# A PROPOSAL FOR
# MAPPING THE SFL CURRICULUM ONTO THE CEF

This proposal has been prepared with reference to the following books / articles /documents:

- Common European Framework of Reference for Languages: Learning, teaching assessment; CUP; 2001 (CEF)

- Insights from the Common European Framework; OUP; 2004 (ICEF)

- SFL Curriculum Policy Document, May 2004 (SFL-CPD)

- The Common European Framework in teaching writing

- Relating Language Examinations to the CEF (DGIV/EDU/LANG 2003/10)

- Cambridge ESOL exams

- Language Teaching Methodology http://www.cal.org/ericcll/digest/rodgers.html

- English Teaching Forum Vol.39 No.4 DGIV/EDU/LANG (2005) 1
  http://exchanges.state.gov/forum/vols/vol39/no4/p2.htm

- Trinity College Centre for Language and Communication Studies Web site
  http://www.tcd.ie/CLCS/portfolio/outline.html

## BACKGROUND TO THE CEF
A summary of Keith Morrow's article (ICEF 2004: 3-11)

The Council of Europe was presented with a challenge from the very start by the linguistic diversity of the continent. It was realized early on that the languages of Europe constitute an essential part of the European cultural heritage. Therefore, the Council has long seen the promotion of language teaching and learning as one of its major priority areas.

The Council of Europe started work in language learning/teaching in the late 1950s with the specification of a basic grammar and vocabulary for French and an audiovisual course for adults learning French. Then in the 1970's, their work led to the development of the functional-notional syllabuses, the Threshold level, and then the birth of the communicative approach. The ideas behind these have been taken up and revised outside the context of their original development, but it was the Council of Europe that set the context.

With its emphasis on using language for purposes of practical communication, and its specification of objectives which could be reached with only partial mastery of the language, the 'unit-credit' system was the forerunner of ideas developed later on into a more complete form in the CEF.

The formal origins of the CEF date back to 1991, and the aim was to provide a means of developing language teaching in Europe by finding a way to compare the objectives and achievement standards of learners in different national and local contexts – a mutual recognition of qualifications, and communication concerning objectives and achievement standards.

The CEF is a descriptive framework, not a set of suggestions, recommendations, or guidelines. **Teachers, course designers, curriculum developers, and examination boards can engage with the CEF as a way of describing their current practice, not in order to compare it in a neutral way with practice in other contexts, but in order to critique it in its own terms, and to improve it by drawing on ideas and resources set out in the Framework**.

# HIGHLIGHTS FROM THE CEF

a)  Uses of the Framework:

Planning Language Learning Programs
- needs
- objectives
- content

Planning Language Certification
- content syllabus of examinations
- assessment criteria → (positive rather than negative)

Planning self-directed learning
- raising learner awareness of present state of knowledge
- self-setting feasible and wortwhile objectives
- selection of materials
- self-assessment

Learning programmes can be **global** (all dimensions of language proficiency and communicative competence), **modular** ( proficiency in a restricted area for a particular purpose), **weighted** (higher level in some areas of knowledge and skill than others) or **partial** (only for certain activities and skills – eg. reception only).
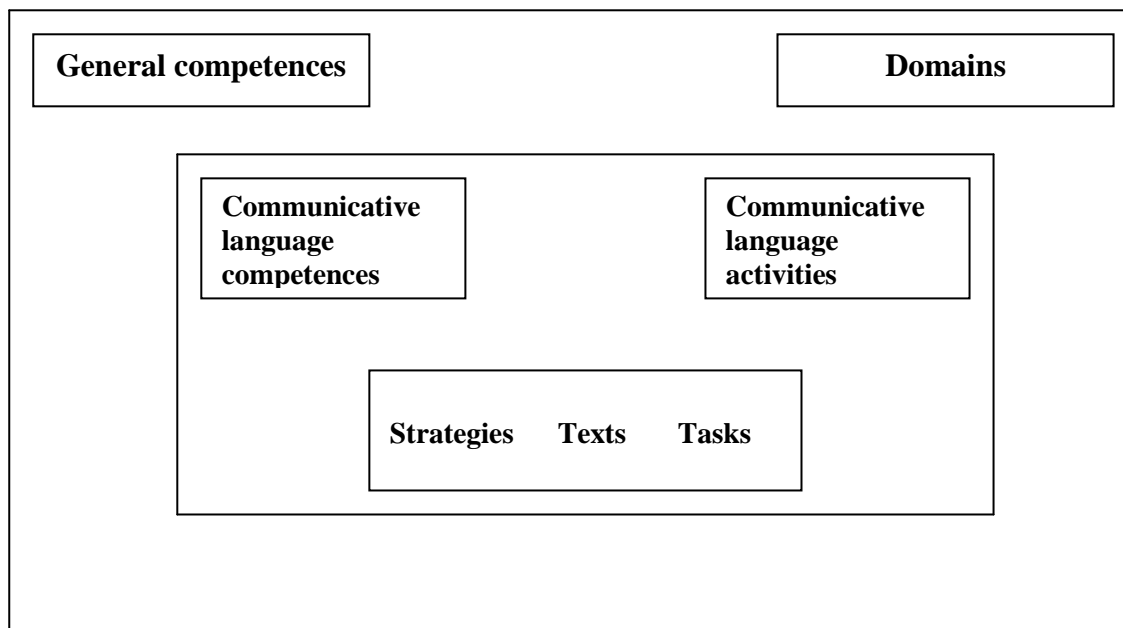
b)  The Common European Framework tries to specify a full range of language knowledge, skills and use with an attempt to enable its users to
- identify their needs
- determine their objectives
- define content
- select or create materials
- establish teaching/learning programmes
- employ teaching and learning methods
- evaluate, test and assess

in a harmonious way.

The Framework does not impose one single uniform system, but is open and flexible in order to suit needs.

c)  The Framework adopts **an action oriented approach**: it views users and learners of a language primarily as 'social agents', i.e. members of society who have **tasks** to accomplish in a given set of circumstances, in a specific environment and with a particular field of action. The following diagram is from the article *The Common European Framework in teaching writing* by Heini-Marja Jarvinen of University of Turku, Finland. It aims at illustrating the philosophy of CEF in a 'nutshell'.

| General competences | | Domains |
| --- | --- | --- |
| | Communicative language competences | Communicative language activities |
| | | Strategies    Texts    Tasks |

- **General competences** include a language user's / learner's **knowledge** (declarative knowledge), **skills** (know-how), **existential competence** (personality traits, attitudes, temperaments) and **ability to learn** (language awareness, study skills, heuristic skills, etc.).
- **Domains** that the CEF stresses most among many are the **personal**, **public**, **occupational** and **educational** domains.
- **Language activities** (**reception**, **production**, **interaction**, or **mediation**) are necessary in the processing of oral and written texts.
- **Language competences** are **linguistic** (grammar, etc.), **sociolinguistic** (rules of politeness, register, etc.) and **pragmatic** (production of language functions, discourse patterns, etc.) competences.
- **Texts** are samples of spoken and written language.
- **Strategies** are processes of planning, compensating, monitoring and the like.

**The action-oriented approach** means that **tasks** are related to **texts** in a way that allows the language user to utilize his/her **language and general competences** while making use of **strategies** in language use and learning, if necessary. If the **tasks** have a linguistic component, they involve **language activities** that are necessary in processing oral or written texts. Language activities are contextualized within **domains**.

d) **One of the principle functions of the Framework is to encourage and enable all partners in the language teaching and learning processes to inform others as transparently as possible not only of their aims and objectives but also of the methods they use and the results actually achieved**[1]. The framework stresses that learning objectives alone do not indicate how learners develop competences, neither do they reflect the ways in which teachers facilitate the process of language acquisition and learning.

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[1] CEFR p.18

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Under the heading 'What can each kind of Framework user do to facilitate language learning?' (pp.140 – 142) the respective roles of each party in the profession of language teaching is considered:

- Those concerned with examinations and qualifications
- Those who draw up curricular guidelines or formulate syllabuses
- Textbook writers and course designers
- Teachers
- Learners

After considering the roles of the above parties, the Framework moves on to the methodological options for language learning and teaching. The Framework does not promote one particular language teaching methodology, but presents options (CEF 2001: 143 – 156) in the following areas:

- General approaches
  - Teachers' attitudes and abilities
  - What learners are expected or required to do
  - Use of instructional media
  - The role of texts
- General competences
  - Sociocultural knowledge and intercultural skills
  - How to treat non-language-specific competences in language courses
  - Existential competence
  - Ability to learn (study skills, heuristic skills, responsibility for their own learning)
- Development of linguistic competences
  - Vocabulary
  - Grammatical competence
  - Pronunciation
  - Orthography
- Development of sociolingustic competences
- Development of pragmatic competences
- Dealing with errors

e) As mentioned in (c) above, **tasks** have a significant role in the action-oriented approach adopted by the Framework. Task accomplishment by an individual involves the strategic activation of specific competences in order to carry out a set of purposeful actions in a particular domain with a clearly defined goal and a specific outcome.[2] According to the Framework, tasks may be extremely varied in nature – simple or complex, involving a greater or lesser number of steps or embedded sub-tasks. Communication is an integral part of tasks where participants engage in interaction, production, reception or mediation, or a combination of these.

In the classroom, there are 'real life', 'target' or 'rehearsal' tasks based on the needs of students outside the classroom and which are often in modified form for learning and testing purposes, or 'pedagogic' tasks based on the social and interactive nature and immediacy of the classroom situation where learners engage in and accept the use of the target language rather than the mother tongue to carry out meaning-focused tasks. Communicative pedagogic tasks (as opposed to exercises focusing specifically on decontextualized practice of forms) aim to actively involve learners in meaningful communication, are relevant, are challenging but feasible, and have identifiable (and possibly less immediately evident) outcomes.[3]

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[2] CEFR p.157
[3] CEFR p.157

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# MAPPING THE THE SFL CURRICULUM ONTO THE CEF

As stated above, the use of the Framework is threefold – planning language learning programmes (needs, objectives, content), planning language certification (content syllabus of examinations and assessment criteria) and planning self-directed learning (raising learner awareness of present state of knowledge, self-setting feasible and wothwhile objectives, selection of materials and self-assessment).

