they can proceed/earn a token/get a mark or whatever award is agreed. An alternative is to create a set of cards with tasks, e.g. "Buy something" or "Make a complaint", which pupils pick up as they land on a particular square, but it has greater flexibility when the teacher devises the tasks.

## 10. CUT-UP PICTURE STORIES (Stage 3)

### Materials

Unfamiliar picture stories cut up

### Purpose

To "create" a story of one's own

### Procedure

Each player holds a picture which is only part of the jigsaw. Players may not see each other's pictures.

There are several versions of this game: (1) Sometimes it is simply a matter of each pupil describing his or her picture and the group fitting the jigsaw together; (2) Sometimes players draw numbers to determine the order of their picture and have to justify its (often apparently illogical) place in the story by inventing all kinds of extra details; (3) Sometimes one key picture is removed and players have to work out what might have happened.

## OTHER BOXED AND BOARD GAMES FOR COMMUNICATION

Guess Who and De Bono: Think links can be used at Stage 1 while Monopoly, Metropoly, and Cluedo can all be used at Stage 3.

## E3 Puzzles and quizzes

Mary Glasgow Publications provide a number of useful crossword puzzles, word searches and games books.

There are also many foreign magazines with such puzzles and quizzes and self-analysis questionnaires.



# F Simulations and plays

Like communication tasks, simulations have a purpose and involve pupils in taking on roles and performing communicative functions as if for real in some simulated environment. Like games, simulations are often devised for fun and enjoyment rather than for anything else. Simulations seem to us to have one or other of the following additional features:

- (a) Either they are improvisations that draw a great deal on the imaginative power of pupils who must create their roles (e.g. The Raft Game, see below)
- (b) Or they are fairly large-scale activities involving co-operation among pupils on a number of tasks that link into some cohesive whole (e.g. producing a TV simulation).

They may of course have a combination of the above features.

Ken Jones in his excellent book Simulations in language teaching (Cambridge University Press) refers to a simulation as an event which has "reality of function in a simulated and structured environment". The activity undertaken is real and played out as real by the participants who may be themselves or may be playing particular roles, but the environment is simulated and the whole is carefully structured, though what takes place within it is largely unpredictable. Simulation is now accepted practice in much vocational and management training and lends itself well as a technique in learning to communicate. Simulations are essentially dynamic and unpredictable and are one of the best ways of involving the whole pupil in purposeful activity. We have divided this area into the following sections:

F1 Simulations

F2 Plays

Few attempts have been made to suggest appropriate Stages for this section of the syllabus, since, as with many communication tasks and games simulations can often be introduced at several levels with appropriate preparation and with appropriate adjustments to the complexity of language expected.

## F1 Simulations

### F1.1 A FEW EXAMPLES CULLED FROM VARIOUS SOURCES ILLUSTRATIVE OF THOSE FOUND USEFUL:

#### (A) THE RAFT GAME

A group of people are shipwrecked on a raft. The participants can either take roles or act themselves. There is only enough food and water for half the group. The characters must justify why they should remain on board. Eventually only the desired number will remain, the rest get drowned. (This can also be done with parachutes on a crashing plane, crossing the desert, etc.)

#### (B) PEOPLE, PLACES AND PROBLEMS

Prepare some separate slips of paper naming a theme and a scene, e.g.

<u>Theme</u>	<u>Scene</u>
Crime does not pay	in the market place
Nobody loves me	on the boat to France
Life is very boring	at a disco

Divide the class into groups. Put the slips of paper in separate boxes. A member of each group collects one slip from each box. Groups then prepare a short sketch based on the theme and the scene they have drawn. You can also do this with:

<u>People</u>	<u>Places</u>	<u>Time</u>	<u>Weather</u>
a hijacker	a ship	midnight	foggy

### (C) TRAPPED

The class is divided into groups of 6-8. Each member of the group is given a personality and role and a reason for being in a hurry on this occasion. The group stands close together on a square on the floor. They are told they are in a lift which starts to move. Suddenly it stops. Players act according to their personalities and the degree of urgency they feel their needs warrant. The lift starts again. Pupils' reactions and the language used can be discussed afterwards. (The same can be done in a hut in a blizzard, a train going out of control, etc.)

### (D) OTHER SUGGESTIONS

Other suggestions that would need some structuring are as follows:

1. A group of people who desperately need to win on a horse wait for the racing result on the radio
2. Someone arrives for a party on the wrong evening
3. Waiting for a longwinded person to finish a phone call at a public kiosk
4. A group of 8 people are in an air-raid shelter. The bomb has dropped. There is only enough food for five. Three must be persuaded to leave. No murders or suicides allowed

### Fl.2 CREATING A STORY-LINE WITH FICTIONAL CHARACTERS AND ACTING IT OUT: LE ROMAN SIMULE

This section has been contributed by David Meldrum, though the idea for this section came from Francis Debyser, L'Immeuble. This is published by the Bureau pour L'Enseignement de la Langue et de la Civilisation Françaises à L'Etranger (BELC) in Paris. A simulated novel is a piece of imaginary history, evolved over a period of time in the classroom. It is composed by the pupils, from the starting point of a skeleton framework which outlines characters, relationships, situations.

#### The framework

The pupils are given certain basic pieces of information which form the starting point of the whole operation.

- (a) The characters (number of, sex of, etc)
- (b) Their relationship to one another (spouse, stranger, etc)
- (c) The situation which brings them together

#### Example of a framework

- (a) 12 people: 6 male, 6 female
- (b) 1 husband/wife and 2 children, 1 husband/wife, 1 boyfriend/girlfriend, 4 others
- (c) Staying in the same hotel during a holiday in Paris

#### Expanding the framework

- (d) Nationality
  - (e) Age
- d) 10 French and 2 others (to be established)
  - e) 2 aged 60+, 3 aged 40-60, 5 aged 16-40, 2 aged 16

Having been given this basic outline, it is the task of the pupils to create the actual characters.

#### Creating the characters

The pupils will give names, addresses, professions, likes/dislikes for each character. From the pupils' point of view, this is the beginning of the "novel". They have been given an outline sketch intended to act as an initial framework as regards characters and setting, and they now begin to bring life to the situation. It is important to have the characters represented in the classroom pictorially. Cut-outs of pictures from magazines stuck on to a background is probably the simplest way of doing this. With a picture to base their ideas on, the pupils will give the characters what seem to be appropriate names, ages professions, interests, etc.

### Naming the characters

A French newspaper, phone book, etc, will provide a variety of names, in order to avoid the over-use of the few French names which the pupil will actually have encountered. Reporting the names to the teacher is in itself a useful exercise in pronunciation.

### Profession and interests of the characters

The use of a French-English dictionary here is important if this is to be a meaningful learning exercise. Otherwise pupils will simply be restricted to those few professions for which they know the French, irrespective of whether it seems appropriate to the person or not. The same applies to interests. With pupils inexperienced in the use of a foreign language dictionary, this may lead to several "blunders", but "blunders" which will easily be put right by the teacher, and will also lead to a more judicious use of the dictionary on the part of the pupil. In this way the characters are actually created by the pupils. This fact of the pupils' controlling the development of the "novel" should not be underestimated as a motivating factor.

### The storyline

It is important to stress at this point that once the class or class and teacher have agreed upon any aspect of a character or any event which takes place, this should be noted and become fact. If this did not happen, the project would degenerate into a series of more or less haphazard events involving unreal characters, and would thus lose most of its appeal. Once the characters have been established, the teacher should then proceed to develop the "novel" by whatever means he or she feels to be appropriate. The modes of approach are many, but there are certain important guidelines worth bearing in mind.

Variety in the type of exercise is important. Otherwise the class will simply associate the "novel" with a certain type of exercise and will probably become fairly rapidly disenchanted.

Structure The extent to which the teacher structures a given situation or allows the class to develop it as they wish, will depend upon: (a) the level and ability of the class, (b) the type of task involved, (c) the teacher's aim in setting the task.

Aims Each stage in the development of the "novel" will reflect a specific aim of the teacher. In Debyser's L'Immeuble 66 tasks (rather than teaching aims) are set out and form the basis of the content of the "novel". This is all very well if the raison d'être of the "novel" is to provide a framework to allow pupils to express themselves in the foreign language, both orally and written. There are two points here: (1) The tasks Debyser sets presume a relatively advanced level. (2) They are generally unrelated to any specific teaching aim (other than the very general one of encouraging the pupil to express himself in the foreign language). However, if the teacher were to develop the "novel" by setting tasks which reflect his or her carefully planned objectives: (1) The "novel" technique would lend itself to being used at any level. (2) The teacher would ensure that he is presenting and adhering to his syllabus, but in a way which to the pupil does not smack of text books and grammar lessons.

### Types of task

There are many different types of task which the teacher could set in order to develop the "novel". Those used will depend upon his specific aims. Some suggestions:

#### (a) Role-playing

To develop the pupil's ability to communicate in a given real-life situation  
To practice/reinforce a specific function/point of grammar  
To help the pupil to respond in an appropriate manner, e.g. protesting at the unreasonable behaviour of another or persuading another of one's point of view.

#### (b) Letter-writing

Formal  
Informal

(c) Communication tasks

Two pupils are given different pieces of information relating to the same topic and are required to converse in the foreign language until both have the knowledge they require and have completed the task set.

(d) Writing tasks

To develop the pupil's ability to write in the foreign language. This could be a long or short narrative or description. It could take the form of a diary of events supposedly kept by one of the novel's characters.

(e) Coping with the authentic foreign language

In the communicative classroom, the teacher will wish to expose the pupils as much as possible to the authentic language - both spoken and written. The "novel" and its characters will provide a suitable framework for the teacher to present travel brochures/timetables, cinema/theatre guides, etc, which will themselves form the basis for comprehension and communication exercises.

(f) Giving a verbal report

This could be a description of a scene or event observed by one of the characters, or an account of how he came to lose a wallet/purse, break his or her leg, etc. There are doubtless other useful techniques which the class teacher will evolve to cater for his or her specific aims.

Classroom use of the "novel"

The "novel" may be seen as a type of project to which one period per week is allotted over the course of a session or term. How long it should last is a matter for the class teacher to determine, taking into account the level, interest and motivation of the class. Bearing in mind that it takes several periods to establish the characters before the "novel" proper really begins, and that thereafter one would often only deal with one task per period, the minimum number of periods required to complete a short "novel" would probably be 15-20. In most cases it will be more. The class teacher will devise a situation to interest the class and give scope for the working out of the learning aims. Here follows one possible outline:

"PARIS EN 4 JOURS"

THE FRAMEWORK

- (a) 12 people: 6 male, 6 female
- (b) 1 husband/wife and 2 children, 1 husband/wife, 1 boyfriend/girlfriend, 4 others
- (c) Staying in the same small hotel in pairs
- (d) 10 French and 2 others (to be established)
- (e) 2 aged 60+, 3 aged 40-60, 5 aged 16-40, 2 aged 16.

TASKS

- 1. Assign name and age to each character
- 2. Establish each one's address
- 3. Professions
- 4. Interests

Task

Objective

- |   |   |
|---|---|
| 5. Each character phones the hotel to reserve a room suited to his needs, wishes and pocket.      | Role-playing, booking hotel room          |
| 6. On arrival one character protests that his room is not as he requested.                        | Complaining/protesting                    |
| 7. After settling in, characters plan their first evening's activity.                             | Expressing immediate plans and intentions |
| 8. Breakfast next morning. Characters meet others for the first time and get to know one another. | Socialising, acquiring/giving information |



- |  |  |
|--|--|
| 9. Lunch. Characters eat out.  | Ordering in a restaurant. Possible use of authentic menus  |
| 10. Over lunch certain characters discuss what they did, saw that morning.   | Talking about what one did/saw, where one went, etc  |
| 11. One character gives his views of the Eiffel Tower.   | Short verbal description   |
| 12. Two characters plan which film to go and see that evening.   | Communication task in which each pupil has information about different films. Also pupils express likes/dislikes/preferences and seek to persuade others |
| 13. Certain characters send postcards to friends or family describing what they have seen and done.  | Informal letter-writing  |
| 14. One character loses his/her wallet/purse and goes along to the Police Station to report the loss and relate the circumstances of the loss. | Giving a verbal account  |
| 15. Characters settle their hotel accounts, ask for bills and in certain cases query charges.  | Paying, enquiring, objecting   |
| 16. Back at school one of the children is asked to give a written account of the holiday.  | Written summary  |

### Fl.3 MAKING A RADIO PROGRAMME SIMULATION OR A TELEVISION PROGRAMME SIMULATION

While it is not possible to enter into the technical details of how to make "good" tape or video recordings here, it should be part of a pupil's general education that he or she learns to use camera and recording equipment in order to get the maximum benefit from it in school or outside. In many cases pupils are much more successful than their teachers at this. It saves the teacher time and energy if pupils can use tape recorders themselves, whenever they think they have something worth recording. A small cassette recorder, preferably with a built-in microphone, is all that is necessary in the first instance for "vetting" pupils' contributions to taped programmes. The fact that pupils' work involves an end product which can be enjoyed by themselves and others is also a highly motivating feature of such co-operative ventures.

For a final version of a tape, whatever its topic, it is perhaps as well to bear in mind that interest in audio-visual or audio material can flag very quickly, even if pupils are listening to themselves. This can be overcome by adopting some of the media techniques employed in magazine style programmes:

- keep it short
- don't have too much of the same thing
- contrast views, voices, etc
- keep questions and answers to the point
- music, especially by the class musician, can liven things up in short doses
- the unexpected always gets the listener's attention
- even the most dull language area can be enlivened by creative treatment, e.g. personal questions of the "what is your name, address, age, etc" type can be turned into a sinister interrogation with only a change of tone and no alteration of language. This sets up all sorts of expectations in the listeners.

There is enormous flexibility in even the simplest language. One does not have to exploit "directions" for example in the imaginary streets of Ambiers - one could be lost in a tropical forest with noises off and odd ear-piercing screeches; one could describe one's home not to a potential penpal in role-play but to a visitor from the 21st century; one could describe people, not from our point of view but as seen from a space ship by intelligent beings unencumbered by our clumsy bodies. Pupils themselves, once they are made aware of such possibilities, are a never-ending source of ideas for potential exploitation of even the dullest material.

(a) Recording interviews on tape

It is important that interviews have a point, an obvious topic, a beginning and an ending.

People to interview  
(by pupils preferably)

Other pupils as themselves  
Other pupils playing a role  
Non-language teachers with some foreign language ability  
Other language teachers  
Head teachers  
Visitors to the school (students, foreigners, etc)  
Foreign conversation assistants  
Parents who can speak a little of the foreign language  
Local people of interest  
Foreign pupils over here  
Pupils and adults abroad

Topics

Opinions on topics of teenage interest  
Language ability and attitudes to foreign languages  
Knowledge of foreign countries  
Current events  
Ideas as to improvements for school life  
Problems of teenage/adult relationships  
Facts of general interest

(b) Making your own radio programme on tape

A regular class or departmental radio programme gives an added incentive to the production of listening material by staff and pupils. Having a deadline to work to is also a spur to finishing projects off in time. Such programmes can include : school news, current local events, human interest stories, skits, interviews, a serial, music, jokes, a simulated "phone-in", opinion surveys, commercials.

(c) Making tape/slide sequences

Holiday slides or slides collected in the course of a class-to-class or penpal-to-penpal exchange can be incorporated into a lively presentation with the addition of dialogues, music or background noises and the help of the foreign assistant. Where a foreign trip or exchange is planned, material-collecting can be organised in advance so that topics such as shopping, scenery, local teenage fashions, etc can be divided out amongst pupils who can later be helped to write simple scripts.