In planning its **language learning programmes**, the SFL has already identified its needs and specified its objectives. This was done through the Curriculum Renewal Project initiated in 2002 with the aim of evaluating the courses offered by the Department of Basic English (DBE) and the Department of Modern Languages (DML) and reviewing the curricula of both departments respectively in the light of the findings. The project was based on the principle that change is one of the most pertinent features of organizational life and any change in the environment needs to be reflected in the instruction being conducted in an educational institution. The many-faceted nature of the METU Curriculum Renewal Project enabled:

- both DBE and DML to collaborate in their efforts to draw up specific course syllabuses and the overall departmental curriculum,

- the SFL to identify its educational policy and define this policy in written form,

- the teachers in DBE and DML to share their expertise and experiences within the framework of the curriculum renewal cycle and thus bring forth innovation.

## a. Needs Analysis

Within the framework of the Curriculum Renewal Project at SFL, a comprehensive needs analysis was held in order to investigate the current situation across the university and the industry as regards students' English language skills and the requirements of their departmental programs and of their professional life after their graduation. (for details see SFL-CPD 2004: 7-19) The data were collected from the instructors at different departments at METU, the graduates of different departments and their employers, the English instructors at the School of Foreign Languages as well as the students who had received English courses at basic English level and/or English 101 and English 102 courses at freshman level.

As part of this comprehensive needs analysis process, interviews were held with instructors from different departments within METU, with METU graduates of different departments who work at both private and state institutions, and their employers. Questionnaires were given to METU undergraduate students to find out their academic needs in their departments so that the current SFL curriculum could be improved and changes that were geared towards the students' needs could be implemented. Two separate focus group sessions were held with SFL instructors, one with the instructors from the Department of Modern Languages (DML) and the other one with the instructors from the Department of Basic English (DBE) to collect in-depth data with regards to METU undergraduate students' academic needs during their studies at the university and their professional needs after their graduation

## b. Specifying Objectives

In order to specify the objectives of the SFL curriculum, 58 teachers from the departments of DBE and DML took active part in the focus group sessions. The selection was made in terms of their years of teaching, experiences of teaching different courses and their representing different units in the SFL.

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The questions focused on two aspects of the phenomenon: a) what a METU graduate should be able to accomplish in the workplace and what a DBE graduate should be able to accomplish during his/her studies at METU using his/her English, b) what skills and knowledge bases are necessary for him/her in order to be able to fulfill the required tasks.

During the study, the instructors agreed on the following definitions of DBE graduates and METU Graduates:

**A DBE Graduate** should (be able to) read, comprehend and react to texts of varied lengths, levels and subjects and genres at upper-intermediate level; express himself/herself accurately in writing for different purposes in basic academic genres such as note-taking, summarizing, outlining, exam writing etc.; express themselves orally as accurately as possible and get their ideas across with good pronunciation, proper register and fluency; listen to and appropriately respond to spoken discourse in academic and professional contexts; have the qualities of an independent learner and employ skills s/he has learnt to utilize his/her knowledge of English and to develop his/her self-confidence; think critically; become aware of professional ethical practices, social values, and international cultural understanding. (Refer to Appendix B for DBE Goals and Objectives)

**A METU Graduate** should (be able to) comprehend texts at an advanced level of all genres, (journals, academic texts, business/career related texts) using a variety of reading skills; express himself/herself in written discourse correctly and fluently, i.e. by displaying awareness of register, audience and purpose, for a variety of reasons; express himself/herself in oral discourse correctly and fluently i.e. by displaying awareness of register, audience and purpose, for a variety of reasons; think critically and avoid logical fallacies; be aware of ethical concerns related to general academic work and his/her own field in particular; be aware of cultural differences; use technology appropriately to communicate in English; develop and use effective learning strategies to regulate their learning. (Refer to Appendix A for SFL Goals & Objectives and Appendix C for DML Goals & Objectives)

c.  **SFL Goals and Objectives**
    (Refer to Appendix 4 for the list of SFL / DBE / DML Goals and Objectives for speaking and listening)

Although the CEF was not utilized comprehensively as a guide in shaping the new SFL curriculum, some aspects of it (written in boldface) were reflected to the rationale behind the goals and objectives.

The rationale for the goals and objectives of the SFL curriculum is that students build language competence through **realistic classroom tasks** which **reflect the ones they will encounter in their academic and professional lives** or which **build the necessary skills for tasks they will encounter in their academic lives**. Therefore, meaningful learning gains importance through the teaching methods applied and the learning tasks employed. In other words, **language skills are to be integrated** and **to be purposefully treated** towards the **achievement of process learning, in which relevant skills and knowledge are transferred across tasks**.

**Critical thinking skills**, **learner autonomy (strategies)**, motivation, **integrated skills**, an understanding of ethics and cultural diversity, and use of current

technology are assumed as integral components of the relevant teaching and learning processes to be employed at the SFL, METU.[4]

## d.  Content

The departmental syllabuses of the SFL for the 2003-2004 academic year were based on the findings of a comprehensive SFL Needs Assessment study carried out in 2002-2003 academic year as part of the SFL Curriculum Renewal Project. This needs assessment study aimed at identifying the linguistic and non-linguistic needs of the METU students, both in pursuing their academic studies in their faculties and the professional demands after graduating. The findings were subjected to both quantitative and qualitative analyses to draw up and shape the finalized SFL Goals and Objectives towards the aim of building a meaningful coherence and differentiation between the syllabuses of the two departments − Department of Basic English and the Department of Modern Languages.

# MAPPING THE DEPARTMENTAL CURRICULUM AND SYLLABUS ELEMENTS ONTO THE CEF DESCRIPTORS

Now a challenge lies ahead: mapping the SFL curriculum onto the CEF descriptors and modifying content / materials as necessary. This will not be an easy task, but it promises to be fruitful because it provides a comprehensive account of an approach to language education, extending beyond the linguistic range to include different competences involved in learning a language. All the statements in the descriptors are positive: even 'low' levels of language learning have a value and worth.[5] The descriptors are based on 'reception', 'production', 'interaction' and 'mediation' rather than the 4 skills, encouraging us to look at the skills as being integrated rather than isolated. The Framework sees language as being action-based, not knowledge-based and, it broadens and makes systematic what is involved in learning, teaching and assessing[6], but it is not prescriptive: it can be used as a source of material for reflection and teacher development activities[7]. The common reference levels are key elements towards the achievement of a common vocabulary and set of standards for talking about language knowledge, skills and achievement.[8] Self-assessment is a central feature. The self-assessment grid has been adopted as a key feature of the European Language Portfolio, and the development of self-assessment checklists to accompany the grid are seen as a way of stimulating learner motivation and involvement[9] providing a means for learners to set learning objectives.

In order to map the departmental curriculum and syllabus elements onto the CEF descriptors **at all levels**, the following needs to be done:
  o  effective matching of the objectives of the DBE/DML syllabuses and the CEF descriptors,
  o  drawing up DBE/DML descriptors by adapting CEF descriptors so that DBE/DML objectives reflect what the learners can do/ their level of performance as regards the skills, strategies and linguistic as well as lexical knowledge as indicated within the curriculum document.

This will enable the course designers to familiarize themselves with the tool, understand how it works and relate the CEF to the existing syllabus elements. But matching an existing syllabus with the aims of the CEF might be problematic and frustrating as Julia Starr Keddle explains in her article (ICEF 2004: 43-53) mainly due to the grammar focus in the existing 'accepted' syllabuses. Keddle states that global descriptors may fit any successful language learning situation, but the detailed descriptors and the self-assessment descriptors mismatch such accepted syllabuses. She suggests that starting from scratch is best and states that it is more effective to work with the CEF at

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[4] Please refer to the SFL web page for the mission and vision of the DBE and DML, their goals and objectives and the rationale behind these goals and objectives.
[5] ICEF 16
[6] ICEF 18
[7] ICEF 19
[8] ICEF 20
[9] ICEF 20

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the beginning of the planning process because it feeds into both the macro 'curriculum planning' and the micro 'classroom level' work.[10]

Throughout the mapping study, it should be kept in mind that the CEF focuses on
- o situational functional language,
- o skills (integrated) and strategies,
- o learner language (higher level of accuracy expected at higher levels),
- o self-assessment and autonomy,

and that it might have some shortcomings. The descriptors often reflect the real world, which might bring a challenge/more work in their adaptation to the classroom / educational context. Some functional areas are not covered so those that are not specified, but are included in the SFL goals and objectives should be included in the departmental descriptors. The decreased focus on grammar is evident in that no measure of grammar-based progression has been provided based on the claim that it is impossible to produce a scale for progression in respect of grammatical structure which would be applicable across all languages.[11] One illustrative scale is available for grammatical accuracy.

|  | GRAMMATICAL ACCURACY |
|---|---|
| C2 | *Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).* |
| C1 | *Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.* |
| B2 | *Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.* |
| | *Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.* |
| B1 | *Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.* |
| | *Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.* |
| A2 | *Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.* |
| A1 | *Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.* |

This means that for each relevant category and sub-category of descriptors, a grammar strand/taxonomy will need to be worked out for each level (A1 – C1). The authors suggest that users of the Framework consider and where appropriate state:
- • on which theory of grammar they have based their work;[12]
- • which grammatical elements, categories, classes, structures, processes and relations are learners, etc. equipped/required to handle.
- • the basis on which grammatical elements, categories, structures, processes and relations are selected and ordered;
- • how their meaning is conveyed to learners; [13]
- • the role of contrastive grammar in language teaching and learning;
- • the relative importance attached to range, fluency and accuracy in relation to the grammatical construction of sentences;

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[10] ICEF 44
[11] CEF 113
[12] Refer to Annex I for an article on methodology
[13] See ANNEX II for an excerpt from interview with Diane Larsen-Freeman, which refers to the issue.

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- the extent to which learners are to be made aware of the grammar of (a) the mother tongue (b) the target language (c) their contrastive relations.
- how grammatical structure is a) analysed, ordered and presented to learners and (b) mastered by them.

# THE SUGGESTED ROAD MAP

A. **Matching the CEF levels with SFL levels (DBE & DML) for each instructional span/course.** The Framework proposes an initial broad classification of levels as Basic User (A), Independent User (B) and Proficient User (C), and goes on to a branching of these: A1, A2, B1, B2, C1, C2, which overlap with Council of Europe specifications (Breakthrough, Waystage, etc.). It also suggests that different pedagogic cultures should not feel limited in going on to further branching in order to organize and describe their system of levels.

To illustrate the case for our instructional levels, the proficiency levels to be achieved by the end of each instructional span / course may be set as follows:

(Research has to be carried out to determine the actual stratification.)

| GROUP | INSTRUCTIONAL SPAN | | |
|---|---|---|---|
| | **SPAN 1** | **SPAN 2** | **SPAN 3** |
| **Beginners** | A1.1 | A1.2 & A2.1 | A2.2 |
| **Elementary** | A1.2 & A2.1 | A2.2 | A2.2 & B1.1 |
| **Pre-Intermediate** | B1.1& B1.2 | B1.2 & B2.1 | B2.1 & B2.2 |
| **Intermediate** | B1.1 | B1.2 & B2.1 | B2.1 & B2.2 |
| **Upper-Intermediate** | B2.1 | B2.1 & B2.2 | B2.2 & C1.1 |

ENG 101 →          B2 & C1

ENG 102 →          B2 & C1

ENG 211 →          B2 & C1 (For sub-categories not covered in DBE)

Having our students reach level C2 at any sub-category might be too ambitious. There seems to be a great deal to be covered in levels A2, B1, B2 and C1.

In order to determine these levels, a detailed breakdown and examination of skills, strategies, competences and the required learning outcomes should be carried out.

B. **Matching the objectives of each instructional span/course with CEF descriptors. Suggested procedure:**

**Example: At DBE Elementary level**

Supposing that the Elementary Group in DBE will reach CEF level A1 in some skills/strategies and level A2 in others (global, modular, weighted, partial?) by the end of the first instructional span, the syllabus objectives regarding each skill /strategy for that particular span will have to be matched with the following CEF descriptors.

This study focuses on speaking; however, **since the Framework advocates the integration of skills rather than dealing with them in an isolated manner, oral production (speaking), aural reception (listening) and the integration of these two skills will need to be dealt with together.** [14] This, of course, does not mean that skills cannot be integrated in different variations.

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[14] Refer to Annex 3 for the SFL Curriculum Renewal Project needs analysis results regarding listening and speaking skills.

# I. PRODUCTIVE ACTIVITIES AND STRATEGIES

## i. ORAL PRODUCTION ACTIVITIES

Illustrative scales are provided for:
• Overall spoken production;
• Sustained monologue: describing experience;
• Sustained monologue: putting a case (e.g. in debate);
• Public announcements;
• Addressing audiences.

| | OVERALL ORAL PRODUCTION |
|---|---|
| A2 | *Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.* |
| A1 | *Can produce simple mainly isolated phrases about people and places.* |

| | SUSTAINED MONOLOGUE: Describing experience |
|---|---|
| A2 | *Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something.* |
| | *Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.* |
| A1 | *Can describe him/herself, what he/she does and where he/she lives.* |

| | SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate) |
|---|---|
| A2 | *No descriptor available* |
| A1 | *No descriptor available* |

| | PUBLIC ANNOUNCEMENTS |
|---|---|
| A2 | *Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.* |
| A1 | *No descriptor available* |

| | ADDRESSING AUDIENCES |
|---|---|
| A2 | *Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow up questions.* |
| | *Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.* |
| A1 | *Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.* |

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Obviously, the above descriptors are too general to provide a basis for a teaching programme. So the following will need to be considered:

- o In what domain will the learners need to perform oral production? → personal, public, educational? ('Occupational' will probably be the concern of DML.)
- o What task types will be incorporated into the syllabus? Why?
- o What learning outcomes are expected?
- o What kind of modification will have to be done in the above descriptors in order to align them with our needs?

## ii. COMMUNICATION STRATEGIES FOR ORAL PRODUCTION

The following will need to be considered:

- o Which of the following strategies are relevant for our students?
- o Are there any other strategies that they will need to develop?
- o How will they be trained in developing these strategies?
- o What kind of modification will have to be done in the following descriptors in order to align them with our needs?

The following are listed under production strategies
• Planning Rehearsing;
• Execution Compensating;
• Evaluation Monitoring success.
• Repair Self-correction.

Illustrative scales are provided for:
• Planning;
• Compensating;
• Monitoring and repair.

|  | PLANNING |
|---|---|
| **A2** | *Can recall and rehearse an appropriate set of phrases from his/her repertoire.* |
| **A1** | *No descriptor available* |

|  | COMPENSATING |
|---|---|
| **A2** | *Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.* |
| | *Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').* |
| **A1** | *No descriptor available* |

|  | MONITORING AND REPAIR |
|---|---|
| **A2** | *No descriptor available* |
| **A1** | *No descriptor available* |

**COMPARISON OF THE EXISTING SPEAKING OBJECTIVES WITH CEF DESCRIPTORS**

The DBE Elementary Group **speaking objective** for the first instructional span of the 2005-2006 academic year has been indicated as:

> "Expressing themselves by using the target structures", the target structures being grammar points listed as 'present simple and progressive tense, frequency adverbs (often, always, usually, never)' and so on.

Such a listing by no means matches the philosophy of the CEF. The suggested procedure to overcome this shortcoming could be:

- determining descriptors for oral production activities and strategies for this level (A1/A2) by specifying the domain(s) in which the language will be used, task types and learning outcomes;
- identifying the linguistic and lexical repertoire that would enable performance at the specified level in fulfilling such tasks and activities;
- writing descriptors for this linguistic and lexical repertoire.

## II. RECEPTIVE ACTIVITIES AND STRATEGIES

### i. AURAL RECEPTION ACTIVITIES

The following will need to be considered:
- o In what domain will the learners need to employ aural reception and for what purposes? → personal, educational?
- o What mode of listening will the learners be involved in? What task types will be incorporated in the syllabus? Why?
- o What learning outcomes are expected?
- o What kind of modification will have to be done in the following descriptors in order to align them with our needs?

Illustrative scales are provided for:
• Overall listening comprehension;
• Understanding interaction between native speakers;
• Listening as a member of a live audience;
• Listening to announcements and instructions;
• Listening to audio media and recordings.

| | OVERALL LISTENING COMPREHENSION |
|---|---|
| **A2** | *Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.* |
| | *Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.* |
| **A1** | *Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.* |

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| | UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS |
|---|---|
| **A2** | *Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.* |
| **A1** | *No descriptor available* |

| | LISTENING AS A MEMBER OF A LIVE AUDIENCE |
|---|---|
| **A2** | *No descriptor available* |
| **A1** | *No descriptor available* |

| | LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS |
|---|---|
| **A2** | *Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport.* |
| **A1** | *Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.* |

| | LISTENING TO AUDIO MEDIA AND RECORDINGS |
|---|---|
| **A2** | *Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.* |
| **A1** | *No descriptor available* |

## ii. STRATEGIES FOR AURAL RECEPTION

*Reception strategies* involve identifying the context and knowledge of the world relevant to it, activating in the process what are thought to be appropriate *schemata*. These in turn set up expectations about the organisation and content of what is to come (*Framing*). During the process of receptive activity cues identified in the total context (linguistic and non-linguistic) and the expectations in relation to that context set up by the relevant schemata are used to build up a representation of the meaning being expressed and a hypothesis as to the communicative intention behind it. Through a process of successive approximation, apparent and possible gaps in the message are filled in order to flesh out the representation of meaning, and the significance of the message and of its constituent parts are worked out (*Inferring*). The gaps filled through inference may be caused by linguistic restrictions, difficult receptive conditions, lack of associated knowledge, or by assumed familiarity, obliqueness, understatement or phonetic reduction on the part of the speaker/writer. The viability of the current model arrived at through this process is checked against the evidence of the incoming co-textual and contextual cues to see if they 'fit' the activated schema – the way one is interpreting the situation (*Hypothesis testing*). An identified mismatch leads to a return to step one (*Framing*) in the search for an alternative schema which would better explain the incoming cues (*Revising Hypotheses*). (CEF 2001: 72)

The following will need to be considered:
- o Which of the following strategies are relevant for our students?
- o Are there any other strategies that they will need to develop?
- o How will they be trained in developing these strategies?
- o What kind of modification will have to be done in the following descriptors in order to align them with our needs?

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| | IDENTIFYING CUES AND INFERRING (Spoken & Written) |
|---|---|
| A2 | *Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.* |
| A1 | *No descriptor available* |

## COMPARISON OF THE EXISTING LISTENING OBJECTIVES WITH CEF DESCRIPTORS

The DBE Elementary Group Objective for **listening** for the first instructional span of the 2005-2006 academic year has been indicated as:

By the end of this span, the students will have practised listening in order to:

- get the overall gist,
- locate specific information,
- follow a conversation,
- understand and carry out instructions given orally,
- answer questions while listening,
- make predictions.

In order to match these objectives with the CEF philosophy and formulate descriptors accordingly, the task(s) to be carried out, the pace of speech of the speaker and the comprehension level of the listener, together with the linguistic and lexical items that the listener can comprehend should be included in the DBE descriptors.