(d) Making home-made video programmes

Programmes might be made up on the following suggestions:

- (1) Chat-shows with foreign assistants, non-language teachers, and school visitors, compered by appropriate pupils. These need careful scripting in advance, which could be undertaken by groups.
- (2) Shows on a topic, such as Christmas in the foreign country involving different age-groups in songs, sketches, and dances. A series of these can last several years.
- (3) Videos showing the class's progress in communication exercises and games, strictly for internal consumption and a good laugh at the end of the year.
- (4) Magazine-format programmes, including news and comment about events related to the foreign country, interviews, and music, with perhaps each year-group taking it in turn to produce a programme.
- (5) Video-recordings of photo-romances. It is possible to film on video some photo-romance magazines, taking each picture as a still, using foreign assistants as voice-overs, and with the addition of suitably romantic music to produce a highly entertaining "home-movie", which, unlike only one copy of a magazine, the entire class can enjoy at once. These can also be used as a serial, the next instalment of which is eagerly awaited.

### (e) TV simulations

This section has been contributed by Mr R Slater, PT Modern Languages, West Calder High School. An actual TV simulation was made in West Calder High School entitled "Quatorze - Quinze". This featured the following items:

- (1) Motor-cycle safety: an introduction to the hazards of motor-bikes, followed by a feature on a road safety course in our school
- (2) Anti-smoking: an interview with one of the class's smokers: how she started, how much it costs, how she wants to give up smoking but can't. (To lend authenticity, the smoker appeared as just a dark silhouette on the screen)
- (3) Cross-country: the finishing line at a cross-country race: an introduction, followed by interviews with the runners
- (4) School-exchange: a feature on our French exchange: interviews with previous participants and those about to set off
- (5) Our French assistant: a profile of our "assistant"
- (6) Texas: an interview with one member of the class who had just spent 6 months in Houston, and his impressions of the USA
- (7) Outdoor education: one boy who is keen on outdoor pursuits took extracts from a film on various activities and did a voice-over. He then interviewed the teacher responsible for outdoor education in the school
- (8) Weather: the weather forecast for Scotland
- (9) Hockey: a feature on the trophy-winning 3rd year girls hockey team
- 10) Adverts: two or three adverts for the commercial break
- 11) News readers: a team of three presentable pupils with clear voices provide the continuity

Similar simulations are currently being done in an attempt to set up video-exchanges with foreign schools.

## F2 Plays

There are few activities so totally engrossing as producing a play. Teachers who are willing and interested but who hesitate in the face of such an undertaking might consult with their colleagues in the drama department and perhaps read such books as: O'Neill, C et al Drama Guidelines (Heinemann); Casciani, J Speak for Yourself (Harrap); Maley, A, and A Duff Drama Techniques in Language Learning (Cambridge University Press).

### Translating plays from English sources

If teachers feel the need of a script to work from and cannot attempt this from scratch themselves, some good plays used by the English, drama, history or guidance departments can be translated and adapted for foreign language classes. Many of the plays currently used to illustrate teenage problems and stimulate class discussion are good sources of plots, dialogue, etc.

### Plays written by pupils and teachers

Perhaps the most rewarding way of going about producing a play is where teachers and pupils collaborate on creating a play around an event, topic, or problem. Inspiration often comes from the pupils themselves and some of the most successful productions are those in which the actors feel themselves "for real" in their parts. Since language teachers are not concerned with training would-be actors, but with developing the language resource of individual pupils it would seem important that what is produced relates to the pupils' world to some extent. There are many ways of going about this. One of these is to give pupils an outline of a scenario or perhaps a simple physical or psychological situation, and ask them to project themselves into it in their imagination. Talking through possibilities, looking for unexpected angles on everyday events, unusual reactions, situations of stress or comedy can lead to a plot which may start off as fairly fluid. Such

a procedure does of course entail a relationship of trust and confidence between pupils and teacher and it may take time to find a medium for all the ideas, but it rarely happens that a group of pupils fails to come up with a plot, because their imaginations when tapped seem limitless.

In past years plays have been written by teachers and pupils on outlines such as these :

- (i) Class enters competition to take them to World Cup Final. Results of competition announced. Their coupon is 100% correct. Shamefaced pupil admits he forgot to post it.
- (ii) A Scottish waiter in a Spanish Fawlty Towers cases havoc and allows the Spaniards to get their own back.
- (iii) A mass murderer strikes terror among a group of friends. One's coffee is poisoned, one is pushed from a train; the group diminished, the murderer fakes his own death and reveals himself in a gripping finale.



# G The development of communicative skills and strategies

## Skills

Communicative skills can be developed in an indirect way through involving pupils in the sort of communicative experiences already outlined in earlier sections of the syllabus, since in order to complete the communicative tasks or take part in the various communicative activities pupils will employ skills such as looking for information in speech, or reading with understanding, or writing short and clear messages, or exchanging information in speech.

Communicative skills can also of course, be developed in a more direct way through a number of fairly well known exercise-types. These will include for example : listening comprehension activities involving listening for information or listening to speech and answering questions, or reading comprehension activities involving locating and extracting information, or gist-extraction, or tracing argument in a text.

Other exercises may concentrate on getting pupils to use dictionary information, or to write summaries of textual information.

It has not unfortunately been possible in these guidelines to devote nearly enough time to the elaboration of suggestions as to how to go about developing skills and strategies in this more direct way. This is however not such a new field of concern to language teachers as is the bringing about of communication in the classroom.

We would recommend: Candlin, C: The communicative teaching of English, Longman 1981, which gives examples of exercise types.

## Strategies

By strategies we refer to the means employed by experienced communicators to cope with difficulties encountered (e.g. unknown words, background noise, inadequate language resource, etc.) It is only through undertaking the sort of communicative experiences already outlined, where the pupil's language resource is being stretched, that he or she will require the strategies for coping with difficulty in communication.

This section is divided up as follows:

- G1 Interaction skills
- G2 Information processing and study skills
- G3 Social skills
- G4 Strategies

## G1 Interaction skills

### STAGES 1 AND 2

- G1.1 Ability to follow the gist of conversations in which you are involved and to take part as appropriate
- G1.2 Ability to exchange information, simple opinions and attitudes in conversation in the foreign language, and come to conclusions
- G1.3 Ability to get things done and respond to requests and instructions through conversation
- G1.4 Ability to plan and arrange things with others
- G1.5 Ability to understand a letter in the foreign language and reply to it in English (Stage 1) or in the foreign language (Stage 2/3)
- G1.6 Ability to play simple games through the medium of the foreign language

### STAGE 3

As for Stages 1 and 2 plus

G1.7 Ability to correspond in the foreign language expressing information, opinion and attitude

### STAGE 4

As for Stages 1, 2 and 3

G1.8 Ability to narrate verbally a sequence of events/personal experiences in an explicit clear way

G1.9 Ability to extract information from spoken or written sources and exchange it in conversation with another participant

G1.10 Ability to write messages in the foreign language

G1.11 Ability to understand commercial correspondence related to tourism

G1.12 Ability to cope with the telephone in the foreign language for social interaction

### STAGE 5

G1.13 Ability to discuss a topic and to argue

G1.14 Ability to interpret (gist only) for others in and out of the foreign language from both speech and writing

G1.15 Ability to correspond for commercial purposes related to tourism and the purchase of goods

G1.16 Ability to give clear advice, instructions or explanations in particular contexts.

## **G2 Information processing and study skills**

### STAGE 1

G2.1 Ability to use a dictionary

G2.2 Ability to use a table of contents or index

G2.3 Ability to use pictorial information (everyday symbols, etc)

G2.5 Ability to read signs, notices, menus, adverts

G2.6 Ability to look for information in spoken and written text appropriate to this stage

G2.8 Ability to present information obtained from a written or spoken source in a manner appropriate to this stage

### STAGES 2 AND 3

As for Stage 1 plus

G2.9 Ability to look for information in extended prose forms such as magazines, leaflets, brochures, catalogues, etc

G2.10 Ability to read and understand the gist of articles and informative texts appropriate to this level

G2.11 Ability to respond personally to stories and texts written for enjoyment

G2.12 Ability to present information obtained from written or spoken sources in a manner appropriate to this stage

## STAGE 4

As for Stages 1, 2 and 3 plus

- G2.13 Ability to look for specific explicit information in contrived TV/radio (news, weather, information, interview)
- G2.14 Ability to understand explicit information, to follow argument and draw inferences from written and spoken material
- G2.15 Ability to summarise information in English obtained from spoken or written sources in the foreign language
- G2.16 Ability to study a topic, assemble information, present it in English, in project form and discuss it verbally through conversation in the foreign language

## STAGE 5

- G2.17 Ability to make notes in English for one's own purpose from a spoken or written source in the foreign language
- G2.18 Ability to understand simple cultural allusions in spoken and written material in the foreign language.
- G2.19 Ability to study a topic, assemble information and write it up in the foreign language (e.g. part of a tape/script exchange with a foreign school)
- G2.20 Ability to cope with real TV and Radio of an appropriate sort in the foreign language (News Programmes etc) and to be able to discuss the information provided

## G3 Social skills

### ALL STAGES

It is clear that within a communicative language learning framework more is involved than simply linguistic proficiency. The way pupils behave and interact with each other and with adults is also part of how they communicate, and in assessing levels of communicative ability, teachers also consciously or unconsciously take into account various non-linguistic features of performance. Communication, after all, has to do with getting on with people.

The following non-exhaustive list represents some of the skills displayed by the pupils judged as "good communicators":

- clear speech
- eye-to-eye contact
- general good manners
- appropriate facial expressions denoting participation
- listening to what others say so as to react appropriately, not merely putting in an occasional, rehearsed remark
- knowing when to take over speech
- knowing when to stop talking
- interrupting politely
- knowing how to argue/object without being annoying
- encouraging others to join in
- helping others with language difficulties
- adapting language to the situation and knowing what is appropriate with regard to other speaker(s).

## G4 Strategies

These strategies are designed for dealing with difficulties in communication.

### ALL STAGES

- G4.1 Ability to predict the intentions of others, and to know their probable reactions to one's utterances
- G4.2 Ability to infer from the total context what is intended by speaker/writer
- G4.3 Ability to interpret gestures and facial expressions and any other paralinguistic features to help one understand what is said
- G4.4 Ability to guess the meaning of an unknown word or phrase from the linguistic context in which it is used
- G4.5 Ability to use knowledge about the relationship between the mother tongue and the foreign language (if any) to help to infer the meaning of unknown items
- G4.6 Ability to deduce the meaning of unfamiliar words through the beginnings of an understanding of word formation in the foreign language (roots, stems, affixes, suffixes, derivations, compounding, etc)
- G4.7 Ability to get someone to repeat, rephrase, simplify what has been said or written so that one can understand it
- G4.8 Ability to get someone to spell a name or a word that one cannot grasp
- G4.9 Ability to use appropriate mime, gestures and facial expressions to help to convey one's intentions
- G4.10 Ability to find and put together simple linguistic forms in one's language resource to paraphrase what one wishes to say, whether these forms be standard or learner-variety ones
- G4.11 Ability to use one's knowledge of the relationship between the mother tongue and the foreign language to create possible foreign words to convey one's meaning
- G4.12 Ability to use one's knowledge of word-formation in the foreign language to create a possible foreign word to convey one's meaning



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The guidelines have emerged from the work done in Lothian Region's Project on Graded Levels of Achievement in Foreign Language Learning, and will be of great interest to all those concerned with modern language teaching in schools.



SYLLABUS GUIDELINES FOR  
A GRADED COMMUNICATIVE APPROACH TOWARDS  
SCHOOL FOREIGN LANGUAGE LEARNING

PART 2 - FRENCH

SUGGESTED LANGUAGE RESOURCE

These syllabus guidelines have emerged from the work done in Lothian Region's Project on Graded Levels of Achievement in Foreign Language Learning (G.L.A.F.L.L.)

JOHN CLARK AND JUDITH HAMILTON

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## NOTE

Syllabus guidelines 2: French must be seen in conjunction with Syllabus guidelines 1: Communication

Syllabus guidelines 1: Communication is available from the Centre for Information on Language Teaching and Research (CILT).

## CONTRIBUTORS

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# Introduction

This part of the syllabus suggests Stage by Stage the content of the French Language Resource that pupils can be encouraged to build up both through tackling and in order to tackle the various communicative events, activities and tasks contained in Syllabus guidelines 1: Communication.

Syllabus guidelines 2: French has been set out in terms of suggested Communicative Functions, General Notions, Specific Notions and Grammar. An indication is given of the language exponents suggested for each Stage in each section. We have chosen to set out the Language Resource that pupils might internalise in this way, since functions (what people do or intend to do with the language they express) and notions (the concepts people refer to when using language) help us to select which particular language forms our pupils will need to master. The functions and notions that were indicated in Syllabus guidelines 1: Communication can now be found in Part 2 with the suggested exponents for each Stage. For further guidance on functions and notions we would recommend to teachers the article by Brian Page: 'Notions, functions and threshold levels' in Audio-Visual Language Journal, vol 71, 1978.

## FUNCTIONS, NOTIONS AND EXPONENTS

We have made extensive use of the Council of Europe's document Un niveau seuil, in order to choose appropriate foreign language exponents to suit the functions and notions that arise out of the communicative events, activities and tasks in Part 1 of this syllabus. The functions, notions and exponents listed can only be seen as suggestions, since for receptive purposes, pupils must learn to cope with whatever functions, notions and exponents are involved in native speaker speech and writing, and for productive purposes pupils must learn to express their own meanings and intentions with whatever language resource is available to them at the time. This is not a prescribed syllabus. It is not intended that the language exponents given should be systematically ingested and regurgitated. The grammar and vocabulary through which Pupil A effects communication need not be the same as the grammar and vocabulary through which Pupil B achieves the same end. What matters is that both achieve communication at a level of proficiency commensurate with the nature of the task set and with the context in which it has to be carried out.

The particular foreign language exponents given are intended to be suggestions that will serve as the basis for formal receptive and productive work, or for teacher intervention when learner needs are exposed. Any particular individual's receptive language resource is likely to be greater than his or her productive one, but any attempt to characterise the nature or extent to which this should be so is hopelessly arbitrary. There is therefore no systematic attempt made to distinguish between receptive and productive suggestions, except in those cases where it is highly predictable that certain exponents will be needed for recognition and understanding only, e.g. certain transactional formulae in shopping, certain public announcement formulae, certain signs and notices in the foreign environment, certain more complex but often used native speaker locutions, etc. In these cases a ° suggests that the exponent may be for Listening only, and an \* suggests that the exponent may be used for Reading only. In certain cases items indicated as ° (Listening) or \* (Reading) at one Stage might well become part of the productive vocabulary at a later Stage. Certain items will be required by certain pupils but not by others, e.g. particular parental occupations. These have been marked as optional.

Each function and notion has been set out in the left-hand column and then language exponents appropriate to them have been suggested cumulatively along the page at Stages 1 - 5. Thus the teacher can have a birds-eye view of what is suggested at each Stage, and of how progression is achieved. If a particular language has several exponents for the same function or notion, usually the easiest (or sometimes the most common exponent, which is often also the easiest) will have been selected for the lowest Stage at which the function or notion is introduced. Other language exponents for the same function or notion may be introduced at later Stages. Teachers are expected to come back to particular functions and notions as pupils progress through the Stages. Thus functions, notions and exponents can be recycled, and further exponents added, as pupils progress, and as sensitivity to context becomes more important.

It must be remembered that in order to be fully and effectively communicative the language

exponents selected must be appropriate to the user's role, to the relationship with the addressee, and to the context in which participants find themselves. In setting out language exponents, it is very seldom possible to list all the contextual variables for any one function or notion. Only the most likely ones will be shown. Teachers must therefore use their discretion and their own knowledge of the language in selecting appropriate exponents for particular contexts.