## III. INTERACTIVE ACTIVITIES AND STRATEGIES

### i. SPOKEN INTERACTION ACTIVITIES

As stated in the Framework,

in interactive activities the language user acts alternately as speaker and listener with one or more interlocutors so as to construct conjointly, through the negotiation of meaning following the co-operative principle, conversational discourse. Reception and production strategies are employed constantly during interaction. There are also classes of cognitive and collaborative strategies (also called discourse strategies and co-operation strategies) concerned with managing co-operation and interaction such as turntaking and turngiving, framing the issue and establishing a line of approach, proposing and evaluating solutions, recapping and summarising the point reached, and mediating in a conflict. (CEF 2001: 73)

Examples of interactive activities include:
• transactions
• casual conversation
• informal discussion
• formal discussion
• debate
• interview
• negotiation
• co-planning
• practical goal-oriented co-operation

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Illustrative scales are provided for:
• Overall spoken interaction
• Understanding a native speaker interlocutor
• Conversation
• Informal discussion
• Formal discussion and meetings
• Goal-oriented co-operation
• Transactions to obtain goods and services
• Information exchange
• Interviewing and being interviewed

> The following will need to be considered:
> - o In what domain will the learners need to interact orally and for what purposes? → personal, public, educational?
> - o What task types will be incorporated in the syllabus? Why?
> - o What learning outcomes are expected?
> - o What kind of modification will have to be done in the following descriptors in order to align them with our needs?

| | **OVERALL SPOKEN INTERACTION** |
|---|---|
| **A2** | *Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.* |
| | *Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.* |
| **A1** | *Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.* |

| | **UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR** |
|---|---|
| **A2** | *Can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.* |
| | *Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.* |
| **A1** | *Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.* |

| | **CONVERSATION** |
|---|---|
| **A2** | *Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.* |
| | *Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Can use simple everyday polite forms of greeting and address. Can make and respond to invitations, suggestions and apologies. Can say what he/she likes and dislikes.* |

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| | |
|---|---|
| **A1** | *Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.* |

| | **INFORMAL DISCUSSION (WITH FRIENDS)** |
|---|---|
| **A2** | *Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly. Can discuss what to do in the evening, at the weekend. Can make and respond to suggestions. Can agree and disagree with others.* |
| | *Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can discuss what to do, where to go and make arrangements to meet.* |
| **A1** | *No descriptors available* |

| | **FORMAL DISCUSSION AND MEETINGS** |
|---|---|
| **A2** | *Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly. Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.* |
| | *Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.* |
| **A1** | *No descriptor available* |

| | **GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)** |
|---|---|
| **A2** | *Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.* |
| | *Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.* |
| **A1** | *Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.* |

| | **TRANSACTIONS TO OBTAIN GOODS AND SERVICES** |
|---|---|
| **A2** | *Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.* |
| | *Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices, etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal.* |
| **A1** | *Can ask people for things and give people things. Can handle numbers, quantities, cost and time.* |

| | **INFORMATION EXCHANGE** |
|---|---|
| **A2** | *Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions, e.g. explain how to get somewhere.* |

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|  | Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information. |
| --- | --- |
| **A1** | Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. |

|  | **INTERVIEWING AND BEING INTERVIEWED** |
| --- | --- |
| **A2** | Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to. |
|  | Can answer simple questions and respond to simple statements in an interview. |
| **A1** | Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. |

## ii.    STRATEGIES FOR SPOKEN INTERACTION

According to the Framework,

Planning for spoken interaction involves the activation of schemata or a 'praxeogram'(i.e. a diagram representing the structure of a communicative interaction) of the exchanges possible and probable in the forthcoming activity (*Framing*) and consideration of the communicative distance from other interlocutors (*Identifying information/opinion gap; Judging what can be taken as given*) in order to decide on options and prepare possible moves in those exchanges (*Planning moves*). During the activity itself, language users adopt turntaking strategies in order to obtain the discourse initiative (*Taking the floor*), to cement the collaboration in the task and keep the discussion on course (*Co-operating: interpersonal*), to help mutual understanding and maintain a focused approach to the task at hand (*Co-operating: ideational*), and so that they themselves can ask for assistance in formulating something (*Asking for Help*). As with Planning, evaluation takes place at a communicative level: judging the 'fit' between the schemata thought to apply, and what is actually happening (*Monitoring: schemata, praxeogram*) and the extent to which things are going the way one wants them to go (*Monitoring: effect, success*); miscomprehension or intolerable ambiguity leads to requests for clarification which may be on a communicative or linguistic level (*Asking for, giving clarification*), and to active intervention to re-establish communication and clear up misunderstandings when necessary (*Communication Repair*). (CEF 2001: 84-85)

Illustrative scales are provided for:
• taking the floor;
• co-operating;
• asking for clarification.

The following will need to be considered:
  o  Which of the following strategies are relevant for our students?
  o  Are there any other strategies that they will need to develop?
  o  How will they be trained in developing these strategies?
  o  What kind of modification will have to be done in the following descriptors in order to align them with our needs?

| | **TAKING THE FLOOR (TURNTAKING)** |
|---|---|
| **A2** | *Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.* |
| | *Can ask for attention.* |
| **A1** | *No descriptor available* |

| | **CO-OPERATING** |
|---|---|
| **A2** | *Can indicate when he/she is following.* |
| **A1** | *No descriptor available* |

| | **ASKING FOR CLARIFICATION** |
|---|---|
| **A2** | *Can ask very simply for repetition when he/she does not understand. Can ask for clarification about key words or phrases not understood using stock phrases.* |
| | *Can say he/she didn't follow.* |
| **A1** | *No descriptor available* |

To act as a speaker…., the learner must be able to carry out a sequence of skilled actions.

To speak, the learner must be able to:
- *plan* and *organise* a message (cognitive skills)
- *formulate* a linguistic utterance (linguistic skills)
- *articulate* the utterance (phonetic skills)

To listen, the learner must be able to:
- *perceive* the utterance (auditory phonetic skills)
- *identify* the linguistic message (linguistic skills)
- *understand* the message (semantic skills)
- *interpret* the message (cognitive skills)

The skills involved in the receptive process include:
- perceptual skills
- memory
- decoding skills
- inferencing
- predicting
- imagination

The processes involved in *spoken interaction* differ from a simple succession of speaking and listening activities in a number of ways:
- productive and receptive processes overlap. Whilst the interlocutor's utterance, still incomplete, is being processed, the planning of the user's response is initiated – on the basis of a hypothesis as to its nature, meaning and interpretation.
- discourse is cumulative. As an interaction proceeds, the participants converge in their readings of a situation, develop expectations and focus on relevant issues. These processes are reflected in the form of the utterances produced.

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The strategic component deals with updating of mental activities and competences in the course of communication. This applies equally to the productive and receptive processes. It should be noted that an important factor in the control of the productive processes is the *feedback* the speaker/writer receives at each stage: formulation, articulation and acoustic. In a wider sense, the strategic component is also concerned with the monitoring of the communicative process as it proceeds, and with ways of managing the process accordingly,
e.g.:

- dealing with the unexpected, such as changes of domain, theme schema, etc.;
- dealing with communication breakdown in interaction or production as a result of such factors as memory lapses;
- inadequate communicative competence for the task in hand by using compensating strategies like restructuring, circumlocution, substitution, asking for help;
- misunderstandings and misinterpretation (by asking for clarification);
- slips of the tongue, mishearings (by using repair strategies). (CEF: 90-93)

> Users of the Framework may wish to consider and where appropriate state:
> - to what degree which skills are required for the satisfactory accomplishment of the oral communication the learner is expected to undertake;
> - which skills can be presupposed and which will need to be developed.

## COMPARISON OF THE EXISTING ORAL INTERACTION OBJECTIVES WITH CEF DESCRIPTORS

Objectives for **oral interaction** do not exist in the SFL curriculum because the skills were treated in an isolated manner while specifying objectives during the SFL Curriculum Renewal Project. (Naturally, some features of oral interaction do exist in the speaking and listening objectives : see, for example,  objectives 1, 3, 4, 5 under goal 4 of speaking, SFL.)

How oral integration objectives as defined in the CEF can be reflected to the SFL curriculum through meaningful tasks and activities should be considered and the related descriptors should be drawn up.  This study will be materialized in the SFL goals and objectives regarding the following section of the rationale behind it:

…… **language skills are to be integrated** and **to be purposefully treated** towards the **achievement of process learning, in which relevant skills and knowledge are transferred across tasks**. (SFL-CPD)

## C.   FORMULATING SELF-ASSESSMENT TOOLS

As mentioned earlier, self-assessment and learner autonomy are stressed throughout the Framework. 'Can do' statement, which students are expected use in order to assess their learning / monitor their progress will have to be worked out.  In addition to the use of the 'can do' statements in raising student awareness in terms of what they are expected to achieve by the end of each instructional span / course, and assess themselves accordingly, other advantages of using 'can do' statements might be:

- using them in course descriptors,
- providing teachers with substantial basis on which they can relate individual lessons to course outcomes,
- providing testers with substantial basis on which they can design their exams,
- providing a basis for alignment of SFL assessments with external examinations

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# D. DRAWING UP THE SYLLABUS AND DESIGNING TASKS

Again, as suggested in the account on the case study at the University of Gloucestershire (ICEF 2004:121-130)

- Courses should be based on 'can do' statements rather than a course book.
- Programs for instructional spans / courses should refer to the statements in terms of outcomes.
- Study skills would need to be a regular feature of the programme.
- Course books and supplementary materials should be cross referenced to 'can do' statements at each level to make programming easier.
- Tasks and texts should be selected / designed accordingly.

**Tasks**

As stated by the authors, users of the Framework may wish to consider and where appropriate state:

- principles for the selection and weighting of 'real life' and 'pedagogic' **tasks** for their purposes, including the appropriateness of different types of tasks in particular learning contexts;
- the criteria for selecting **tasks** which are purposeful and meaningful for the learner, and provide a challenging but realistic and attainable goal, involving the learner as fully as possible, and allowing for differing learner interpretations and outcomes;
- the relationship between **tasks** that are primarily meaning-oriented and learning experiences specifically focused on form so that the learner's attention might be focused in a regular and useful manner on both aspects in a balanced approach to the development of accuracy and fluency;
- ways of taking into account the pivotal role of the learner's strategies in relating competences and performance in the successful accomplishment of challenging **tasks** under varying conditions and constraints (see CEF section 4.4); ways of facilitating successful task accomplishment and learning (including activation of the learner's prior competences in a preparatory phase);
- criteria and options for selecting **tasks**, and where appropriate manipulating task parameters in order to modify the level of task difficulty so as to accommodate learners' differing and developing competences, and diversity in learner characteristics (ability, motivation, needs, interests);
- how the perceived level of difficulty of a **task** might be taken into account in the evaluation of successful task completion and in (self) assessment of the learner's communicative competence (CEF: Chapter 9).