#### THE SUGGESTED GRAMMAR

The suggested grammar has been extracted from the language exponents used in the functional/notional part of the syllabus. If we wish pupils to internalise ways in which particular elements in a language resource can be combined with others and used flexibly and creatively in order to mean particular things in particular contexts, then we must be concerned with grammar. Without the internalisation of a system pupils would merely be able to regurgitate set phrases, or produce arbitrary combinations of single words which would certainly not effect communication in the real world.

An internalised grammar based on a notional approach to the selection of forms should enable learners to be able to understand and to express essential notions such as 'time', 'sequence', 'cause and effect', 'quantity', 'spatial relationship', etc at the earliest Stages by providing them with a few key forms. They do not necessarily have to be able to control the entire range of grammatical or vocabulary forms associated with these particular notions. The notion of 'past time', for instance, can be realised at the early Stages through one particular tense form or through use of words such as 'yesterday' or 'last week' without full mastery of the entire past tense system in all its ramifications and irregularities. We must beware of overloading pupils with too many grammar forms at one time in a search for unattainable native speaker accuracy.

It is important for teachers to realise that the grammar that they teach, and the system that learners find for themselves through communicative experience, will automatically give rise to systematic errors (as well as unsystematic mistakes) at every Stage. These systematic errors may arise from a number of sources - a misunderstood rule, an over-generalised rule, an incorrectly drawn hypothesis, etc. Any grammar system that is not complete will necessarily mean that if the learners operate it to their own ends they will make errors. These must therefore be expected, since they cannot possibly be avoided.

By helping Stage 1 pupils to internalise the Stage 1 grammar, the teacher can, we hope, enable them to have a system adequate enough to cope with whatever communicative needs may arise, whether the exponents created on the basis of the Stage 1 system are correct or not. Very occasionally pupils will be able to take appropriate whole chunks from their memory store, but in most communicative situations they will have to rely on whatever language resource system they have internalised to understand what they hear or read, and to create language appropriate to context.

In order to show what might well happen in the classroom, exponents for a particular function and notion are indicated. The function and notion are in Column 1. In Column 2 the native speaker exponent that might have been taught is shown, in Column 3 a learner exponent that might have been provoked by conscious application of grammatical rules at Stage 1 is given, and in Column 4 a learner exponent that might arise quite naturally is shown:

Function + Notion	Native speaker exponent	Learner exponent A	Learner exponent B
Giving Information (Narration) Event in past tense + Movement to + Name	Je suis allé chez le médecin	*J'ai allé au médecin	*Je allé le docteur

It is not yet possible for us to do this for all functions and notions in our syllabus. The interesting questions to which language teachers need to address themselves might be summarised as follows:

1. Having obtained from the pupil the form in the third column, as a direct result of having taught the first stage of a *passé composé* system (J'ai .....é), does one:
  - (a) let the error pass?
  - (b) correct it as if it were some sort of anomaly, and thereby get the pupil to learn 'Je suis allé' as a lexical item, not yet fitted into the *passé composé* system?
  - (c) merely 'expand' what the pupil has produced by saying perhaps 'Pourquoi tu es allé chez le médecin, alors?' thereby exposing the pupil to a corrected version of the form without formally correcting it?
  - (d) teach the 'être + ...é' system as well as the 'avoir + .....é' system then and there?
  
2. Having obtained from the pupil the form in the fourth column, does one:
  - (a) let the error pass?
  - (b) correct it along the lines of (b) above ?
  - (c) expand along the lines of (c) above ?
  - (d) reteach the 'J'ai ...é' system (and risk next time obtaining, 'J'ai allé') ?
  - (e) teach the 'être ...é' system and reteach the 'avoir ...é', system? (Far too much learning to take in all at one time at Stage 1)
  - (f) just teach the 'être ...é' system, and risk next time getting 'JE suis mangé', for example?

The circumstances surrounding the production of any error may differ, i.e. the pupils may have been engaged in real or simulated communication, in which case errors are to be expected and may be unimportant, or they may have been engaged in language practice, in which case such errors were not expected and are important. The level of performance normally obtained from the individual pupil who made the error may to some extent determine the way in which the teacher handles the situation. Those who perform well should be kept to high levels of accuracy. There would seem to be few clear answers to the questions posed. In order to be able to cope with errors, teachers need to be aware of what occurs and why, and they need to be sensitive to the particular pupil and to the particular circumstances in which errors occur. Research into the actual exponents used by language learners as they progress through Stages is required, as is research into the most effective way of coping with error. For the moment a judicious mixture of common sense, classroom experience, and the insights provided by language-learning theory is all that we have to go on.

#### CAVEAT

The conscious formal study and practice of the forms of a language will not by itself lead to the effective internalisation of a language resource with which to effect understanding and communication in real life tasks. It was therefore suggested in the Introduction in Part 1 that a balance between formal study and practice, skill-development exercises, and communicative experience be maintained, and that a link be forged between the two in a systematic way. Thus Part 1 of the Syllabus has been linked to Part 2, and the functional/notional sections in Part 2 to the Grammar. It is the teacher's task to ensure that these links are recreated in the classroom, and that effective communication be seen as the immediate end to any learning undertaken at any Stage. This Language Resource will 'power' the communicative activities in Part 1. It will be of little use if learnt in isolation from them.

**A**  
**COMMUNICATIVE FUNCTIONS**



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- A1.2. Greetings
- A1.3. Health enquiry
- A1.4. Leave-taking
- A1.5. Introductions
- A1.6. Thanking
- A1.7. Expressing good wishes

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- A5.11. Punctuating and paragraphing
- A5.12. Telephoning

Stages 1 and 2	Stage 3	Stage 4	Stage 4
Socialising Identifying Asking about/stating facts Describing Expressing intention Giving simple opinions (as facts) Stating ability Expressing wishes Expressing likes, dislikes and preferences Expressing simple needs and sensations Commenting Responding and reacting to: requests for information, statements and comments Agreeing/disagreeing Offering something Requesting something Asking someone to do something Suggesting an action Reacting to offers, requests, suggestions and instructions Accepting and declining Reacting to unpleasantnesses Apologising Making arrangements Inviting Asking for permission Asking for help Attracting attention Coping with language problems Expressing: approval, disapproval, gratitude, regret, interest, anger and abuse	Giving simple instructions Offering to do something Complaining Asking for specific advice Reporting what others did (single events)	Comparing one thing with another Narrating a series of events Discussing topics of interest Asking for opinions Expressing shades of doubt and certainty, and more complex opinions Expressing hopes and future conditional possibilities Expressing anticipation Expressing sympathy, indifference, boredom, resignation, surprise, and disgust	Reporting what asked/thought Giving detailed instructions Arguing for/ag Exemplifying Justifying Expressing mor Persuading Explaining Expressing dis worry

## A1 Socialising

Function	Stage 1	Stage 2	Stage 3	Stage 4
<u>A1.1 Modes of address</u>				
- in speech	James! Monsieur Madame Mademoiselle Messieurs-Dames*			
- on an envelope	Monsieur*   +prénom Madame*   +nom Mademoiselle* M, Mme, Mlle*			
<u>A1.2 Greetings</u>				
face to face	Bonjour! Bonsoir! Salut!			
- telephone				Allô, c'est X.
- in a letter (informal)		Cher/Chère* ... Bien cher/chère* ...		
- in a letter (formal)				Monsieur Madame Mademoiselle
<u>A1.3 Health enquiry</u>				
- Initiating	Ça va? Comment ça va? Ça va bien?	Comment allez-vous? Ça va mieux?		Tu es

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>Health enquiry</u> (cont.) greeting	Ça va, (merci, et toi?) Ça va bien, merci. Ça ne va pas. Pas mal, merci, et toi?			Je ne me sens pas bien.	Je ne suis pas en forme.
<u>Leave-taking</u> speech	Au revoir! À bientôt! Salut! Bonne nuit!	À tout à l'heure! À demain! À lundi, etc.		Bonne journée! Bon après-midi!	
<u>In a letter</u> (formal)	Amitiés* Amicalement* Grosses Bises*				
<u>In a letter</u> (formal)				Veillez agréer, monsieur, l'expression de mes sentiments les plus distingués.*	
<u>Introductions</u> asking name	Comment tu t'appelles? Comment vous appelez-vous?				
giving name	Je m'appelle X.				

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>1.5 Introductions</u> (cont.) introducing oneself	Prénom + nom Je m'appelle X.				
introducing another			Voici Mary.		Je vous présente
reacting politely to an introduction					Enchanté(e)!
<u>1.6 Thanking</u> in speech	Merci (bien/beaucoup).				
reacting when thanked			De rien.		Je vous en prie
in a letter			Merci pour les photos.	Je te remercie beaucoup pour les photos.	
<u>1.7 Expressing good wishes</u> initiating	Joyeux Noël! Bonne Année! Bon anniversaire! Bonnes vacances! Bon weekend!		Bonne chance! Amusez-vous bien!*	Bon appétit! Bon voyage!	Santé! À la tienne! Bonne fête! À tes souhaits
responding	À toi aussi!				

## A2 Exchanging information

Function	Stage 1	Stage 2	Stage 3	Stage 4
<u>A2.1 Identifying</u>				
- objects and animals	Qu'est-ce que c'est? C'est un poisson.			
- people	Qui est-ce? C'est qui? C'est le directeur. C'est mon frère. C'est moi.			
- people (on the telephone)				Qui est à l'appareil? C'est Pierre? C'est moi, Mary.
- ownership	C'est à qui? C'est à moi. C'est à Marie.			
- whose turn it is	C'est à qui? C'est à toi.			
<u>A2.2 Asking for/ giving information</u>				
- asking 'Yes/No' questions	Il est malade?			

Function	Stage 1	Stage 2	Stage 3	Stage 4
<u>A2.2 Asking for/ giving information (cont.)</u>				
- reacting to 'Yes/No' questions	Oui. Non. Peut-être. C'est possible. Je ne sais pas. Mais non, il ...		Je crois que oui/non.	Bien sûr que oui/non. Je n'en sais rien.
- asking negative questions			Il n'est pas malade?	
- reacting to negative questions			Mais si! Mais non!	
- making statements	J'ai perdu mon crayon. Il ne pleut pas.			
- asking where, why, who, which, how, how much, etc	Il est où? C'est qui? Pourquoi tu es en retard?			
- answering where, why, who, etc	A la maison. C'est moi, Mary. J'ai raté le bus.			
- asking how to do something			Comment tu ouvres ça?	
- replying saying how to do something			Avec un couteau.	



Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Asking for/giving information (cont.) Saying when, why, etc	Il arrive à huit heures. Elle est à la maison.				
Describing Saying what someone is like	Il/elle est comment?				
Saying what someone is like	Elle est comment, ta robe?				
Saying what someone is like	Il est beau, ton ami.				
Comparing Saying a noun	Ça va? Non, c'est trop cher.				
Comparing Saying something with another				C'est plus cher que chez nous. Il fait moins froid ici qu'en Ecosse. Ils mangent mieux que nous.	
Narrating personal experiences Saying the events	J'ai été chez le médecin.				

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Narrating personal experiences (cont.) Saying the sequence of events	..., et ...		..., puis ...	D'abord, ... puis ...	Après avoir fait cela, j'ai ... Avant d'aller au lit, j'ai ...
Reporting Saying what others said				Il a dit: 'Je n'aime pas ça.'	Il a dit qu'il avait déjà mangé.
Reporting Saying what others asked				Elle a dit: 'Vous venez?'	Elle a demandé si tu pouvais l'aider.'
Reporting Saying what others told us				Il a dit: 'Entrez!'	Il m'a dit de m'asseoir ...
Seeking confirmation Asking			C'est à huit heures, n'est-ce pas?	C'est bien à huit heures qu'on se rencontre?	
Inquiring about or expressing knowledge Saying about people and places	Tu connais Jean? Tu connais Glasgow?				
Inquiring about or expressing knowledge Saying where you know someone/somewhere	Je connais Marie. Je connais Edinburgh.				

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>A2.8 Enquiring about or expressing knowledge (cont.)</u>					
- saying you do not know someone/somewhere	Je ne connais pas James. Je ne connais pas Paris.				
- asking someone if they know how to do something	Tu sais jouer de la guitare?				
- saying you know how to do something	Je sais nager.				
- reacting saying you know			Oui, je sais.		
- reacting saying you did not know that				Ah, je ne le savais pas.	
<u>A2.9 Enquiring for/expressing opinions</u>					
- expressing opinion as a fact	Il est malade.				
- asking someone's opinion				Qu'est-ce que tu en penses?	
- expressing opinions				Il est absent, je crois.	A mon avis...

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>A2.9 Enquiring for or expressing opinions (cont.)</u>					
- reacting with opinions				Je crois qu'il est dans le jardin. Je crois que oui. Je crois que non. Je ne crois pas. Je ne pense pas.	
<u>A2.10 Agreeing and disagreeing</u>					
- non-committal reaction	Mmm ... Oui ...	Ah bon! Je vois ...			
- agreeing	D'accord! Je suis d'accord.	C'est ça.		Bien sûr! Tu as raison.	
- disagreeing	Mais non! Je ne suis pas d'accord.				
- saying the other person is wrong				Ce n'est pas vrai, ça. C'est complètement faux, ça.	Mon œil! Tu rigoles! Tu parles!
- expressing doubt about what someone has said				Ah bon? Tu es sûr? C'est vrai? Vraiment?	Tu exagères! Sans blague! Ça m'étonne!
- correcting a statement, with emphasis	C'est à huit heures (pas à sept heures).				

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>Certainty and doubt</u> Asking if what was certain				Tu es sûr? C'est certain?	
Asking that something is certain				Il vient, j'en suis sûr.	
Asking by express-certainty				C'est sûr. C'est certain.	
Expressing doubt					Je doute fort que*. Ça m'étonnerait que*... que*...
Asking by express-doubt					J'en doute fort.
Asking if something possible				Il est chez toi, peut-être?	Peut-être que*...?
Asking that something is possible				Tu as peut-être raison. Il est là-bas, peut-être.	Il doit être malade.
Asking by express-possibility			Peut-être.	C'est possible. Oui, probablement.	Ça se peut.
Asking by express-impossibility				Ce n'est pas possible. C'est impossible.	

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>Certainty and doubt (cont.)</u> Asking by express-probability/condition					Je m'en doutais.*
<u>Permission</u> Asking for permission	Je peux ouvrir la fenêtre?		On peut partir, Monsieur?		
Granting permission	Oui.			Bien sûr.	
Refusing permission	Non.	Non, je regrette ...			
<u>Bidding</u>	C'est défendu.* C'est interdit.*				
<u>Worthwhile or not</u> Asking whether something is worthwhile					Ça vaut la peine?
Asking that something is not worthwhile					Ça ne vaut pas la peine/le coup.
<u>Preferable or not</u> Asking what is preferable					Il vaut mieux res...

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>A2.15 Necessity and need</u>					
- expressing need	Je voudrais aller aux toilettes.	J'ai besoin d'un couteau.			Il me faut...
- expressing necessity	Il faut que*...				Je dois... Il faut... restes. Il faut...
- asking if something is necessary				Est-ce que c'est vraiment nécessaire?	Faut-il... que...?
- replying stating something is necessary				Oui, il le faut. C'est nécessaire. C'est obligatoire.	
-stating that something is not needed/necessary				Je n'ai pas besoin de... Ce n'est pas nécessaire.	
<u>A2.16 Appearance</u>					
- stating that something appears to be so				Tu as l'air fatigué(e).	Il me semble...
<u>A2.17 Arguing</u>					
- enumerating points in an argument					Première... Deuxième... Finalement...

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>A.2.17 Arguing (cont.)</u>					
- paraphrasing					C'est à dire...
- exemplifying					... par exemple...
<u>A2.18 Intention</u>					
- asking about intention	Tu fais quoi ce soir?	Qu'est-ce que tu fais ce soir?			
- expressing intention	Je vais au cinéma ce soir.	Je vais faire du ski samedi.		J'ai décidé de partir demain. J'ai l'intention de...	
- expressing future condition				S'il pleut, je reste à la maison.	
<u>A2.19 Hope</u>					
- expressing hope				Je vais y aller, j'espère.	J'espère venir...
- replying: I hope so			J'espère que oui.		
- replying: I hope not			J'espère que non.		
<u>A2.20 Ability</u>					
- asking and answering about ability to (no impediment)	Tu peux venir? Je peux venir à huit heures.				



Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>20 Ability (cont.)</u>					
Asking and answering about knowing how to	Tu sais nager? Je sais jouer de la guitare. Je nage bien.				
Asking and answering about language ability	Vous parlez anglais? Je parle un peu français.		Je lis un peu. J'écris un peu.		
Asking and answering about inability (impediment)	Tu ne peux pas? Je ne peux pas sortir samedi.				
Stating that you do not know how to	Je ne sais pas faire ça.			Je n'ai pas encore appris à ...	
<u>21 Obligation</u>					
Stating	Il faut que je parte. (as a fixed phrase)				Il faut que ... Tu dois ...
Asking					Tu devrais ...
<u>22 Likes, dislikes and preferences</u>					
Asking and answering about likes and dislikes	Tu aimes le football? Tu n'aimes pas le vin blanc? J'aime le ski. Je n'aime pas le haggis.	J'adore Toyah. J'aime beaucoup nager. Je déteste l'anglais.		Ça te plaît? Ça t'a plu, le film?	J'ai horreur des tripes.

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>23 Likes, dislikes and preferences (cont.)</u>					
Asking and answering that you like something	Ça va.	Comme ci, comme ça.			
Asking and answering about preferences	Quel est ton sport préféré? C'est mon sport préféré.	Je préfère l'histoire.		J'aime mieux danser le rock.	
<u>24 Wishes</u>					
Asking and answering about wishes	Tu veux ...? Je voudrais ...	Veux-tu bien ouvrir la fenêtre, s'il te plaît?			

### A3 Expressing attitudes

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>A3.1 Asking for an evaluation</u> - likes/ dislikes	Tu aimes Abba? C'était bien?		Tu as aimé ...? Ça t'a plu?		
- opinions			Comment tu l'as trouvé?	Qu'est-ce que tu en penses?	
<u>A3.2 Expressing love</u>		J'adore la musique pop. Je t'aime.			
<u>A3.3 Expressing admiration</u> - initiating/ reacting	C'était formidable, la musique. Elle est super, Toyah. Le film était magnifique.				
- initiating/ reacting	C'est formidable! C'est magnifique! C'est super!			C'est extra! C'est terrible!	
<u>A3.4 Expressing approval</u>	Bien! J'aime beaucoup ton disque. C'était bien, le match. Le repas était excellent.		Elle n'est pas mal. Chic alors!	Ça te va bien, cette couleur. Le film m'a plu.	

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>A3.5 Expressing interest</u> - initiating/ reacting		C'est intéressant, l'histoire.	La géographie, ça m'intéresse.		
<u>A3.6 Expressing anticipation</u> - initiating/ reacting				J'attends les vacances avec impatience. Je serai très content(e) de ...	
<u>A3.7 Expressing friendship</u> - initiating/ reacting	J'aime bien Graham. Elle est sympa, Marie. C'est mon ami(e).	C'est mon copain. C'est ma copine.			
<u>A3.8 Expressing sympathy</u> - initiating/ reacting				Quel dommage! C'est dommage.	Pas de
<u>A3.9 Expressing praise /encouragement</u> - initiating/ reacting	Félicitations! (C'est) très bien. Formidable!			Bravo!	

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
10 <u>Expressing surprise</u> Initiating/ Reacting				Ça alors! Ça m'étonne. Tu m'étonnes.	Je ne m'y attend pas.
11 <u>Expressing regret</u> Initiating/ Reacting		Je regrette, je ne peux pas. Excusez-moi.	Malheureusement ...	Je suis désolé(e).	
12 <u>Expressing worry/reassurance</u> Expressing worry					C'est inquiétant.
Reassuring				Ça ne fait rien.	Ne t'en fais pas.
13 <u>Expressing indifference</u> Initiating/ Reacting		Bof!		Ça n'est égal.	Ça ne me regarde Je m'en fiche! Qu'est-ce que tu veux que j'y fasse.
14 <u>Expressing boredom</u> Initiating/ Reacting				C'est ennuyeux.	C'est casse-pieds J'en ai marre.

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>Expressing resignation</u> Initiating/ Reacting				C'est comme tu veux. Tant pis!	
<u>Expressing disapproval/complaining</u> Initiating/ Reacting	Ça ne va pas. Je n'aime pas ça. (Ce n'était) pas bien. Ce n'est pas une bonne idée. C'est stupide, ça.		Je n'ai pas aimé ça. La soupe est froide.	Le film ne m'a pas plu. C'était affreux. C'était moche.	Ce n'était pas fameux. C'était débile.
<u>Expressing disappointment</u> Initiating/ Reacting					J'ai été déçu(e). C'est dommage ...
<u>Expressing anger/swearing</u> Initiating/ Reacting	Zut! Mince alors!			Merde!	
<u>Expressing disgust</u> Initiating/ Reacting				C'est affreux. C'est dégoûtant.	C'est dégueulasse. Quel'e horreur!

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>A3.20 Expressing abuse</u> - initiating/ reacting	Idiot! Espèce d'imbécile!		Allez-vous en!	Fiche-moi la paix! Salaud!	
<u>A3.21 Expressing apology</u> - apologising	Je m'excuse ... Excusez-moi. Pardon ...		Malheureusement ...	Je suis désolé(e) ...	

#### 4 Getting things done

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>4.1 Offering</u>	Tu veux un bonbon?		Je peux t'aider?	Je peux t'aider à monter les valises? Tu veux un coup de main?	
<u>4.2 Requesting</u> - asking for something	(Tu as) un crayon, s'il te plaît? Je voudrais du pain.	Passe-moi les ciseaux.			Tu n'aura pas de pain, ça va.
<u>4.2 Requesting</u> - asking someone to do something	Tu ouvres la fenêtre, s'il vous plaît?	Veux-tu bien ouvrir la fenêtre?	Ouvre la fenêtre, s'il te plaît.		Pourriez-vous passer la main? Dis-lui de fermer la fenêtre.
<u>4.3 Suggesting/making arrangements</u>	On va au cinéma? Huit heures, ça va?		Allons voir le match!		Si on allait au cinéma? ... ça va t'arranger.
<u>4.4 Inviting/making arrangements</u>	Tu viens au cinéma avec moi? Tu peux venir demain?				
<u>4.5 Reacting to offers, requests, suggestions and invitations</u> - accepting	Bonne idée! Je voudrais bien. Je veux bien. Oui, avec plaisir. Oui, merci beaucoup. D'accord!			Volontiers!	Je n'y arrive pas.



Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
ont.) ning	Merci. Non, merci.	Je regrette, je ne peux pas.	Je ne suis pas libre.	Malheureusement ...	
ting stantly					Si tu insistes.
ivising ng for advice			Comment est-ce que je fais ça?	Quel est le meilleur moyen de ...?	
ng advice					Tu devrais ... A votre place, je ..
arning	Attention!*	Doucement!*	Ne touchez pas!*		
eminding t forget to				N'oublie pas ton crayon.	N'oublie pas qu'on se rencontre à huit heures.
ng for a nder					Rappelle-moi de lui téléphoner.
nstructing (also A4.2.) ructing someone o something	Tu coupes le papier en trois ...* Prenez la première rue à gauche.*				

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Helping ing urgently help	Au secours!*				
ing for help			Tu peux m'aider?	Tu peux me donner un coup de main?	
ering help			Je peux vous aider?	Tu veux un coup de main?	
cting to request help	J'arrive!				
l Persuading					Je t'assure que ... Tu devrais ... + (use of superlativ e.g. le meilleur) + (use of stress an intonation)

## Organising and maintaining communication

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>A5.1 Attracting attention</u>	Pardon, Monsieur ... S'il vous plaît, Madame ... Excusez-moi ... Hé ...!				
<u>A5.2 Pausing - holding the initiative</u>					... alors ... euh ... eh b ... voyon
<u>A5.3 Seeking confirmation</u>					..., tu ..., tu ..., n'e
<u>A5.4 Expressing lack of comprehension</u>	Je ne comprends pas.			Je n'ai pas bien compris.	
<u>A5.5 Asking for repetition or rephrasing</u>	Comment? Pardon?	Plus lentement, s'il vous plaît. Voulez-vous bien répéter cela, s'il vous plaît?	Qu'est-ce que tu as dit?	Je n'ai pas bien compris?	
<u>5.6 Asking how to spell something mentioned</u>			Comment ça s'écrit?		
<u>5.7 Asking for an explanation/translation</u>	Qu'est-ce que ça veut dire? En anglais, s'il vous plaît?				

Function	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>A5.8 Asking someone to explain what they just said</u>					C'est Qu'est veut
<u>A5.9 Asking how to say something in the foreign language</u>	Comment dit-on ... en français?				
<u>A5.10 Laying out a letter</u>	(See A1.1, A1.2, and A3.4.)				
<u>A5.11 Punctuating and paragraphing</u>		(Use of comma, full stop, question mark, inverted commas, and paragraphs.)			
<u>A5.12 Telephoning</u> - greeting				Allô! C'est toi, X? Je voudrais parler à X, s'il vous plaît.	Qui e X à B Ne qu
- ending a conversation				Au revoir!	

**B**

**GENERAL NOTIONS**

B1. Reference to people, places, things, events, qualities and ideas

- B1.1. People
- B1.2. Things
- B1.3. Places
- B1.4. Actions/events
- B1.5. Qualities
- B1.6. Ideas/propositions

B2. Existence/non-existence; Availability/non-availability

B3. Presence/absence

B4. Happening

B5. Time

- B5.1. Clock time
- B5.2. Points in time
- B5.3. Present time
- B5.4. Future time
- B5.5. Past time
- B5.6. Beginning
- B5.7. Ending
- B5.8. Continuing
- B5.9. Changing/becoming
- B5.10. Before/after/at the same time
- B5.11. Sequence
- B5.12. Early/late/on time
- B5.13. Duration
- B5.14. Frequency
- B5.15. Speed

B6. Space

- B6.1. Location
- B6.2. Movement
- B6.3. Distance
- B6.4. Motion towards
- B6.5. From where

B7. Quantity

- B7.1. Numbers and fractions
- B7.2. Measurement
- B7.3. Expressions of amount
- B7.4. Expressions of degree

B8. Characteristics

- B8.1. Shape
- B8.2. Physical appearance
- B8.3. Colour
- B8.4. Material
- B8.5. Characteristics of material
- B8.6. Wetness/dryness
- B8.7. Seeing
- B8.8. Hearing
- B8.9. Tasting
- B8.10. Smelling
- B8.11. Age
- B8.12. Conditions
- B8.13. Psychological characteristics

B9. Evaluation

- B9.1. Price
- B9.2. Evaluating things seen, heard, done, eaten, etc
- B9.3. True/false; Correct/incorrect
- B9.4. Normality/abnormality
- B9.5. Utility
- B9.6. Importance
- B9.7. Ease/difficulty

B10. Relations within and between units of meaning

- B10.1. Comparison
- B10.2. Possession
- B10.3. Negation
- B10.4. Actor/action relations
- B10.5. Logical relations between units of meaning



B GENERAL NOTIONS

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
D1 <u>Reference to people, places, things, events, qualities &amp; ideas</u>					
B1.1. <u>People</u>					
- subject	je, tu, il, elle, on, nous, vous, ils, elles <i>Name of person</i>				
- object		me, te, le, la, nous, vous, les <i>Name of person</i>			
- reflexive			me, te, se, nous, vous, se		
- indirect object			me, te, lui, nous, vous, leur <i>à + Name of person</i>		
- disjunctive	moi, toi, nous, vous	lui, elle		eux, elles	
- interrogative	qui? <i>à qui?</i>	qui est-ce qui? qui est-ce que? lequel, laquelle, lesquels, lesquelles,			
- relative pronoun				qui, que	dont celui/celle qui... R auquel, à laquelle et R duquel, de laquelle et R (vers) lequel, laquelle et

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
D1.1 (contd)					
- demonstrative		celui-ci, celle-ci celui-là, celle-là			
- other expressions		toute le monde tous	un autre quelqu'un d'autre on personne	plusieurs tous les deux quelques uns chacun la plupart certains	n'importe qui
B1.2. <u>Things</u>					
- general	la chose	le truc le machin			
- subject	il, elle ils, elles <i>Name of object</i>				
- object		le, la, les en (eg. J'en voudrais) <i>Name of object</i>			
- reflexive				se (eg. ça se mange)	
- interrogative	quoi?	qu'est-ce qui? qu'est-ce que que...? lequel, laquelle? lesquels, lesquelles? <i>quel, quelle + Name of object</i>		quelle sorte de?	
- relative pronouns				qui, que	
- demonstrative	ce, ça				
- other expressions		quelque chose	la moitié	la plupart	n'importe quoi

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
B1.3 <u>Places</u>	ici là où? d'où? <i>Name of place</i>		y (eg. J'y vais)		en (eg. J'en reviens)
- relative pronoun				où	
B1.4 <u>Actions/events</u>	faire		arriver	se passer	avoir lieu événement affaire
B1.5 <u>Qualities</u>	comme ça				ainsi de cette façon
B1.6 <u>Ideas/Propositions</u>	ça (eg. Je n'aime pas ça) ce.....ça (eg. C'est bête ça) ça, ce.... (eg. Ça, c'est bête)		idée	en (eg. Qu'est-ce que tu en penses?)	y (eg. J'y réfléchis)
- relative pronoun					ce qui..... ce que.....