**Texts**

As explained in Chapter 2 in the Framework, 'text' is used to cover any piece of language, whether a spoken utterance or a piece of writing, which users/learners receive, produce or exchange. There can thus be no act of communication through language without a text; language activities and processes are all analysed and classified in terms of the relation of the user/learner and any interlocutor(s) to the text whether viewed as a finished product, an artifact, or as an objective or as a product in process of elaboration. These activities and processes are dealt with in some detail in section 4.4 and 4.5. Texts have many different functions in social life and result in corresponding differences in form and substance. Different *media* are used for different purposes. Differences of

medium and purpose and function lead to corresponding differences not only in the context of messages, but also in their organisation and presentation. Accordingly, texts may be classified into different text types belonging to different *genres*. See also Section 5.2.3.2 (macro functions).

Medium and text-type are closely related and both are derivative from the function they perform.

*Texts and media*

Every text is carried by a particular medium, normally by sound waves or written artifacts.

*Media include:*
• voice (*viva voce*);
• telephone, videophone, teleconference;
• public address systems;
• radio broadcasts;
• TV;
• cinema films;
• computer (e-mail, CD Rom, etc.);
• videotape, -cassette, -disc;
• audiotape, -cassette, -disc;
• print;
• manuscript; etc

> Which media the learner will need/be equipped with/be required to handle a) receptively b) productively c) interactively should be considered.

*Spoken Text-types include:*
public announcements and instructions;
public speeches, lectures, presentations, sermons;
rituals (ceremonies, formal religious services);
entertainment (drama, shows, readings, songs);
sports commentaries (football, cricket, boxing, horse-racing, etc.);
news broadcasts;
public debates and discussion;
inter-personal dialogues and conversations;
telephone conversations;
job interviews.

## ERRORS AND MISTAKES

Another area in which the Framework provides options is in dealing with errors. According to the Framework:

***Errors*** are due to an *'interlanguage',* a simplified or distorted representation of the target competence. When the learner makes errors, his performance truly accords with his competence, which has developed characteristics different from those of L2 norms.

***Mistakes***, on the other hand, occur in performance when a user/learner (as might be the case with a native speaker) does not bring his competences properly into action.[15]

Different attitudes may be taken to learner errors, e.g.:
    a) errors and mistakes are evidence of failure to learn;
    b) errors and mistakes are evidence of inefficient teaching;
    c) errors and mistakes are evidence of the learner's willingness to communicate despite risks;
    d) errors are an inevitable, transient product of the learner's developing interlanguage.
    e) mistakes are inevitable in **all** language use, including that of native speakers.

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[15] See ANNEX 2 for an excerpt from an interview with Diane Larsen-Freeman, which refers to the issue.

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The action to be taken with regard to learner mistakes and errors may be:
   a) all errors and mistakes should be immediately corrected by the teacher;
   b) immediate peer-correction should be systematically encouraged to eradicate errors;
   c) all errors should be noted and corrected at a time when doing so does not interfere with communication (e.g. by separating the development of accuracy from the development of fluency);
   d) errors should not be simply corrected, but also analysed and explained at an appropriate time;
   e) mistakes which are mere slips should be passed over, but systematic errors should be eradicated;
   f) errors should be corrected only when they interfere with communication;
   g) errors should be accepted as 'transitional interlanguage' and ignored.

What use is made of the observation and analysis of learner errors:
   a) in planning future learning and teaching on an individual or group basis?
   b) in course planning and materials development?
   c) in the evaluation and assessment of learning and teaching, e.g. are students assessed primarily in terms of their errors and mistakes in performing the tasks set? if not, what other criteria of linguistic achievement are employed? are errors and mistakes weighted and if so according to what criteria? what relative importance is attached to errors and mistakes in:
      pronunciation
      spelling
      vocabulary
      morphology
      syntax
      usage
      sociocultural content? (CEF: 155)

---

Users of the Framework may wish to consider and where appropriate state their attitude to and action in response to learner errors and mistakes and whether the same or different criteria apply to:
   • phonetic errors and mistakes;
   • orthographic errors and mistakes;
   • vocabulary errors and mistakes;
   • morphological errors and mistakes;
   • syntactic errors and mistakes;
   • sociolinguistic and sociocultural errors and mistakes;
   • pragmatic errors and mistakes.

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## ASSESSMENT

The text in this section comprises extracts from Chapter 9 of the Framework (pp.177-192), which might be useful in relating exams to the CEF and getting an insight into self-assessment.

   • According to the Framework, descriptors of aspects of proficiency can be used in two main ways in relation to the attainment of objectives.

1. *Self- or teacher-assessment:* Provided the descriptors are *positive, independent statements* they can be included in checklists for self- and teacher-assessment. However, it is a weakness of the majority of existing scales that the descriptors are often negatively worded at lower levels and norm-referenced around the middle of the scale. They also often make purely verbal distinctions between levels by replacing one or two words in adjacent descriptions which then have little

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meaning outside the co-text of the scale. Appendix A in the Framework discusses ways of developing descriptors that avoid these problems.

2. *Performance assessment:* A more obvious use for scales of descriptors on aspects of competence from Chapter 5 is to offer starting points for the development of assessment criteria. By guiding personal, non-systematic impressions into considered judgements, such descriptors can help develop a shared frame of reference among the group of assessors concerned. There are basically three ways in which descriptors can be presented for use as assessment criteria:

- Firstly, descriptors can be presented as a *scale* – often combining descriptors for different categories into one holistic paragraph per level. This is a very common approach.
- Secondly, they can be presented as a *checklist*, usually with one checklist per relevant level, often with descriptors grouped under headings, i.e. under categories. Checklists are less usual for live assessment.
- Thirdly, they can be presented as a *grid* of selected categories, in effect as a set of parallel scales for separate categories. This approach makes it possible to give a diagnostic profile. However, there are limits to the number of categories that assessors can cope with. (CEF: 181)

- According to the Framework, here are two distinctly different ways in which one can provide a grid of sub-scales:

*Proficiency Scale***:** by providing a profile grid defining the relevant levels for certain categories, for example from Levels A2 to B2. Assessment is then made directly onto those levels, possibly using further refinements like a second digit or pluses to give greater differentiation if desired.

*Examination Rating Scale***:** by selecting or defining a descriptor for each relevant category which describes the desired pass standard or norm for a particular module or examination for that category.

The scales for the Common References Levels are intended to facilitate the description of the level of proficiency attained in existing qualifications – and so aid comparison between systems. The measurement literature recognises five classic ways of linking separate assessments: (1) **equating**; (2) **calibrating**; (3) **statistical moderation**; (4) **benchmarking**, and (5) **social moderation**. The first three methods are traditional: (1) producing alternative versions of the same test (equating), (2) linking the results from different tests to a common scale (calibrating), and (3) correcting for the difficulty of test papers or the severity of examiners (statistical moderation). The last two methods involve building up a common understanding through discussion (social moderation) and the comparison of work samples in relation to standardised definitions and examples (benchmarking). Supporting this process of building a common understanding is one of the aims of the Framework. This is the reason why the scales of descriptors to be used for this purpose have been standardised with a rigorous development methodology. In education this approach is increasingly described as standards oriented assessment. It is generally acknowledged that the development of a standards-oriented approach takes time, as partners acquire a feel for the meaning of the standards through the process of exemplification and exchange of opinions.

- The Framework compares **achievement assessment** and **proficiency assessment** in the following way but states that the list is by no means exhaustive and that there is no significance to whether one term in the distinction is placed on the left or on the right.

*Achievement assessment* is the assessment of the achievement of specific objectives – assessment of what has been taught. It therefore relates to the week's/term's work, the course book, the syllabus. Achievement assessment is oriented to the course. It represents an internal perspective.

*Proficiency assessment* on the other hand is assessment of what someone can do/knows in relation to the application of the subject in the real world. It represents an external perspective.

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| 1 | **Achievement assessment** | **Proficiency assessment** |
|---|---|---|
| 2 | Norm-referencing (NR) | Criterion-referencing (CR) |
| 3 | Mastery learning CR | Continuum CR |
| 4 | Continuous assessment | Fixed assessment points |
| 5 | Formative assessment | Summative assessment |
| 6 | Direct assessment | Indirect assessment |
| 7 | Performance assessment | Knowledge assessment |
| 8 | Subjective assessment | Objective assessment |
| 9 | Checklist rating | Performance rating |
| 10 | Impression | Guided judgement |
| 11 | Holistic assessment | Analytic assessment |
| 12 | Series assessment | Category assessment |
| 13 | Assessment by others | Self-assessment |

Teachers have a natural tendency to be more interested in achievement assessment in order to get feedback for teaching. Employers, educational administrators and adult learners tend to be more interested in proficiency assessment: assessment of outcomes, what the person can now do. The advantage of an achievement approach is that it is close to the learner's experience. The advantage of a proficiency approach is that it helps everyone to see where they stand; results are transparent.

In communicative testing in a needs-oriented teaching and learning context one can argue that **the distinction between achievement (oriented to the content of the course) and proficiency (oriented to the continuum of real world ability)** should ideally be small. To the extent that an achievement assessment tests practical language use in relevant situations and aims to offer a balanced picture of emerging competence, it has a proficiency angle. To the extent that a proficiency assessment consists of language and communicative tasks based on a transparent relevant syllabus, giving the learner the opportunity to show what they have achieved, that test has an achievement element. The scales of illustrative descriptors relate to proficiency assessment: the continuum of real world ability. The importance of achievement testing as a reinforcement to learning is discussed in Chapter 6 of the Framework.

- The Framework distinguishes between norm-referencing and criterion-referencing as follows:

*Norm-referencing* is the placement of learners in rank order, their assessment and ranking in relation to their peers.

*Criterion-referencing* is a reaction against norm-referencing in which the learner is assessed purely in terms of his/her ability in the subject, irrespective of the ability of his/her peers.

- The Framework distinguishes between formative assessment and summative assessment as follows:

*Formative assessment* is an ongoing process of gathering information on the extent of learning, on strengths and weaknesses, which the teacher can feed back into their course planning and the actual feedback they give learners. Formative assessment is often used in a very broad sense so as to include non-quantifiable information from questionnaires and consultations.

*Summative assessment* sums up attainment at the end of the course with a grade. It is not necessarily proficiency assessment. Indeed a lot of summative assessment is norm referenced, fixed-point, achievement assessment.

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The strength of formative assessment is that it aims to improve learning. The weakness of formative assessment is inherent in the metaphor of feedback. Feedback only works if the recipient is in a position (a) *to notice*, i.e. is attentive, motivated and familiar with the form in which the information is coming, (b) *to receive*, i.e. is not swamped with information, has a way of recording, organising and personalising it; (c) *to interpret*, i.e. has sufficient pre-knowledge and awareness to understand the point at issue, and not to take counterproductive action and (d) *to integrate* the information, i.e. has the time, orientation and relevant resources to reflect on, integrate and so remember the new information. This implies self-direction, which implies training towards self-direction, monitoring one's own learning, and developing ways of acting on feedback.

Such learner training or awareness raising has been called *évaluation formatrice*. A variety of techniques may be used for this awareness training. A basic principle is to compare impression (e.g. what you say you can do on a checklist) with the reality, (e.g. actually listening to material of the type mentioned in the checklist and seeing if you do understand it). DIALANG relates self-assessment to test performance in this way. Another important technique is discussing samples of work – both neutral examples and samples from learners and encouraging them to develop a personalised metalanguage on aspects of quality. They can then use this metalanguage to monitor their work for strengths and weaknesses and to formulate a self-directed learning contract.

- The Framework distinguishes between direct assessment and indirect assessment as follows:

***Direct assessment*** is assessing what the candidate is actually doing. For example, a small group are discussing something, the assessor observes, compares with a criteria grid, matches the performances to the most appropriate categories on the grid, and gives an assessment. ***Indirect assessment***, on the other hand, uses a test, usually on paper, which often assesses enabling skills.

Direct assessment is effectively limited to speaking, writing and listening in interaction, since you can never see receptive activity directly. Reading can, for example, only be assessed indirectly by requiring learners to demonstrate evidence of understanding by ticking boxes, finishing sentences, answering questions, etc. Linguistic range and control can be assessed either directly through judging the match to criteria or indirectly by interpreting and generalising from the responses to test questions. A classic direct test is an interview; a classic indirect test is a cloze.

- Another distinction discussed is that between performance assessment and knowledge assessment.

***Performance assessment*** requires the learner to provide a sample of language in speech or writing in a direct test. ***Knowledge assessment*** requires the learner to answer questions which can be of a range of different item types in order to provide evidence of the extent of their linguistic knowledge and control. Unfortunately one can never test competences directly. All one ever has to go on is a range of performances, from which one seeks to generalise about proficiency. Proficiency can be seen as competence put to use. In this sense, therefore, all tests assess only performance, though one may seek to draw inferences as to the underlying competences from this evidence.

However, an interview requires more of a 'performance' than filling gaps in sentences, and gap-filling in turn requires more 'performance' than multiple choice. In this sense the word 'performance' is being used to mean the production of language. But the word 'performance' is used in a more restricted sense in the expression 'performance tests'. Here the word is taken to mean a relevant performance in a (relatively) authentic and often work or study-related situation. In a slightly looser use of this term 'performance assessment', oral assessment procedures could be said to be performance tests in that they generalise about proficiency from performances in a range of discourse styles considered to be relevant to the learning context and needs of the learners. Some tests balance the performance assessment with an assessment of knowledge of the language as a system; others do not.

The Framework also compares and discusses the following modes of judgement and models of rating:

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- Subjective assessment/objective assessment
- Rating on a scale/rating on a checklist
- Impression/guided judgement
- Holistic/analytic
- Series assessment/category assessment
- Assessment by others/self-assessment

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Users of the Framework may wish to consider and where appropriate state

which of the types of assessment listed above are:
- more relevant to the needs of the learner in their system
- more appropriate and feasible in the pedagogic culture of their system
- more rewarding in terms of teacher development through 'washback' effect
- the way in which the assessment of achievement (school-oriented; learning-oriented) and the assessment of proficiency (real world-oriented; outcome-oriented) are balanced and complemented in their system, and the extent to which communicative performance is assessed as well as linguistic knowledge.
- the extent to which the results of learning are assessed in relation to defined standards and criteria (criterion-referencing) and the extent to which grades and evaluations are assigned on the basis of the class a learner is in (norm-referencing).

the extent to which teachers are:
- informed about standards (e.g. common descriptors, samples of performance)
- encouraged to become aware of a range of assessment techniques
- trained in techniques and interpretation
- the extent to which it is desirable and feasible to develop an integrated approach to continuous assessment of coursework and fixed point assessment in relation to related standards and criteria definitions
- the extent to which it is desirable and feasible to involve learners in self-assessment in relation to defined descriptors of tasks and aspects of proficiency at different levels, and operationalisation of those descriptors in – for example – series assessment
- the relevance of the specifications and scales provided in the Framework to their context, and the way in which they might be complemented or elaborated.

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You may refer to the following document in order to read more about the issue of calibrating examinations to the CEF:
*Relating Language Examinations to the CEF (DGIV/EDU/LANG 2003/10)*

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### i. ASSESSMENT OF ORAL PRODUCTION/SPOKEN INTERACTION

Whatever approach is being adopted, any practical assessment system needs to reduce the number of possible categories to a feasible number. Received wisdom is that more than 4 or 5 categories starts to cause cognitive overload and that 7 categories is psychologically an upper limit. Thus choices have to be made. In relation to oral assessment, if interaction strategies are considered a qualitative aspect of communication relevant in oral assessment, then the illustrative scales contain 12 qualitative categories relevant to oral assessment:

> Turntaking strategies
> Co-operating strategies
> Asking for clarification
> Fluency
> Flexibility
> Coherence
> Thematic development
> Precision
> Sociolinguistic competence
> General range
> Vocabulary range
> Grammatical accuracy
> Vocabulary control
> Phonological control

It is obvious that, whilst descriptors on many of these features could possibly be included in a general checklist, 12 categories are far too many for an assessment of any performance. In any practical approach, therefore, such a list of categories would be approached selectively. Features need to be combined, renamed and reduced into a smaller set of assessment criteria appropriate to the needs of the learners concerned, to the requirements of the assessment task concerned and to the style of the pedagogic culture concerned. The resultant criteria might be equally weighted, or alternatively certain factors considered more crucial to the task at hand might be more heavily weighted.[16]

### ii. A SAMPLE FOR ASSESSMENT OF ORAL PRODUCTION/SPOKEN INTERACTION

UCLES claims to have aligned Cambridge ESOL Exams with CEF descriptors; therefore, it might be a good idea to use them as a guideline in developing assessment tools for speaking in our institution.

KET is the first level Cambridge ESOL exam, at level A2 of the Council of Europe's **Common European Framework of Reference for Languages.** KET recognises the ability to cope with everyday written and spoken communications at a basic level. The **KET descriptors for speaking** are as follows:

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**LEVEL A2 (Waystage)**
**Basic command of the spoken language.**
Able to convey basic meaning in very familiar or highly predictable situations.
Produces utterances which tend to be very short – words or phrases – with frequent hesitations and pauses.
Dependent on rehearsed or formulaic phrases with limited generative capacity.
Only able to produce limited extended discourse.
Pronunciation is heavily influenced by L1 features and may at times be difficult to understand.
Requires prompting and assistance by an interlocutor to prevent communication from breaking down.

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[16] CEF p.193

*Paper Format*
This paper contains 2 parts.
The standard format is two candidates and two examiners. One examiner acts as an assessor and does not join in the conversation. The other acts as both assessor and interlocutor and manages the interaction either by asking questions or setting up the tasks.

*Task Types*
Short exchanges with the examiner and an interactive task involving both candidates.
*Timing*
8–10 minutes per pair of candidates.
*Marks*
Candidates are assessed on their performance throughout the test. There are a total of 25 marks in Paper 3, making 25% of the total score for the whole examination

| Part | Task Type and Format | Task Focus | Timing |
|---|---|---|---|
| 1 | Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions. The interlocutor follows an interlocutor frame to guide the conversation, ensure standardisation and control level of input. | Language normally associated with meeting people for the first time, giving information of a factual personal kind. Bio-data type questions to respond to. | 5–6 minutes |
| 2 | Candidates interact with each other. The interlocutor sets up the activity using a standardised rubric. Candidates ask and answer questions using prompt material. | Factual information of a non-personal kind related to daily life. | 3–4 minutes |

*Assessment*
Candidates are assessed on their own individual performance and not in relation to each other. Both examiners assess the candidates according to criteria which are interpreted at KET level. The assessor awards marks according to three analytical criteria: Grammar and Vocabulary, Pronunciation and Interactive Communication. The interlocutor awards a global achievement mark.

*Grammar and Vocabulary*
This refers to the candidate's ability to use vocabulary, structure and paraphrase strategies to convey meaning. Candidates at this level are only expected to have limited linguistic resources, and it is success in using these limited resources to communicate a message which is being assessed, rather than range and accuracy.

*Pronunciation*
This refers to the intelligibility of the candidate's speech. First language interference is expected and not penalised if it does not affect communication.

*Interactive communication*
This refers to the candidate's ability to take part in the interaction appropriately. Hesitation while the candidate searches for language is expected and not penalised so long as it does not strain the patience of the listener. Candidates are given credit for being able to ask for repetition or clarification if necessary.

*Global achievement*
This is based on the analytical criteria and relates to the candidate's performance overall.

*Typical minimum adequate performance*
A typical minimum adequate performance at KET level can be summarised as follows:
The candidate's linguistic resources and paraphrase strategies are limited but are generally adequate to convey the intended meaning. Speech may sometimes be difficult to understand and there is hesitation, but generally appropriate interaction takes place.

*Marking*
Standardisation of marking is maintained both by regular examiner co-ordination sessions and by visits to centres by Team Leaders to monitor examiners' performance. During training sessions, examiners watch and discuss sample speaking tests recorded on video in order to establish a common standard of assessment. These sample speaking texts are selected to demonstrate a range of nationalities and different levels of competence and are pre-marked by a team of Senior Team Leaders and Team Leaders.
In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader. Team Leaders give advice and support to Oral Examiners as required.
The Team Leaders are responsible to a Senior Team Leader in consultation with the local administration, and Senior Team Leaders are appointed by Cambridge ESOL.