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
B2. <u>Existence, Non-existence, Availability, Non-availability</u>	il y a il n'y a pas		Y'a-t-il encore? Il n'y en a plus		Il en reste
B3. <u>Presence/Absence</u>	être là ne pas être là présent absent L Qui est-ce qui manque?				
B4. <u>Happening</u>	il y a (eg. Il y a un concert ce soir)		arriver	se passer	avoir lieu
B5.. <u>Time</u>					
B5.1. <u>Clock Time</u>	Quelle heure est-il? X heures - et quart - et demie -moins le quart X heures X X heures moins X midi minuit		21 heures 30 (24 hour clock)	Vous avez l'heure?  vers deux heures	

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<b>B5.2 Points in time</b>					
	quand ? à deux heures matin après-midi soir nuit weekend semaine mois année, an			siècle	
- days of the week	lundi, mardi etc				
- months	janvier, février etc.				
- seasons	été, automne, hiver, printemps				
- festivals	Noël Nouvel An Pâques		Fête Nationale (le 14 juillet)		
- dates	On est le combien? le trois décembre etc.				mil neuf cent quatre-vingt trois
- time clause expressions				quand	lorsque au moment où.....
<b>B5.3 Present Time</b>					
- verbal expressions	Present Tense			être en train de	
- other expressions	aujourd'hui ce matin, ce weekend etc.		maintenant	en ce moment actuellement	

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<b>5.4 Future Time</b>					
- verbal expressions	Present Tense aller + infinitive			Future Tense être sur le point de	
- other expressions	demain demain matin demain soir etc.	tout à l'heure bientôt la semaine prochaine etc.	dans X semaines	après demain le lendemain	
<b>5.5 Past Time</b>					
- verbal expressions	Passé Composé Imperfect		Passé Composé Imperfect	R Past Historic Present Tense + depuis venir de	
- other expressions	hier hier matin			il y a deux semaines avant hier à ce moment-là alors la semaine dernière etc. la veille	

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
B5.6 <u>Beginning</u>	commencer			depuis début commencement	
B5.7 <u>Ending</u>	finir (eg. Il faut finir! J'ai fini) arrêter (eg. Arrêtez de faire ça)			ne.....plus	se terminer
B5.8 <u>Continuing</u>			encore toujours	continuer en train de rester	
B5.9. <u>Changing/ Becoming</u>				changer devenir	
B5.10 <u>Before/After/ At the same time</u>					
- before	avant six heures		déjà	avant (eg. Qu'est-ce que tu as fait avant?) avant de.....	d'abord R avant que.....
- after	après six heures		plus tard	après après avoir...	R après que.... par la suite

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
B5.10 (contd) - at the same time				en même temps	
B5.11 <u>Sequence</u>			prochain (eg. le mois prochain)	d'abord... puis et puis finalement à la fin  L Au suivant	ensuite  premièrement deuxièmement troisièmement Pluperfect
B5.12 <u>Early/On Time/ Late</u>					
- early			tot de bonne heure		
- late	en retard		trop tard		
- on time				à l'heure	
B5.13 <u>Duration</u>	heure(s) minute(s) seconde(s) jour(s) semaine(s) an, année	mois combien de temps?	pour combien de temps? pour trois mois encore toujours pendant	quinzaine longtemps durer (eg. le film dure 1 heure) depuis (eg. j'attends depuis 1 heure) jusque	R pendant que.. R jusqu'à ce que



Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
B5.14 <u>Frequency</u>			combien de fois? souvent encore (une fois) ne...jamais le lundi tous les lundis quelquefois	d'habitude pas souvent rarement X fois par semaine de temps en temps la plupart du temps	

B5.15 <u>Speed</u>				X kilometres à l'heure vite lentement	vitesse
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## B6 Space

B6.1 <u>Location</u>	être où? à dans en chez derrière devant en face de à côté de près de sous sur au bord de	loin de entre au milieu de au dessus de au dessous de	de quel côté? le long de	se trouver	situé
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Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
B6.1 (contd)	là ici là-bas derrière devant en face loin à côté	par ici par là en dessous en dessus en haut, là-haut en bas	dedans dehors au milieu	ailleurs (là) où....	

B6.2 <u>Movement</u>	aller entrer (dans) sortir (de) partir arriver venir monter descendre traverser tourner passer rentrer quitter marcher courir aller à pied			s'arrêter s'approcher	avancer reculer
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B6.3 <u>Distance</u>	à côté loin près de -	à X kilomètres tout près			
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Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
B6.4 <u>Motion towards</u>	ou ? à, au, en (eg. à l'école au Canada en France)		vers		
B6.5 <u>From where</u>	d'où ? de Paris				
B7. <u>Quantity</u>					
B7.1. <u>Numbers &amp; Fractions</u>	combien?				
- cardinals	zéro un, deux, trois, ...cent (1-100) demi (eg. demi-heure)		un quart mille (1-1000) X et demi(e) trois quarts	deux et deux font....	
- ordinals	premier, deuxième dernier (1st, 2nd & last)		troisième centième (3rd-100th)		
B7.2 <u>Measurement</u>					
- of distance	C'est loin? kilomètre mille à X milles	tout près à côté		C'est à quelle distance de...? mètre centimètre	
- of weight	kilo livre, demi-livre gramme		lourd léger	peser	poids

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
B7.2(contd)					
- of liquids	combien? litre, demi-litre verre bouteille				
- of temperature				Il fait quelle température? X degrés moins X	
B7.3 <u>Expressions of amount</u>	beaucoup pas de..... un peu pas assez trop	tout encore		quelques la plupart de ne.....que seulement	tant o
B7.4 <u>Expressions of degree</u>	très trop assez pas assez		si	aussi.....que plus.....que moins.....que	si.... tellen

Notions	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
B8. <u>Characteristics</u>					
B8.1 <u>Shape</u>				rond carré rectangulaire triangulaire cercle carré rectangle triangle	en forme de....
B8.2 <u>Physical Appearance</u>	grand petit gros mince joli beau pas joli pas beau		long court large étroit maigre laid	moche	
B8.3 <u>Colour</u>	de quelle couleur noir, blanc, bleu rouge, jaune, vert, marron, gris	(bleu) clair (bleu) foncé	orange	violet	
B8.4 <u>Material</u> - clothes			être en : laine coton nylon		cuir
Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
B8.4 (contd) - objects					papier bois verre metal or argent Plastique
B8.5 <u>Characteristics of material</u>					dur doux épais fragile
B8.6 <u>Wetness/Dryness</u>				sec humide trempé mouillé	
B8.7 <u>Seeing</u>		voir ne pas voir		voir bien voir mal	apercevoir
B8.8 <u>Hearing</u>	bruit	entendre ne pas entendre	entendre bien, entendre mal		calme bruyant tranquille

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Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
B8.9 <u>Tasting</u>	être (eg. C'est très bon)		goûter (eg. Goûte ça) L parfum	sucré, doux amer	avoir le goût manquer de s
B8.10. <u>Smelling</u>			sentir (eg. ça sent bon, ça sent mauvais)	odeur	ça pue
B8.11. <u>Age</u>	quel âge as-tu? avoir X ans vieux jeune		nouveau neuf moderne ancien		
B8.12 <u>Conditions</u>	See A1.3				
- of people	(bras) cassé mort				
- objects/machines	cassé en panne X ne marche pas				troué
B8.13 <u>Psychological Characteristics</u>	intelligent bête stupide gentil sympa			paresseux méchant en colère drôle amusant ennuyeux	bien élevé mal élevé vilain

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
B9. <u>Evaluation</u>					
B9.1 <u>Price</u>	Combien ça coûte ça coûte X francs argent francs, centimes cher bon marché	monnaie	gratuit	ça vaut... billet pièce (de X francs)	C'est une b occasion
B9.2 <u>Evaluating things, seen, heard, done, eaten etc.</u>	bien, bon, beau pas bien, pas bon, pas beau, mauvais joli formidable magnifique			dégueulasse chouette affreux moche extra terrible	minable débile
B9.3 <u>True/false Correct/incorrect</u>	L correct/faux L juste/faux			vrai, pas vrai faux avoir raison avoir tort	se tromper faire une ex mentir mensonge
B9.4 <u>Normality/ abnormality</u>				normal pas normal bizarre étrange drôle	habituel



Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
9.5 <u>Utility</u>				utile pratique pas pratique	... sert à ...
9.6 <u>Importance</u>			important/ pas important	urgent	
9.7 <u>Ease/difficulty</u>		facile difficile			problème difficulté solution
10. <u>Relations within and between units of meaning</u>					
10.1 <u>Comparison</u>		même différent	pareil pas pareil comme	aussi...que plus...que moins...que pas si...que	semblable  R le plus - que R le moins - que
10.2 <u>Possession</u>	le stylo de X X est à moi mon, ton, son etc.			le mien, le tien etc.	appartenir à

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
10.3 <u>Negation</u>	ne....pas		ne...pas du tout ne...jamais ne...pas encore ne....personne personne.....ne ne...rien,rien...ne	ne....que ne....plus	R ne.....point ne....ni... ne.....nullepart ne....aucun
10.4 <u>Actor/action relations</u>					
- active	Pierre travaille				
- passive				R L'Ecosse a été battue par l'Espagne	
- impersonal	Il pleut On chante !				
- causatives					R Il le fait pleurer R Il lui a fait faire ses devoirs
- object of action	Je vois Pierre				
- beneficiary of action		Il a acheté des fleurs pour sa grande mère	Je vais te donner un bonbon		

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
B10.4 (contd) - instrument of action			Elle l'a tué <u>avec</u> un couteau		
B10.5 <u>Logical relations between units of meaning</u>					
- conjunction	et aussi			non plus	
- disjunction	ou mais				ou (bien)...ou ne...ni...ni...
- inclusion	avec			ensemble	y'compris
- exclusion		sans		sauf	à part
- opposition	mais			malgré  R bien que...	quand même cependant pourtant R quoique ... R bien que ...
- effect				... alors ...	si...que ... tellement...q R si bien que... de sorte que...
- cause	pourquoi ? parce que ...			car	R comment ça se que.....? R comment se fa que.....? puisque comme à cause de...

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
B10.5 (contd)					
- purpose			pour + infinitive	afin de + infinitive	pour que jun  afin que jun  de façon (+ subju)
- condition				S'il pleut, je ne sors pas	...sinc
- deduction					... donc

# C

## SPECIFIC NOTIONS

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- C16.9. Signs for services
- C16.10. Signs for restaurants, cafés, hotels, etc



C SPECIFIC NOTIONS

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C1 <u>Personal Background</u>					
C1.1. <u>name</u>	s'appeler L nom L prénom	able to spell appropriate letters of the alphabet for own name	écrire ; (eg Comment ça s'écrit?)	L signer R signature	
C1.2. <u>address</u>	habiter adresse rue, avenue etc.				
C1.3. <u>age</u>	âge X ans jeune/vieux anniversaire				
C1.4. <u>date of birth</u>	date		horoscope	né le... ; (eg Je suis né le trois juin) O Gémeaux etc.	20
C1.5. <u>nationality</u>	écossais anglais français britannique O others as necessary			nationalité étranger	

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C1.6. <u>home town/ origin</u>	habiter J'habite Edimbourg) ville } village } près de				
C1.7. <u>family</u>	père, papa mère, maman frère soeur famille	oncle tante grand-père grand-mère cousin cousine O others as appropriate	bébé fils/fille unique	plus jeune que...	aîné cadet
C1.8. <u>knowledge of languages</u>	français anglais O others as appropriate parler apprendre comprendre	lire écrire	allemand, espagnol, russe, italien		21
C1.9. <u>parent's job</u>			faire (eg Qu'est-ce qu'il fait ton père) O eg. ingénieur		

C2 <u>Describing self/ Describing others</u>					
C2.1. <u>physical description</u>	grand/petit gros/mince beau, joli pas beau pas joli	cheveux longs cheveux courts cheveux blonds cheveux bruns lunettes		cheveux frisés cheveux raides cheveux punk O individual variations as appropriate	chauve moustaches barbe mesurer

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C2.2 <u>clothes</u>	<ul style="list-style-type: none"> <li>pantalon</li> <li>jean</li> <li>T shirt</li> <li>pullover/pull</li> <li>anorak</li> <li>chemise</li> <li>cravate</li> <li>jupe</li> <li>veste</li> <li>chemisier</li> <li>robe</li> <li>chaussures</li> <li>bottes</li> <li>slip</li> <li>bas</li> <li>chaussettes</li> <li>manteau</li> <li>impermeable</li> <li>others as appropriate</li> </ul> <ul style="list-style-type: none"> <li>avoir</li> <li>porter</li> </ul>		<ul style="list-style-type: none"> <li>mettre</li> <li>enlever</li> <li>chic</li> <li>pas chic</li> <li>rapluie</li> <li>manches courtes</li> <li>manches longues</li> <li>others as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>costume</li> <li>chapeau</li> <li>others as appropriate</li> </ul>	élégant

C2.3 <u>sex</u>	<ul style="list-style-type: none"> <li>garçon</li> <li>filie</li> <li>homme</li> <li>femme</li> </ul>				<ul style="list-style-type: none"> <li>mâle</li> <li>fémeille</li> <li>R Sexe</li> </ul>
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C2.4 <u>character</u>					See General B8 13
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C2.5 <u>possessions</u>	<ul style="list-style-type: none"> <li>crayon</li> <li>stylo</li> <li>mouchoir</li> <li>porte-monnaie</li> </ul>	<ul style="list-style-type: none"> <li>agenda</li> <li>clefs</li> <li>others as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>trouvé</li> <li>(eg. Tu n'as pas trouvé. ?)</li> <li>vu</li> <li>(eg. Tu n'as pas vu...?)</li> </ul>		<ul style="list-style-type: none"> <li>bague</li> <li>boucles d'or</li> </ul>
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Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C2.5 (contd)	<ul style="list-style-type: none"> <li>argent</li> <li>cartable</li> <li>sac</li> <li>montre</li> <li>bracelet</li> <li>poche</li> <li>avoir</li> <li>ne pas avoir</li> <li>perdu</li> <li>(eg. J'ai perdu mon stylo)</li> </ul>				
(in the house)	<ul style="list-style-type: none"> <li>radio</li> <li>transistor</li> <li>stéréo, Hi-Fi</li> <li>magnéto</li> <li>télé</li> </ul>				

C2.6 <u>daily routines</u>	<ul style="list-style-type: none"> <li>se réveiller</li> <li>se lever</li> <li>manger</li> <li>prendre le petit déjeuner)</li> <li>prendre le déjeuner</li> <li>prendre le dîner</li> <li>dîner</li> <li>prendre une tasse de thé</li> <li>aller à l'école</li> <li>prendre le bus</li> <li>aller en vélo</li> <li>aller à bicyclette</li> <li>aller à pied</li> <li>rentrer</li> <li>faire les devoirs</li> <li>regarder le télé</li> <li>se coucher</li> <li>aller au lit</li> <li>others as required</li> </ul>			<ul style="list-style-type: none"> <li>s'habiller</li> <li>monter</li> <li>descendre</li> <li>other routines as required</li> </ul>	
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Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
3. <u>Health &amp; Hygiene</u> 3.1. <u>health/illness</u>	ça va ça ne va pas être malade		avoir un rhume être enrhumé aller mieux	avoir mal à (eg J'ai mal au ventre) L Ça te fait mal? avoir la fièvre L prendre la température grippe Je ne suis cassé.... coup de soleil piqué par	blessure blessé opération grave mourir mort
3.2 <u>visit to doctor/ dentist</u>				rendez-vous (eg Je voudrais un rendez-vous) médecin dentiste hôpital médicament ordonnance L Assurance L Sécurité Sociale	cachet suppositoire sirop
3.3. <u>parts of the body</u>	cheveux yeux visage tête oreilles dents gorge main bras ventre estomac jambe pied  ↓				

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
4 <u>perceptions with the senses</u>	regarder écouter	voir entendre		toucher sentir remarquer goûter	
5 <u>needs &amp; sensations</u>	être fatigué Je voudrais aller aux toilettes	avoir chaud avoir froid avoir faim avoir soif	avoir besoin de...	avoir sommeil être heureux être content être malheureux	être déprimé
<u>Use &amp; Home accommodation</u>	maison appartement chez moi habiter	à la maison	immeuble étage villa HLM		louer meublé non meublé
2 <u>rooms/structure</u>	toilettes W C salle porte fenêtre		salle de séjour salle à manger salle de bains cuisine chambre	pièce dedans escalier mur plafond plancher ascenseur	cave vestibule l'entrée grenier terrasse

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Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C2.3 (contd)	↓ dos nez bouche cou 0 genou doigt ongle coeur 0 others as appropriate				
C3.4 <u>personal hygiene</u>	prendre un bain prendre une douche eau		mouchoir savon serviette	coiffeur shampoing dentifrice brosse à dents peigne brosse	se brosser les se coiffeur miroir se raser rasoir se faire couper ch
C4. <u>Body Positions/Movements/Perceptions/Sensations</u>					
C4.1 <u>positions</u>				assis debout couché	
C4.2 <u>movements</u>	s'asseoir (eg. Asseyez-vous) se lever (eg. Levez-vous)		se mettre se coucher		
C4.3 <u>manual movements</u>	ouvrir fermer porter prendre	apporter	monter baisser	attraper lever pousser tirer emporter ramasser couper jeter tenir tourner	faire/défaire verser vider remplir laisser tomber accrocher/décro