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# TEACHER TRAINING

Teacher training is a key element in the implementation of any innovation brought to instructional approaches. The Final Report on Teacher Training prepared by the European Commission Directorate General for Education and Culture in 2004, 'The European Profile for Language Teacher Education – A Frame of Reference', should be referred to. The summary of the report is as follows:

This report proposes a European Profile for language teacher education in the 21st century. It deals with the initial and in-service education of foreign language teachers in primary, secondary and adult learning contexts and it offers a frame of reference for language education policy makers and language teacher educators in Europe. The findings draw on consultation with a wide range of European experts on language teacher education, and on the experience of eleven European teacher education institutions. The findings also suggest guidelines for quality assurance and enhancement. By outlining the key elements in European language teacher education, the Profile aims to serve as a checklist for existing teacher education programmes and a guideline for those still being developed.

The report begins by examining the context of recent European enlargement and developments in the European Commission's policies for education and languages. It outlines the need for a Profile for foreign language teacher education in Europe and explains the rationale behind the Profile as it has been developed. It deals with the **structure** of educational courses, the **knowledge and understanding** central to foreign language teaching, the diversity of teaching and learning **strategies and skills** and the kinds of **values** language teaching should encourage and promote. Drawing on the expertise of policy makers and educators in the field of foreign language teacher education from a wide range of European countries, the Profile presents 40 key elements in language teacher education courses. It details how courses can be structured and delivered to give trainee teachers access to essential learning opportunities during initial and in-service teacher education. In particular, it focuses on innovative teacher education practices and ways of promoting cooperation, exchange and mobility among the new generation of Europe's language teachers.

In the Profile, each element is explained in detail and supported by advice, guidelines and proposals from European experts. Eleven case studies of European teacher education institutions provide exemplifications of how each element works in practice. The case studies also help identify a number of possible issues that might arise in relation to items of the Profile.

In summary, the report proposes that foreign language teacher education in the twentyfirst century should include the following elements of initial and in-service education:

**Structure**
1.  A curriculum that integrates academic study and the practical experience of teaching.
2.  The flexible and modular delivery of initial and in-service education.
3.  An explicit framework for teaching practice (*stage/*practicum).
4.  Working with a mentor and understanding the value of mentoring.
5.  Experience of an intercultural and multicultural environment.
6.  Participation in links with partners abroad, including visits, exchanges or ICT links.
7.  A period of work or study in a country or countries where the trainee's foreign language is spoken as native.
8.  The opportunity to observe or participate in teaching in more than one country.
9.  A European-level evaluation framework for initial and in-service teacher education programmes, enabling accreditation and mobility.
10. Continuous improvement of teaching skills as part of in-service education.
11. Ongoing education for teacher educators.
12. Training for school-based mentors in how to mentor.
13. Close links between trainees who are being educated to teach different languages.

**Knowledge and Understanding**
14. Training in language teaching methodologies, and in state-of-the-art classroom techniques and activities.
15. Training in the development of a critical and enquiring approach to teaching and learning.

16. Initial teacher education that includes a course in language proficiency and assesses trainees' linguistic competence.
17. Training in information and communication technology for pedagogical use in the classroom.
18. Training in information and communication technology for personal planning, organisation and resource discovery.
19. Training in the application of various assessment procedures and ways of recording learners' progress.
20. Training in the critical evaluation of nationally or regionally adopted curricula in terms of aims, objectives and outcomes.
21. Training in the theory and practice of internal and external programme evaluation.

**Strategies and Skills**
22. Training in ways of adapting teaching approaches to the educational context and individual needs of learners.
23. Training in the critical evaluation, development and practical application of teaching materials and resources.
24. Training in methods of learning to learn.
25. Training in the development of reflective practice and self-evaluation.
26. Training in the development of independent language learning strategies.
27. Training in ways of maintaining and enhancing ongoing personal language competence.
28. Training in the practical application of curricula and syllabuses.
29. Training in peer observation and peer review.
30. Training in developing relationships with educational institutions in appropriate countries.
31. Training in action research.
32. Training in incorporating research into teaching.
33. Training in Content and Language Integrated Learning (CLIL).
34. Training in the use of the European Language Portfolio for self-evaluation.

**Values**
35. Training in social and cultural values.
36. Training in the diversity of languages and cultures.
37. Training in the importance of teaching and learning about foreign languages and cultures.
38. Training in teaching European citizenship.
39. Training in team-working, collaboration and networking, inside and outside the immediate school context.
40. Training in the importance of life-long learning.

*For the full report please refer to:*
*http://europa.eu.int/comm/education/policies/lang/doc/profile_en.pdf*


# THE EUROPEAN LANGUAGE PORTFOLIO

The European Language Portfolio, devised by the Council of Europe's Modern Languages Division and piloted in 15 Council of Europe member states between 1998 and 2000, was launched throughout Europe during 2001, the European Year of Languages. The ELP has three obligatory components:

- a language passport, which summarizes the owner's linguistic identity, language learning achievement, and intercultural experience, and includes the owner's assessment of his/her own language competence according to the **Council of Europe's Common Reference Levels**;

- a language biography, which is used to set intermediate learning goals, review progress, and record significant language learning and intercultural experiences;

- a dossier, in which the owner collects samples of his/her work and evidence of his/her achievements in second/foreign language learning.[17]

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[17] For more information on the ELP refer to  *http://www.tcd.ie/CLCS/portfolio/outline.html* and Annex 5

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# FINAL SUGGESTIONS

1.  All the steps in the process should be shared with the house in order to raise awareness and receive constructive feedback. This will also bring forth ownership of any change to be implemented.

2.  It should be re-checked whether the DML goals and objectives formulated during the Curriculum Renewal Project are reflected in the course syllabuses (ENG 101, 102, 211 and 311) and the necessary amendments should be made according to the mapping.

3.  It should be re-checked whether the DBE goals and objectives formulated during the Curriculum Renewal Project are reflected in the span syllabuses of each DBE group and the necessary amendments should be made according to the mapping.

4.  The domain for each instructional span / course should be specified (low: personal/public → high: educational) and the weighting of materials should shift from personal / public to educational as the level rises.

5.  The required changes, if any, in departmental objectives should be made through a study similar to that conducted during the Curriculum Renewal Project.

6.  The methodology of teaching/learning should be clearly specified and adhered to; teacher training should be emphasized in the process.

7.  In carrying out the mapping study, unnecessary overlaps across the SFL curriculum should be avoided and necessary overlaps should be specified/ highlighted, thus maintaining the continuum and ensuring reinforcement.

8.  The inclusion of competences other than linguistic competence should be considered while drawing up syllabuses.

9.  Assessment criteria and techniques should be developed accordingly and examinations or tests should be related to the CEF. Assessment through students' performance on specific tasks should be considered.

10. The implications of integrating the ELP (European Language Portfolio) into the curriculum should be considered.

**USEFUL LINKS AMONG MANY OTHERS MIGHT BE:**

CEF: Evaluation and Course Content – Issues and Problems
**www.dilit.it/formazione/PeterLayton.pdf**

ALTER 'CAN DO' Statements
**http://www.alte.org/can_do/cef.cfm**

**Seminar to calibrate examples of spoken performances in line with the scales of the *Common European Framework of Reference for Languages***
**http://www.culture2.coe.int/portfolio/documents/Report%20Sevres%20final%207%20June1. doc**

European Language Portfolio Network Support Group
**http://www.tcd.ie/CLCS/portfolio/ELP_network/index.html**

**"Sweden gets to know the European Language Portfolio"**
**http://www.fba.uu.se/portfolio/portfolio_en/pf2.htm**

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# ANNEX 1:

## Excerpt http://www.cal.org/ericcll/digest/rodgers.html

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What's Now, What's Next?

The future is always uncertain, and this is no less true in anticipating methodological directions in second language teaching than in any other field. Some current predictions assume the carrying on and refinement of current trends; others appear a bit more science-fiction-like in their vision. Outlined below are 10 scenarios that are likely to shape the teaching of second languages in the next decades of the new millennium. These methodological candidates are given identifying labels in a somewhat tongue-in-cheek style, perhaps a bit reminiscent of yesteryear's method labels.

1. **Teacher/Learner Collaborates**
   Matchmaking techniques will be developed which will link learners and teachers with similar styles and approaches to language learning. Looking at the Teacher and Learner roles sketched in Figure 2, one can anticipate development of a system in which the preferential ways in which teachers teach and learners learn can be matched in instructional settings, perhaps via on-line computer networks or other technological resources.
2. **Method Synergistics**
   Crossbreeding elements from various methods into a common program of instruction seems an appropriate way to find those practices which best support effective learning. Methods and approaches have usually been proposed as idiosyncratic and unique, yet it appears reasonable to combine practices from different approaches where the philosophical foundations are similar. One might call such an approach "Disciplined Eclecticism."
3. **Curriculum Developmentalism**
   Language teaching has not profited much from more general views of educational design. The curriculum perspective comes from general education and views successful instruction as an interweaving of Knowledge, Instructional, Learner, and Administrative considerations. From this perspective, methodology is viewed as only one of several instructional considerations that are necessarily thought out and realized in conjunction with all other curricular considerations.
4. **Content-Basics**
   Content-based instruction assumes that language learning is a by-product of focus on meaning--on acquiring some specific topical content--and that content topics to support language learning should be chosen to best match learner needs and interests and to promote optimal development of second language competence. A critical question for language educators is "what content" and "how much content" best supports language learning. The natural content for language educators is literature and language itself, and we are beginning to see a resurgence of interest in literature and in the topic of "language: the basic human technology" as sources of content in language teaching.
5. **Multintelligencia**
   The notion here is adapted from the Multiple Intelligences view of human talents proposed by Howard Gardner (1983). This model is one of a variety of learning style models that have been proposed in general education with follow-up inquiry by language educators. The chart below shows Gardner's proposed eight native intelligences and indicates classroom language-rich task types that play to each of these particular intelligences.

| INTELLIGENCE TYPES AND APPROPRIATE EDUCATIONAL ACTIVITIES | |
| --- | --- |
| **Intelligence Type** | **Educational Activities** |
| Linguistic | lectures, worksheets, word games, journals, debates |
| Logical | puzzles, estimations, problem solving |
| Spatial | charts, diagrams, graphic organizers, drawing, films |
| Bodily | hands-on, mime, craft, demonstrations |
| Musical | singing, poetry, Jazz Chants, mood music |
| Interpersonal | group work, peer tutoring, class projects |
| Intrapersonal | reflection, interest centers, personal values tasks |
| Naturalist | field trips, show and tell, plant and animal projects |

Figure 3. (Adapted from Christison, 1998)

6. The challenge here is to identify these intelligences in individual learners and then to determine appropriate and realistic instructional tasks in response.