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C5.3 <u>amenities in the home</u>			baignoire douche lavabo lumière allumer éteindre	bidet robinet	gaz mazout électricité chauffage 0 others as app
C5.4 <u>furniture &amp; objects in the house</u>	chaise table placard lit		lampe	drap couverture duvet oreiller téléphone 0 others as appropriate	meuble tapis cendrier 0 others as app
C5.5 <u>kitchen utensils &amp; machines</u>				frigo cuisinière machine à laver 0 others as appropriate	casserole poêle bouilloire évier 0 others as ap
C5.6 <u>cleaning</u>	L essuyer (eg. Essuyez le tableau noir!) laver			faire le ménage	brosse balai aspirateur chiffon éponge poubelle nettoyer



Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C5.7 <u>garden/outside</u>	jardin fleur		cour	garage dehors	pelouse grille
C5.8 <u>pet animals</u>	chien chat poisson oiseau cheval O others as appropriate				
C5.9 <u>describing houses</u>	grand petit			ancien moderne confortable propre sale	tranquille calme bruyant
C6 <u>School &amp; Education</u>					
C6.1 <u>type of school</u>	école collège (d'enseignement secondaire)		lycée aller à école primaire université		
C6.2 <u>subjects &amp; exams</u>	français anglais faire apprendre matière  O [ histoire géographie sciences travaux pratiques mathématiques Arts ménagers dessin musique éducation physique commerce	facile difficile intéressant pas intéressant leçon	O [ allemand espagnol russe italien O (other languages as required)	examen passer un exam réussir	ennuyeux échouer R baccalauréat R licence

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C6.3 <u>people, places &amp; events in school</u>	directeur professeur élève assistant classe salle de classe salle laboratoire de langues gymnase cantine cour bureau récréation vacances O others as appropriate		bibliothèque jour de congé la grand salle	concierge jour férié	

C6.4 <u>classroom management &amp; classroom relations</u>	The exponents shown in this section should be introduced as required. No attempt is made to place them in particular Stages.				
- objects and equipment in the classroom	affiche bande boîte bouton bureau cahier caméra cassette chaise chiffon craie crayon	diapo dictionnaire disque écouteur écran fenêtre feuille fiche de progrès film gomme image livre	lumière manuel magnétophone matériel micro photo placard porte prise projecteur règle rétroprojecteur	rideau store stylo table tableau noir téléviseur vidéo-cassette volume	

- classroom management  
by teacher

Notions  
absent  
accrocher  
activité  
affaires  
aider  
aller  
aller chercher  
anglais  
apprendre  
arrêter  
attendre  
bas  
bête  
bien, très bien  
brancher  
calme  
casser  
chanter  
chercher  
commencer  
comprendre  
continuer  
corriger  
demander  
dessiner  
deux  
deviner  
distribuer  
devoirs  
donner  
écouter  
écrire  
effacer  
emprunter  
enregistrer  
erreur  
éteindre  
étudier  
examen  
exercice  
faire les devoirs  
faute

Some examples

Mets tes affaires là-bas  
Je vais t'aider

Ne parle pas anglais!

Arrête de faire l'imbécile!  
Attends un peu!  
Parlez plus bas!

C'est très bien

Un peu de calme!

Qui veut commencer?  
Tu comprends?

Mettez-vous deux par deux

Tu veux distribuer les feuilles?

Qui veut effacer le tableau noir?

Je vais vous enregistrer

Eteins la lumière

C'est demain l'examen

Trop de fautes!

Notions

faux  
fermer  
finir  
fort  
français  
grammaire  
groupe  
jeu  
jouer  
juste  
leçon  
lire  
l'un après l'autre  
malade  
manger  
manquer  
mettre  
oublier  
ouvrir  
page  
parler  
partenaire  
phrase  
poser une question  
préparer  
prendre  
prêt  
prêter  
pronunciation  
raconter  
ramasser  
ranger  
regarder  
répéter  
répondre  
rester

Some examples

Parle plus fort, s'il te plaît

Mettez-vous en groupes  
Nous allons faire un jeu

Il est malade?  
Ne mangez pas en classe!  
Qui est-ce qui manque?

N'oubliez pas les devoirs

Parle à ton partenaire  
à ta partenaire

Tu es prêt?  
Prête-lui ton stylo

Qui veut ramasser les feuilles?  
Range bien tes affaires!

Tu n'as pas le droit de rester ici

Notion

retard  
réviser  
rôle  
savoir  
s'asseoir  
se balancer sur une chaise  
se corriger  
se dépêcher  
se lever  
se mettre  
se retourner  
se réveiller  
Silence!  
sortir  
suffire  
Faisez-vous!  
tard  
test  
tester  
tirer  
tourner  
Tous ensemble!  
Toute la classe!  
travailler  
tricher  
venir  
vite  
vocabulaire  
voir  
vrai

Some Examples

Pourquoi tu es en retard?  
Tu vas jouer le rôle du boulanger  
Je n'en sais rien  
Ne te balance pas sur ta chaise  
Mets-toi là-bas pour le moment  
Retourne-toi!  
Ça suffit!  
Je m'occupai de toi plus tard  
C'est aujourd'hui le test  
Tire les rideaux, s'il te plaît  
Mais tu triches!  
Viens ici!  
Tu vois bien?  
C'est vrai, ça?

- pupil remarks  
and requests

aimer, ne pas aimer  
aller  
avoir, ne pas avoir  
bien, très bien  
chanter  
chercher  
Comment dit-on .....?  
écrit-on.....?

Je n'aime pas ça  
Je n'ai pas de gomme  
C'est très bien, ça  
Comment dit-on "engineer" en  
français

Notions

comprendre  
correspondant  
corriger  
demander  
dessiner  
difficile  
distribuer  
écouter  
écrire  
emprunter  
ennuyeux  
entendre  
être chez X  
être en retard  
expliquer  
faire, ne pas faire  
faire marcher  
fermer  
finir  
jeu  
jouer  
lentement  
lire  
malade  
mettre  
oublier  
ouvrir  
Pardon!  
parler  
partenaire  
passer  
pouvoir  
rater le bus  
regretter  
savoir  
s'excuser

Some Examples

Je ne comprends pas  
J'ai une lettre de mon correspondant  
Je n'aime pas dessiner  
C'est trop difficile  
On peut écouter des disques?  
Je peux emprunter un stylo?  
Ça, c'est ennuyeux!  
J'ai été chez le médecin  
Voulez-vous m'expliquer ça, Madame?  
Je n'ai pas fait cette feuille-là  
Est-ce que je peux faire marcher  
le magnétophone?  
Je n'ai pas fini!  
On peut jouer?  
Voulez-vous parler plus lentement, Madame,  
s'il vous plaît?  
J'ai oublié de faire mes devoirs  
Qui est ma partenaire?  
Je peux ouvrir la fenêtre?  
Est-ce que je peux sortir?  
On peut chanter, Madame?  
J'ai raté le bus  
Je regrette.....  
Je m'excuse, Monsieur

	<p><u>Notions</u></p> <p>se mettre s'il vous plaît tailler (crayon) toilettes vite voir vouloir</p>	<p><u>Some Examples</u></p> <p>Je voudrais me mettre à côté d'elle, Madame</p> <p>Je ne vois pas bien d'ici, Monsieur Voulez-vous me tester s'il vous plaît, Madame? Je voudrais aller aux toilettes, s'il vous plaît, Madame.</p>
<p>- inter-pupil interaction in the organisation of communication tasks and games</p>	<p>aider aimer, ne pas aimer aller avancer avoir, ne pas avoir battre les cartes bête bien, très bien, pas bien carte case C'est à qui? C'est à moi C'est à toi Changer de rôle commencer correct, pas correct de distribuer donner expliquer faire faux gagner groupe Hé! idiot image imbécile instructions</p>	<p>Qui peut m'aider?</p> <p>Tu vas là-bas. Moi, je reste ici Tu avances de trois cases Je n'ai pas de feuille</p> <p>Ne sois pas si bête!</p> <p>Qui a les cartes?</p> <p>On va changer de rôle Qui est-ce qui commence?</p> <p>Passe-moi le dé</p> <p>Tu m'expliques comment ça marche?</p> <p>Qui a gagné? Tu n'es pas dans notre groupe</p> <p>Il y a trois objets sur mon image Où sont les instructions?</p>
	<p><u>Notions</u></p> <p>jeter les dés jouer jouer un rôle matériel mettre papier partenaire passer perdre pion poser les questions préférer prendre prêt reculer répéter répondre savoir</p> <p>se retourner tricher voilà...</p>	<p><u>Some Examples</u></p> <p>Je vais jouer le rôle de Pierre Tu as tout le matériel ?</p> <p>Je n'ai pas de papier C'est toi ma partenaire?</p> <p>Tu mets ton pion sur la première case C'est toi qui pose les questions</p> <p>Tu es prête? Il faut reculer!</p> <p>Je ne sais pas ce qu'il faut faire Tu dois te retourner pour ce jeu Tu triches</p>

The language required for the carrying out of the various tasks and games can be found in the appropriate sections on functions and notions, eg:

describing A2.3  
asking for information A2.2  
expressing opinion A2.9  
agreeing/disagreeing A2.10  
etc.



Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C7. <u>Careers &amp; Jobs</u>			quitter l'école travailler faire (eg Qu'est-ce que tu vas faire?) O Professions as appropriate	patron	carrière profession métier faire aller à l'université continuer les études diplôme gagner salaire patron chef employeur commerce industrie agriculture enseignement usine travailler chez X chômage
C8. <u>Hobbies, Leisure &amp; Holidays</u> C8.1 <u>sports</u>	football rugby nager tennis sport préféré jouer à regarder O other sports as required	terrain piscine joueur équipe marquer but points match voir le match match international gagner perdre	match nul	athlétisme coupe du monde	

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C8.2 <u>pop scene/ music</u>	musique classique musique pop jazz rock disque cassette chanson danser concert disco groupe transistor magnétophone stéréo télé	vedette hit parade numéro un boum chanteur chanter jouer de O Instruments as appropriate			

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C8.3 <u>TV/radio</u>	regarder radio transistor télé écouter		émission interview	informations	bulletin météo reperage
C8.4 <u>cinema/theatre/ concert/ museum/exhib- ition etc.</u>	cinéma film voir concert		billet guichet place vedette	Western film comique film policier film de science- fiction film d'épouvante acteur, actrice théâtre pièce réserver une place	musicien orchestre ballet danseur, danseuse exposition tableau sculpture opéra peintre compositeur sculpteur
C8.5 <u>other hobbies</u>	lire livre magazine revue O other hobbies as appropriate	journal bande dessinée dessins animés appareil prendre des photos faire la cuisine jouer aux cartes		photo roman roman poème bricoler aller à la pêche faire la pêche	
C8.6 <u>excursions &amp; sightseeing</u>	faire une promenade aller au bord de la mer aller chez.....	campagne parc faire un pique-nique	faire de la montagne faire les magasins faire un tour cathédrale château monument guide		
C8.7 <u>holidays</u>	vacances être en vacances aller en France	J'ai été en.... rester à la maison Je suis allé ....		faire de l'autostop faire du tourisme	

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C9 <u>Relationships with others</u>					
C9.1. <u>types of relation- ship</u>	parents ami copain, copine aimer aimer bien groupe	sortir avec		se marier avec	se disputer a s'engueuler a voisin embrasser faire une bis s'entendre bi
C9.2 <u>invitations &amp; appoint- ments</u>	Tu viens....?	se rencontrer aller chez boum		inviter invitation	
C9.3 <u>clubs &amp; societies</u>	club				réunion être membre d société
C10 <u>Town, Countryside and Environment</u>					
C10.1 <u>town</u>	ville village centre-ville rue etc magasin office du tourisme, syndicat d'initiative	parc commissariat		mairie quartier centre commercial	
C10.2 <u>political/ geographical terms</u>				région (eg. le Midi) département (eg Charente Maritime) nord sud est ouest	

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C10.3 <u>countryside</u>		campagne	montagne rivière lac colline champ bois herbe vallée forêt bois	paysage	
C10.4 <u>seaside</u>	mer au bord de la mer plage nager	bateau maillot de bain	se faire bronzer faire de la voile faire de la planche à voile sable	côte île vagues prendre un coup de soleil	
C10.5 <u>agriculture</u>				ferme fermier	agriculture poulet vache cheval mouton cochon O animal, bête olé moisson faire la moisson vignes raisins vignoble O others as required
C10.6 <u>plants/trees/ flowers</u>	fleur jardin	arbre plante		feuille	arbre fruitier buisson haie O as appropriate
Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C10.7 <u>non-domestic animals</u>	oiseau poisson			insecte	rat souris lapin O as required
C10.8 <u>weather</u>	temps il fait beau il fait mauvais soleil il pleut pluie il neige neige il fait chaud il fait froid		vent il fait du vent brouillard il fait du brouillard glace il gèle	averse climat ciel nuage tonnerre éclair lune étoile bulletin météo  température X degrés	orage tempête
C11 <u>Shopping &amp; Services</u>					
C11.1. <u>going shopping</u>	acheter faire les courses	acheter des provisions faire une liste			
C11.2 <u>names of shops/ markets etc.</u>	magasin marché supermarché épicerie alimentation boulangerie pharmacie		boucherie charcuterie pâtisserie marchand de légumes marchand de fruits poissonnerie kiosque à journaux librairie	coiffeur nettoyage	
C11.3 <u>goods</u>	For clothes see C2.2 For food and drink see C12.1. and C12.2				

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C11.3 (contd)					
- camping out			allumette camping gaz pile		
- correspondence	carte postale timbre souvenir		papier à lettres enveloppe		
- smoking			cigarette cigare		tabac
C11.4 <u>interaction in shops</u>	L Vous désirez? Je voudrais... Vous avez...? L Je peux vous servir? L C'est tout? C'est combien? Combien ça fait? coûter argent francs, centimes monnaie			essayer(des vêtements) ça me va? L Quelle taille faites-vous pointure faites-vous Je fais...	
C11.5 <u>hiring things</u>				louer rendre	
C11.6 <u>post office</u>	poste timbre			boîte aux lettres	télé mot paque envo
C11.7 <u>bank</u>			banque	changer de l'argent cheque de voyage	cart
C11.8 <u>telephone</u>				téléphone cabine composer un numéro téléphoner à..... occupé	

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C11.9 <u>police</u>	j'ai perdu X See C2.5 for possessions	commissariat agent	vol voleur voler		
C11.10 <u>emergencies</u>	Au secours!				ambulance Au feu! pompiers
C11.11 <u>hospital</u>				hopital accident	
C11.12 <u>garage/petrol station</u>			station-service garage essence super faire le plein mettre X litres	huile eau air vérifier les pneus	panne être en panne réparer moteur batterie ne marche plus vidange et autres us
C11.13 <u>tourist office</u>	office du tourisme syndicat d'initiative		carte plan de la ville brochure excursion Qu'est-ce il y a à voir ici		



Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C12 <u>Food &amp; Drink</u> C12.1. <u>food</u>					
	manger - quelque chose à manger				
- common snacks	<ul style="list-style-type: none"> <li>o œuf</li> <li>o pizza</li> <li>o croque-monsieur</li> <li>o omelette</li> <li>o sandwich au jambon/ fromage pâté saucisson</li> <li>o others as appropriate</li> </ul>				
- common starters	<ul style="list-style-type: none"> <li>o soupe</li> <li>o salade de tomates</li> <li>o assiette anglaise</li> <li>o assiette de charcuterie</li> <li>o crudités</li> <li>o pâté</li> <li>o others as appropriate</li> </ul>				
- meats	<ul style="list-style-type: none"> <li>o viande</li> <li>o bœuf</li> <li>o mouton, agneau</li> <li>o porc</li> <li>o veau</li> <li>o steak-frites</li> <li>o poulet rôti</li> <li>o côte d'agneau</li> <li>o côte de porc</li> <li>o rôti de porc</li> <li>o ragout</li> <li>o others as appropriate</li> </ul>				

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Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C12.1(contd)					
- sea food & fish	<ul style="list-style-type: none"> <li>o poisson</li> <li>o moules</li> <li>o huîtres</li> <li>o soupe de poisson</li> <li>o others as appropriate</li> </ul>				
- vegetables	<ul style="list-style-type: none"> <li>o légumes</li> <li>o frites</li> <li>o pommes de terre</li> <li>o riz</li> <li>o carottes</li> <li>o petits pois</li> <li>o haricots verts</li> <li>o salade</li> <li>o tomates</li> <li>o oignons</li> <li>o champignons</li> <li>o ail</li> <li>o poivrons</li> <li>o aubergines</li> <li>o courgettes</li> <li>o chou</li> <li>o poireau</li> <li>o others as appropriate</li> </ul>				
- pasta	<ul style="list-style-type: none"> <li>o pâtes</li> <li>o nouilles</li> </ul>				
- condiments	<ul style="list-style-type: none"> <li>o sel</li> <li>o poivre</li> <li>o moutarde</li> <li>o huile</li> <li>o vinaigre</li> <li>o vinaigrette</li> <li>o mayonnaise</li> <li>o others as appropriate</li> </ul>				

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Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C12.1. (contd)					
- bread/ butter/jams	pain gâteau biscuit croissant petit pain beurre confiture sucre				
- sweets	dessert glace tarte crème bonbon chocolat 0 others as appropriate				
- fruits	fruits salade de fruits pomme orange poire pêche banane raisins 0 others as appropriate				
- specialities			escargots cuisses de grenouilles choucroute cassoulet ratatouille 0 others as appropriate		

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C12.1 (contd)					
- cheeses	fromage		camembert brie gruyère 0 others as appropriate		
C12.2 <u>drinks</u>	boisson boire quelque-chose à boire limonade coca cola jus de fruits orangina bière vin {rouge blanc rosé lait eau eau minérale 0 others as appropriate				
- hot drinks	thé café chocolat				
C12.3 <u>restaurant/</u> <u>cafe</u>	restaurant café self-service table carte L servir Garçon! Monsieur! Madame! L'addition s'il vous plaît erreur C'était très bien, merci	prendre	bar snack-bar bistro menu du jour plat du jour		délicieux chaud froid amer sucré

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C13 Travelling					
C13.1. <u>finding the way/ directions</u>	<p>où ? pour aller à...? ici là-bas à côté pas loin à gauche à droite tout droit prenez la Xième rue... puis... aller à... feux rouges rondpoint carrefour continuer traverser suivre en face de... à côté de... après... avant... For 'distance' expressions B7 2 For 'location' expressions B6.1</p>		<p>carte plan de la ville direction</p>	<p>mettre X heures pour...)</p>	
C13.2 <u>Public Transport</u> - land	<p>(auto) bus prendre le bus J'ai raté le bus J'ai manqué le bus numéro train prendre le train</p> <p style="text-align: center;">↓</p>		<p>car arrêt de bus gare routière voyage gare bagages quai voie taxi prendre un taxi métro station de métro ligne tramway billet guichet</p>	<p>compartiment Wagon-restaurant Wagon-lit couchette salle d'attente Express rapide enregistrer bagage à main tarif étudiant</p>	
Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C13.2(contd) - land			<p>billet simple aller et retour première classe etc. horaire Renseignements réserver une place voyager arriver partir via</p>		
- sea	<p>bateau aéroglesseur prendre le bateau traverser la Manche</p>	<p>bateau aéroglesseur prendre le bateau traverser la Manche</p>	<p>port</p>		<p>bac traversée mer agitée calme</p>
- air		<p>avion prendre l'avion</p>	<p>aéroport</p>		
C13 <u>travelling by car</u>	<p>voiture auto aller en voiture</p>		<p>caravane garage camion route autoroute port parking stationner</p>		<p>s'arrêter doubler embouteillage travaux accident assurance limitation de vitesse amende permis de conduire</p>
For garage and petrol station see C11.12					
C14 <u>customs/ frontier</u>	<p>douane ouvrir déclarer passeport</p>				

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Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C13.5 <u>bicycles/</u> <u>motorbikes</u>	vélo bicyclette aller en vélo, aller à bicyclette	faire du vélo	moto	vélocycleur mobylette	
C14 <u>Accommodation</u>					
C14.1. <u>hotels/youth</u> <u>hostels</u>	hôtel chambre auberge de jeunesse			lit(s) avec sans bain avec sans douche réservé pour X nuits pension complète demi-pension petit déjeuner compris, non compris clé réveiller Réception	
C14.2 <u>camping/</u> <u>caravaning</u>	camping, terrain de camping faire du camping caravane			tente emplacement mettre la tente par jour	trop bruyant à l'ombre

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C15 <u>Discussion on</u> <u>topics and news</u> <u>events of interest</u>					
C15.1 <u>useful terms</u> <u>for discussions</u>  See also A2.10					discuter discussion opinion idée question problème difficulté événement avoir lieu, se arriver résultat expliquer explication raison compliqué être pour ou c décider décision grave important bizarre drôle se disputer argument solution situation but crise avantage inconvenient avoir de préju réaction



Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C15.2 <u>common news events</u>					attentat élection crise terroriste explosion bombe O coupe du monde guerre révolution Union Soviétique Etats-Unis grève O others as required
For sports events see C8.1					
C16 <u>Signs, Notices and Public Announcements</u>					
C16.1. <u>filling in forms</u>				R Nom Prénom Age Adresse, Domicile Pays d'origine Date et lieu de naissance  Né le... Profession Nationalité Sexe Etat civil, Marié, non marié,  Signature Durée du séjour A....., le....	

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C16.2 <u>signs in public places</u>	Entrée Sortie Ouvert Fermé Libre Occupé Interdit Défense de... R Toiletttes, WC, Messieurs, Dames Réserve Poussez Tirez Eau potable Eau non potable Danger Police		R Piétons Attendez Passez Baignades interdites  R Ne pas marcher sur les pelouses Privé Défense de jeter des ordures		R ...sous peine d'amende
C16.3 <u>signs for houses</u>				R Sonnerie Ascenseur Chien méchant! Propriété privée	
C16.4 <u>signs/ notices announcements/ related to public transport</u>  - land	R S.N.C.F. Renseignements		R Billets inter- nationaux Billets Grandes Lignes Réservations Horaire Arrivée Départ Première Classe Quai, Voie Défense de fumer Salle d'Attente Objets Trouvés Ne pas se pencher dehors		

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Notions	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C16.4 (contd) - aeroplanes				R Enregistrement Vols internationaux Vols intérieurs Attachez vos ceintures X annonce l'arrivée du vol en provenance de or X annonce le départ du vol à destination de L -, Porte numéro - "Embarquement immédiat"	
- taxis	R Taxi		R Tête de station		
C16.5 <u>signs related to travel by car</u>			A10 RN8 Centre Ville Danger Parking (P) Stop R Attention! Serrez à droite Défense de stationner Stationnement interdit R Entrer Super Essence Servez-vous	R Déviation Péage Travaux Voie sans issue Priorité à droite Passage Protégé Toutes Directions	

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C16.6 <u>signs related to sports</u>	R Piscine		R Stade Vestiaires		
C16.7 <u>signs related to cinema etc.</u>			R Location de billets Défense de fumer Fin Interdit aux moins de X ans	R Orchestre Balcons	
C16.8 <u>signs/ notices/ announcements related to shopping</u>	R Ouvert de...à... Fermé Caisse		R Ascenseur Soldes Gratuit Prière de ne pas toucher Offre spéciale A emporter		
C16.9 <u>signs related to services</u> - telephone				R Téléphone Débranchez Mettez 2 pièces de 20 centimes Composez le numéro Parlez	
- Post Office	R P et T Timbres			R Télégrammes	R Heures
- bank				R Change	
- medical				Le médecin reçoit sur rendez-vous X heures à Y heures Consultations 1 cuillerée trois fois par jour	

Notion	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C16.9(contd)				R Ne pas avaler Poison Usage externe	
- camping/ caravanning	R Camping - Caravanning		R Réception		
- slot machines			R Pièces de 1F Mettez 2 pièces de 1F Appuyez Tirez Poussez Baissez la poignée		
C16.10 <u>signs &amp; c</u> <u>relates to</u> <u>restaurants,</u> <u>cafes, hotels</u>	R Menu à X Francs Service Compris Service non compris Plat du jour Caisse Réception			R Pension complète Demi-pension	

# D

## GRAMMAR

### D Introduction

This should be read in conjunction with the main Introduction on Page 1.

1. The Grammar is set out in a cumulative way, i.e. Level 2 Grammar is Level 1 + the additions at Level 2, and Level 3 Grammar is Level 1 + Level 2 + the additions at Level 3, etc.
2. It has emerged that there is not much distinction between the grammar systems implied for Stages 1 and 2 and these have therefore been combined in places. Each Grammar at each Stage is an ever closer approximation towards the fuller foreign grammar system. Each Stage grammar must somehow allow the learner to understand and communicate, but cannot obviously include at any Stage all the grammatical elements that a native speaker should have at his or her disposal.
3. The Stage indicated for the particular systems or sub-systems in the grammar is the Stage at which we suggest some threads of that particular system or sub-system should be pulled together, studied and consciously understood. Particular parts of systems or sub-systems will no doubt already have appeared in receptive work or been needed in production work, in which case they may have been introduced as single fixed phrases rather than as part of an interlocking system.
4. The items outlined in the grammars are largely for production unless an ° for listening only or an \* for reading only is indicated. It is assumed that receptive grammars will be considerably larger, but it is not possible to characterise this in any systematic way.
5. It must be remembered that the Grammar specifications are not intended to be prescriptive. They may well be the maximum at each level that could possibly be expected from learners.



## D Grammar: index

- D1. Sentence types: giving information
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  - D9.23. Some common irregular verbs
- D10. Adverbs
- D11. Prepositions
- D12. Sentence and Clause Connectors

D 1

SENTENCE TYPES: GIVING INFORMATION

EXAMPLES

Stages 1 & 2

Subject + Verb + Complement

C'était très bien  
Je suis ébbsais  
Je m'appelle Jack

Subject + Verb + Time  
Place Adjunct.

Le train part à dix heures  
Je vais à Paris  
Je reste trois jours en France

Subject + Verb

Il ne pleut pas  
Je m'excuse  
Ça va, merci

Subject + Verb + Object

Elle a trois ans  
Je n'aime pas le football

Subject + Verb + Object + Adjunct.

J'ai un chien à la maison  
Je joue bien à tennis

Subject + Verb + Infinitive

Je vais partir

Stages 2 & 3

Subject + Direct object pronoun + verb  
Subject + Proform (en) + Verb + Object

Je le vois  
J'en ai trois

Stage 3

Proform + Verb + complement + noun  
Main clause + subordinate clause with  
parce que and quand

Il n'est pas bon, ce vin  
Je ne sors pas parce qu'il  
pleut

Stages 3 & 4

Subject + indirect object (pronoun) + verb  
+ direct object  
Subject + proform (place) + verb (+ adjunct)  
Sentence + pour + infinitive (+ object)

Je lui ai donné dix francs  
J'y suis allée l'année dernière  
Je vais au marché acheter des  
légumes

Stages 4 & 5

Subject + direct object pronoun + indirect  
object pronoun + verb  
Sentence + avant de + infinitive  
4/5R Main clause + Noun clause  
4/5R Main clause + Relative clause  
4/5R Main clause + subordinate clause with other connectors  
of time, purpose, cause, effect, result, condition  
etc. See B 10.5 and 3D.12

Je le lui ai donné  
J'ai des choses à faire avant de rentrer  
Il est absent, je crois  
C'est celui - là que j'ai choisi  
R Il était parti avant que j'arrive

D 2

SENTENCE TYPES: FINDING OUT INFORMATION

EXAMPLES

Stages 1 & 2

Subject + Verb + Complement  
Proform + Verb + Complement + Noun  
Subject + Verb + Adjunct.  
Subject + Verb  
Subject + Verb + Object  
Subject + Verb + Object + Adjunct.  
Subject + Verb + Infinitive  
(+ object + adjunct.)

Vous êtes français?  
Il est bon, ce vin?  
Tu habites Nantes?  
Il est comment?  
Tu pars quand?  
Vous partez?  
Tu aimes le vin?  
Tu prends lequel?  
Vous avez un jardin chez vous?  
Tu fais ça quand?  
Je peux fumer?  
Tu veux sortir ce soir?

N.B. Stages 1 & 2

It is suggested that for Productive purposes only the declarative form with appropriate intonation need be taught:

Stages 1 & 2 (contd)

Thus for Productive purposes, learners only have two rules to remember:

1. For Yes-No questions, the question form is the same as the statement form. The distinction is shown by the intonation.
2. For questions with the question words: quand, combien de temps, où, comment and combien, use the statement form with the question word at the end.

For receptive purposes it will also be necessary for learners to recognise the inverted question form and the est-ce que form:

- e.g. Est-ce que vous aimez la musique?  
 Quand est-ce qu'il vient?  
 Où vas-tu?

Stage 2

Questions with Qui and Que more often use est-ce que forms than other ones, and learners might well try to master these:

- e.g. Qui est-ce?  
 A qui est-ce que je parle?  
 Qu'est-ce que vous faites ce soir?

Stages 3/4/5

Inverted question forms are seldom used, but can be useful alternatives to the two question forms mentioned above. They sometimes lend an air of formality to what is being asked.

**D 3**

Stages 1 & 2

SENTENCE TYPES: REQUESTS, OFFERS AND SUGGESTIONS

It is suggested that for Productive purposes only the declarative form with appropriate intonation is taught for direct requests, offers and suggestions:

- e.g. Je peux ouvrir la fenetre?  
 Tu veux une bière?  
 On va à la piscine?

Sometimes, of course, an even simpler version is possible: e.g. Trois bouteilles de limonade, s'il vous plaît

Stage 2

Voulez-vous parler plus fort, s'il vous plaît?

**D 4**

Stages 1 & 2

SENTENCE TYPES: INSTRUCTIONS

Command forms will be needed for receptive purposes in Class Relations:

- e.g. Asseyez-vous!  
 Entrez!  
 Viens ici!

Command Forms for giving directions may be needed: e.g. Prenez la première rue à droite.

It is possible to avoid the imperative form when giving instructions by using a simple "tu" or "vous" + present tense e.g. "Tu mets la fourchette ici, tu mets le couteau là" etc.

Stage 3

The command form as a system might be mastered for productive purposes: Mange  
 Mangeons  
 Mangez

D 5 ITEM	STAGE	ARTICLES AND DETERMINERS	
		EXPONENTS	EXAMPLES
D 5.1 <u>Definite Article</u>	1 & 2	le, la, l', les	la mer est belle aujourd'hui
D 5.2 <u>Indefinite Article</u>	1 & 2	un, une, des (positive) de, d' (negative) zero article	J'en ai un Je n'ai pas de pain Je suis médecin
D 5.3 <u>Partitive Article</u>	1 & 2	du, de la, de l', des (Positive) de, d' (Negative)	Vous avez du jambon? Il n'y a pas de jambon
D 5.4 <u>Demonstrative Article</u>	2	ce, cette, cet, ces	A qui il est, ce crayon?

D6

## ADJECTIVES

ITEM	STAGE	EXONENTS	EXAMPLES
D6.1 <u>Adjectives before the noun</u>	1 & 2	bon, mauvais, grand petit, jeune, joli, cher etc.	C'est un bon film Cher James
D6.2 <u>Adjectives following the noun</u>	1 & 2	Colours, most other adjectives	Il est à toi, le livre rouge?
D6.3 <u>Possessive Adjective</u>	1 - 3	mon, ma, mes ton, ta, tes son, sa, ses notre, nos votre, vos leur, leurs	Oui, c'est mon stylo
D6.4 <u>Interrogative Adjective</u>	1 & 2	Quel, quelle, quels, quelles	Quelle heure est-il?
D6.5 <u>Comparatives and Superlatives</u>	4	plus.....que moins.....que	C'est moins cher que chez nous
	5	le plus le moins	C'est le bâtiment le plus haut du monde
Notes on Adjectives	The Aural/Oral distinctions between the feminine and masculine forms should be taught: e.g. grande(s) petite(s) Many forms show no distinction in speech: e.g. joli(s) / jolie(s)		

D7

## NOUNS

ALL STAGES Nouns must be taught in singular and plural as appropriate. The gender of nouns must also be taught.

D8

## PRONOUNS

D8.1 <u>Pronouns referring to people as subjects, objects, reflexives, indirect objects and disjunctives.</u>	Stages 1 - 5	See General Notions B1.1.
D8.2 <u>Pronouns referring to things as subjects, objects etc.</u>	Stages 1 - 5	See General Notions B1.2
D8.3 <u>Pronouns referring to places</u>	Stages 1 - 5	See General Notions B1.3
D8.4 <u>Pronouns referring to ideas and propositions</u>	Stage 5	See General Notions B1.6
D8.5 <u>Pronouns relating to possession</u>	Stage 4	See General Notions B10.2

D9

## VERBS AND TENSES

## NOTES

Stages 1 &amp; 2

a) For productive purposes learners can operate on the basis that a verb is an -er one unless they have learnt to the contrary.

Thus for most verbs they can operate on the basis of a two-sound system to express present, past and future.



D9 Notes (cont.) Stages 1 & 2

'maz'	Je tu il, elle on ils, elles Command Form (tu) Subjunctive after "il faut que je"	Present Tense for Present and Future reference
'māze'	Vous Infinitive Command Form Past Tense  Future with  Modals	Present Tense  (vous) j'ai..... tu as..... il/elle a..... on a..... vous avez..... ils/elles ont..... Je vais..... Tu vas.....etc. Je peux - ?

- b) The spelling distinctions between the various forms of the sounds 'maz' and 'māze' do not have to be learnt for productive purposes at Stage 1. They can be explained as they occur in reading material.
- c) The Narrative Past Tense at Stage 1 is based on a "J'ai... Xé" system. Verbs with être should be recognised receptively, and those essential to classroom needs may be learnt as lexical chunks.
- d) Irregular verb forms will always pose a problem. Through more and more exposure to the language learners will gradually master them. At Stages 1 and 2, it can be expected that pupils learn to master a few and treat others incorrectly as -er verbs.

Stages 3/4/5 Gradually the tenses and conjugation systems can be built up.

Expressing Present Time: See General Notions B5.3

Expressing Past Time: See General Notions B5.5.

Expressing Future Time: See General Notions B5.4

D9.1

Present Tense  
(Conjugation)

Stages 1 & 2	Present Tense of -er verbs Present Tense of Avoir Present Tense of Etre
Stages 1 & 2	Common Important Irregular Present Tenses See 3D 9.23
Stage 4	Present Tense of -ir and -re verbs

D9.2

Present Tense  
(Uses)

Stages 1 & 2	To refer to the present To refer to general truths To express the future	Qu'est-ce que tu fais? Je travaille  Il y a un château à Edimbourg Je vais au cinéma ce soir.
Stage 4	After "depuis" to indicate an action started in the past and still continuing	J'apprends l'anglais depuis 4 ans.

D9.3

Passe Composé  
(Conjugation)

Stages 1 & 2	Verbs with avoir -é with je, tu, vous. Other persons gradually filled in in Stages 2-4.  As lexical items some verbs with être: aller, arriver, partir
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Je suis arrivé à 8 heures

D 9.3 (contd)	Stages 1 & 2	Some common irregular past tenses in je and tu vous forms eg. été fait vu perdu dit fini and others as required	
	Stage 3	Verbs with être	
	Stage 4	Reflexives with être	Il s'es: réveillé tard
D 9.4 <u>Passé Composé (Uses)</u>	Stages 1 & 2	To relate single events that took place in the past	J'ai perdu mon livre
D 9.5 <u>Past Historic (Conjugation)</u> Recognition only	Stage 4/5 R	Past Historic of -er -re, -ir verbs for recognition only	R ..... dit-il.
D 9.6 <u>Past Historic (Uses)</u> Recognition only	Stage 4/5	To describe completed actions in narrative in written form only (stories etc)	
D 9.7 <u>Imperfect Tense (Conjugation)</u>	Stages 1 & 2	As lexical item était	C'était bien le film
	Stage 3 (for reading)	Imperfect of -er/-ir/-re verbs	
	Stage 4 (for production purposes as well)	Imperfect of -er/-ir/-re verbs	

D 9.8 <u>Imperfect (Uses)</u>	Stages 1 & 2	To evaluate an event	C'était bien
	Stage 3R	To describe the backcloth to an action in the past.	Il pleuvait quand je suis rentré
	Stage 4	To describe habits in the past	J'allais à l'école à bicyc l'année dernière
D 9.9. <u>Pluperfect Tense (Conjugation)</u>	Stage 4 (Recognition only)	Verbs with avoir j'avais travaillé etc.	
	Stage 5 (Production)	Verbs with avoir Verbs with être j'étais parti etc.	
D 9.10 <u>Pluperfect Tense (Uses)</u>	Stage 3/4 (Recognition only)	To describe an event that took place before another event in the past	Il avait frappé à la porte avant d'entrer
	Stage 5 (Production)		
D 9.11 <u>Future Tense (Conjugation)</u>	Stage 4	Future tense of -er, -ir, -re verbs  Common irregular futures e.g. viendrai etc.	J'irai en France l'année p
D 9.12 <u>Future Tense (Uses)</u>	Stage 4	To state what will happen in the future	Je partirai demain

D 9.13 <u>Conditional Tense</u> (Conjugation)	Stages 1 & 2	As lexical items Je voudrais	Je voudrais de l'eau, s'il vous plaît
	Stage 4	Je pourrais?	Je pourrais vous aider?
	Stage 5/6 R	Conditional Tense of -er, -ir, -re verbs	R S'il avait assez d'argent, il l'achèterait
D 9.14 <u>Conditional Tense</u> (Uses)	Stages 1 & 2	For politeness with certain model verbs	Je voudrais du pain, s'il vous plaît
	Stage 5/6 R	In conditional clauses, to say what would happen if something else happened	<i>Je l'aiderais s'il me le demandait</i>
D 9.15 <u>Subjunctive (Conjugation)</u>	Stage 5/6 R	R Conjunction of Present Subjunctive -er/-ir/re  R Conjugation of present subjunctive of avoir and être.	121
D 9.16 <u>Subjunctive (Uses)</u>	Stages 1 & 2	As lexical item in e.g. il faut que je parte	Il faut que je parte
	Stage 5/6 R	R After il faut que il se peut que avant que afin que  R expressing emotions	Je suis très content que tu sois là
D 9.17 <u>Infinitive (Formation)</u>	Stages 1 & 2	-er -ir -re	J'aime nager Tu veux boire?
D 9.18 <u>Verbs taking infinitive</u>	Stages 1 & 2	After modals and verbs of liking eg. j'aime, je n'aime pas, je voudrais, je peux etc.	J'aime nager
	Stage 3	After verbs of hope e.g. j'espère	J'espère vous voir
	Stage 4/5	Common verbs taking <u>à + infinitive</u> apprendre à commencer à  Common verbs taking <u>de + infinitive</u> décider de essayer de finir de oublier de se souvenir de  Common verbs taking <u>indirect object + de +</u> <u>infinitive</u> demander à quelqu'un de... dire " " " permettre " " "  Common verbs taking <u>direct</u> <u>object + de + infinitive</u> empêcher quelqu'un de...	<i>J'ai essayé de le faire</i>  <i>Il m'a demandé de partir</i>
D 9.19 <u>Modals and other</u> <u>auxiliary verbs</u>	Stages 1 & 2	aller + infinitive pouvoir + infinitive  vouloir + infinitive	Je vais partir Tu peux venir? Puis-je sortir? Tu veux venir?

D 9.19 (contd)	Stage 4	être en train de + infinitive être sur le point de + infinitive venir de + infinitive il faut + infinitive	Elle vient de partir
	Stage 5	devoir: Je devrais ] + infinitive Tu devrais ]	Tu devrais aller le voir
	Stage 5 R	faire faire	R Je vais me faire couper les cheveux
D 9.20 <u>Reflexive Verbs</u>	Stages 1 & 2	Common Reflexive Verbs in certain uses s'asseoir se lever s'appeler se coucher s'excuser	Asseyez-vous! Je m'appelle Chris Je m'excuse Je me lève à 7 heures et des Je me couche à 10 heures
D 9.21 <u>The Passive Voice</u>	Stage 4	Avoidance of the Passive with "on"	On lui a donné un biscuit
	Stage 3 - 5 R	Passive with avoir été -é par R	Le pays de Galles a été bat l'Angle
D 9.22 <u>Impersonal Verbs</u>	Stages 1 & 2	Il y a Il faut Il est + time expressions Il fait + weather expressions	Il fait beau
	Stage 3	Il semble	
	Stage 4	Il vaut mieux	

D 9.23

Some common irregular verbs:

The symbols following the infinitive indicate which parts of the verb are necessary:

- Inf. = Infinitive  
P. = Present Tense all forms  
P1. = 1st Person only Present Tense  
P3. = 3rd Person only Present Tense  
C. = Command form only  
Past = Past Participle/Passé Composé  
Cond. = Conditional

Stages 1 & 2	aller - P + C + Inf. apprendre - P1.2 s'asseoir - C avoir - Inf + P boire - Inf. comprendre - P1.2 dire - P3 être - Inf. + P + Past + etait faire - Inf. + P + Past finir - Past Inf. mettre - Inf. + C ouvrir - Inf. partir - Inf. + P + Past perdre - Past il pleut - P3 il pleut - P3 pouvoir - P1 prendre - Inf. + P + C savoir - P1 sortir - Inf. + P venir - Inf. + P + C voir - Inf. + P2 + Past vouloir - P2 + Cond.	Tu comprends?  Je vais mettre ma robe bleue    On va faire un tour
Stage 3/4/5	others as found necessary	



D 10

ADVERBS

Stages 1 & 2	<u>Common Adverbs</u> bien beaucoup mal vite lentement fort doucement	J'aime beaucoup danser Ils ont mal joué Tu parles trop vite  Ne parlez pas si vite
Stage 4	<u>Intensifiers</u> très, si, trop  <u>Comparison</u> aussi plus moins } que	Il l'a fait aussi vite que moi

D 11

PRÉPOSITIONS

Stages 1 & 2	<u>Common Prepositions</u> à, après, avant, avec, chez, contre, dans, de, en pour, sous, sur, vers.	après l'école
Stages 3/4/5	Other prepositions or phrases as necessary e.g. depuis, pendant, à cause de etc.	à cause de mon rhume

D 12

SENTENCE AND CLAUSE CONNECTORS

Stages 1 & 2	et ou mais	
Stage 3	parce que	parce que j'ai raté le bus

D 12 (contd)

Stages 4/5R

R puisque, comme, si,  
après que, dès que, lorsque,  
pendant que, tandis que, quand  
(all + indicative)

R avant que, jusqu'à ce que,  
afin que, pour que, pourvu que  
(all + subjunctive)

... lorsqu'il est arrivé

... avant que tu commences

# E

## LINGUISTIC SKILLS

### E Introduction

We have been unable as yet to devote the necessary time to working out a detailed specification of those exercise types best designed to develop linguistic skills. Language teachers are already familiar with language-practice exercises, since they have traditionally devoted a lot of time to these. In language practice what matters is the mastery of particular native speaker forms. As was pointed out in the Introduction to Syllabus Guidelines I: Communication, a communicative approach does NOT mean a rejection of the need to build up a language resource or of the need to practice elements within it in controlled ways. Exercises designed to develop control over elements of language, however, should form only part of the learner's classroom experience. Time must also be found for the development of particular communicative skills and strategies and for the carrying out of communicative activities.

One thing, however, appears clear: all exercises designed to develop linguistic skills should be meaningful, in the sense that learners must be asked to make sense of what they receive or produce. Meaningless mechanical drills can be done without thinking of the sense of what one is saying and would seem to be a complete waste of time:

e.g.	<u>Stimulus</u>	<u>Response</u>
	bière	J'aime la bière.
	cigarettes	J'aime les cigarettes.
	poisson	J'aime le poisson.
	musique	J'aime la musique.

Such a drill can be made a bit more meaningful by requiring pupils to insert a meaningful verb in the answer:

e.g.	<u>Stimulus</u>	<u>Response</u>
	bière	J'aime boire la bière.
	cigarettes	J'aime fumer les cigarettes.
	poisson	J'aime manger le poisson.
	musique	J'aime écouter la musique.

Even such drills as these, however, can rapidly become boring since they do not reflect real-life language use. It would seem that the closer an exercise comes to real-life language use the better it will be.

As in many areas we shall have to experiment with and evaluate a wide range of exercises designed to lead to better pronunciation, better grammatical control, and better ability to express meaning, in order to have a clearer picture of what learning experiences work. We shall have to examine whether exercises that concentrate directly on elements of the language resource lead to better learning than more global communicative activities, where the elements of the language resource are indirectly involved and only part of what is being practised. It may be that a compromise between the two will be the best solution. How much explanation and conscious understanding may be required is an important question to be investigated too. This will no doubt depend on the individual learner's preferred learning style.

The best solution will be the one which equips the learner with the best communicative ability.

A list of linguistic skills that would need to be developed in some way in any school foreign-language course appears on the following page:

## E Linguistic skills

### All Stages

- E1. Discriminating the sounds (phonemes, allophones and elisions, etc)
- E2. Approximating the sounds (as above)
- E3. Discriminating the rhythm pattern of the language
- E4. Approximating the rhythm pattern of the language
- E5. Discriminating stress patterns and their uses within sentences
- E6. Approximating the use of stress patterns appropriately within sentences
- E7. Understanding intonation patterns both in terms of sentence function and attitude
- E8. Approximating intonation patterns in terms of sentence function and attitude
- E9. Deciphering letters and written accents and forming them appropriately
- E10. Mastering the sound-symbol relationships in the language for reading and writing purposes
- E11. Understanding and expressing concepts (abstract and specific) through appropriate exponents in the foreign language
- E12. Understanding and expressing the relationships between concepts within sentences through appropriate syntax and morphology in the foreign language: who did what to whom, which quality describes which person, etc, + word order, concords/agreements, etc.
- E13. Understanding and expressing relationships between sentences, or sentence-level notions, through appropriate exponents in the foreign language for co-ordination, relativisation and complementation (connectors for time, place, cause; anaphoric and cataphoric references, etc)
- E14. Understanding and expressing intentions through appropriate exponents in the foreign language (functions)
- E15. Understanding the links between intentions, and linking one's own intentions together coherently in speech and writing
- E16. Reacting appropriately in speech and writing to intentions perceived in others
- E17. Ability to perceive and use appropriate stylistic exponents in the foreign language to relate to the addressee and to the context (appropriacy)

## General index of functions, notions and grammar

Ability	A2.20	Availability	B2
Absence	B3	Bank	C11.7
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