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7. **Total Functional Response**

Communicative Language Teaching was founded (and floundered) on earlier notional/functional proposals for the description of languages. Now new leads in discourse and genre analysis, schema theory, pragmatics, and systemic/functional grammar are rekindling an interest in functionally based approaches to language teaching. One pedagogical proposal has led to a widespread reconsideration of the first and second language program in Australian schools where instruction turns on five basic text genres identified as Report, Procedure, Explanation, Exposition, and Recount. Refinement of functional models will lead to increased attention to genre and text types in both first and second language instruction.

8. **Strategopedia**

"Learning to Learn" is the key theme in an instructional focus on language learning strategies. Such strategies include, at the most basic level, memory tricks, and at higher levels, cognitive and metacognitive strategies for learning, thinking, planning, and self-monitoring. Research findings suggest that strategies can indeed be taught to language learners, that learners will apply these strategies in language learning tasks, and that such application does produce significant gains in language learning. Simple and yet highly effective strategies, such as those that help learners remember and access new second language vocabulary items, will attract considerable instructional interest in Strategopedia.

9. **Lexical Phraseology**

The lexical phraseology view holds that only "a minority of spoken clauses are entirely novel creations" and that "memorized clauses and clause-sequences form a high proportion of the fluent stretches of speech heard in every day conversation." One estimate is that "the number of memorized complete clauses and sentences known to the mature English speaker probably amounts, at least, to several hundreds of thousands" (Pawley & Syder, 1983). Understanding of the use of lexical phrases has been immensely aided by large-scale computer studies of language corpora, which have provided hard data to support the speculative inquiries into lexical phraseology of second language acquisition researchers. For language teachers, the results of such inquiries have led to conclusions that language teaching should center on these memorized lexical patterns and the ways they can be pieced together, along with the ways they vary and the situations in which they occur.

10. **O-zone Whole Language**

Renewed interest in some type of "Focus on Form" has provided a major impetus for recent second language acquisition (SLA) research. "Focus on Form" proposals, variously labeled as consciousness-raising, noticing, attending, and enhancing input, are founded on the assumption that students will learn only what they are aware of. Whole Language proponents have claimed that one way to increase learner awareness of how language works is through a course of study that incorporates broader engagement with language, including literary study, process writing, authentic content, and learner collaboration.

11. **Full-Frontal Communicativity**

We know that the linguistic part of human communication represents only a small fraction of total meaning. At least one applied linguist has gone so far as to claim that, "We communicate so much information non-verbally in conversations that often the verbal aspect of the conversation is negligible." Despite these cautions, language teaching has chosen to restrict its attention to the linguistic component of human communication, even when the approach is labeled Communicative. The methodological proposal is to provide instructional focus on the non-linguistic aspects of communication, including rhythm, speed, pitch, intonation, tone, and hesitation phenomena in speech and gesture, facial expression, posture, and distance in non-verbal messaging.

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# ANNEX 2:

> **Diane Larsen-Freeman** is a professor of applied linguistics at the School for International Training in Brattleboro, Vermont, USA. She has written numerous articles and books on language teaching methodology, second language acquisition, English grammar, and teacher education, including *The Grammar Book: An ESL/EFL Teacher's Course* (2nd ed.) with Marianne Celce-Murcia (Heinle & Heinle, 1999) and *An Introduction to Second Language Acquisition Research with Michael Long* (Longman, 1991). She is also the series director for the four-level student text *Grammar Dimensions* (Heinle & Heinle), now in its third edition. This interview was conducted by the editor-in-chief of the Forum on March 3, 2001 at the international TESOL convention held in St. Louis, Missouri.

## Excerpt (http://exchanges.state.gov/forum/vols/vol39/no4/p2.htm)

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*WPA:* Speaking of inquiry, if you were given time and resources to conduct research in the fields of FL/SL instruction and applied linguistics, what would you investigate?

**DLF:** I don't believe that one method is necessarily inherently superior in all cases to another. However, I'm interested these days in the debate that I'll try to encapsulate as the PPP vs. PPP [laughter]. That should be transparent! That is, the traditional approach to teaching has often been called the PPP approach: the teacher presents something, the students practice it and then they produce it in a more open-ended fashion.

But it seems to me these days in communicative language teaching, task-based approaches, and content-based approaches, students start out producing the language. They have a task where they are engaged in making meaningful communication to the best of their abilities. Obviously it won't be totally comprehensible, accurate or fluent, but they do some kind of productive task. And then there may be a practice phase and then the teaching concludes not with a teacher presentation per se but perhaps with a teacher-led opportunity to consolidate the learning, say, in the case of grammar, to articulate or induce a grammar rule from the experience they have just had in using the language.

It seems to me, and Peter Skehan said this too, it's turning the PPP upside down: production, practice, presentation, where the presentation is really the result of an inductive process. Practice is still in the middle.

I don't know if I could even control the experimentation; there are too many possible confounding variables. But I would be curious to see if any different learning outcomes arise from the two different sequences of Ps.

**WPA:** *.....*But it seems to me these days in communicative language teaching, task-based approaches, and content-based approaches, students start out producing the language. They have a task where they are engaged in making meaningful communication to the best of their abilities. Obviously it won't be totally comprehensible, accurate or fluent, but they do some kind of productive task. And then there may be a practice phase and then the teaching concludes not with a teacher presentation per se but perhaps with a teacher-led opportunity to consolidate the learning, say, in the case of grammar, to articulate or induce a grammar rule from the experience they have just had in using the language.

**DLF:** I think a fascinating development now is all the linguistic corpora that are being produced around the world, the data bases we are now getting through the use of computer technology. It's affecting our view of language. People are much more aware now that language, albeit partially rule governed, is made up of a number of lexicalized phrases, things like "by the way," and lexicalized sentence stems "I am very sorry to hear that…" or "I am terribly sorry to learn that…." Those kinds of beginning sentence fragments that you then complete with whatever you are sorry to hear or learn about. There is an enormous number of these phrases and lexicalized sentence stems that users of a language avail themselves of in order to communicate in a fluent manner.

It would be really interesting to do some kind of a study looking at teaching rules versus teaching these patterns. Or even before that, say that language is made up of an enormous number of these patterns in their permutations and combinations. Does that mean we should teach them? Are they systematic enough to teach or are we just going to get a phrase book kind of syllabus? And if there is some systematicity, if it isn't just a matter of mapping these phrases over a whole semester or several years of courses, then what's the best way to teach them? It seems to me they are memorized holistic phrases. Do we just send our students home to memorize these phrases? Do we just get them to repeat after us? What is the best way to help students learn to use these in a fluent, accurate, and appropriate manner?

I think the dominant metaphor in our field for language is changing. I think the field is struggling with the way it conceptualizes its subject matter. For many teachers, researchers, and students, language is seen as atomized, comprised of pieces, which are governed by some fairly rigid rules. Acquiring a language then is a matter of "getting" the pieces. I have become interested in Chaos/Complexity science because it has helped me to realize that this description is not the only way of looking at language. We need a new metaphor. I understand now that language can be seen as a process, as much as a set of products. I also believe that language is more organic than it is rigid and that acquiring a language is more of a matter of participating than it is of "getting." I think the field is moving in seeing language and its acquisition in these ways too.

Chaos/Complexity science is the study of complex, nonlinear, dynamic processes as they occur in the physical world. I do not think that teaching and learning are physical sciences, but I do think that a Chaos/Complexity Theory lens helps us look at what we do in new ways. After all, I can't think of anything more complex, nonlinear, and dynamic than language and its acquisition. I'll give you an example of how we can learn to look with fresh eyes.

I think that language learning is often viewed as an additive, linear process. We teach this piece and then that piece and we expect that our students will acquire them one by one. However, that is not what happens. Language learning is a nonlinear process. For example, you are learning the tenses, and you're doing fine; you learn the simple present, the present progressive, the simple past, and the teacher introduces the present perfect, and then, rather than making progress, your performance actually becomes less proficient. You have added another tense and the system you have constructed implodes.

**WPA:** *But it's rebuilt again, right?*

**DLF:** That's right! We know that there are orderly periods, followed often by periods of chaos when the system convulses. This happens when something new is introduced and students have to figure out how it fits into the system, or they have to revise their understanding of the system in order to accommodate their new awareness. Fortunately, through interaction with others, eventually, order is restored. That does not mean that what the student now produces is target-like, but a new interlanguage stage may have been reached. So I think the conceptualization of language as a fixed, static, atomistic entity is being challenged by one that is much more nonlinear, organic, and holistic.

**WPA:** *If I understand you correctly, in this description of Chaos/Complexity and its application to language learning, interlanguage would be a very importance concept for teachers to understand. There is a process of learning and interlanguage is what it is called, and if it is nonlinear, then a loss might not be a permanent loss.*

**DLF:** You could even say a loss is a sign of progress! The point is that it is not a linear process. You are not going to see a direct line; it is full of peaks and alleys. Learners are not speaking something that's deficient, but rather a language of their own that's somewhere in the middle between the two. It's a creative process. I think it is much better to think of it as having hills and valleys and in some case there is some backsliding. There is actually some regression in behavior. But assuming that student interest doesn't wane and that students continue to have fruitful exposure to the target language, things do move along and sort themselves out usually.

David Nunan and I gave a talk a few years back called "Grammaring and Gardening." I coined the term "grammaring" a decade ago to get at the idea that if you knew all the rules in all the grammar books around the world but couldn't use them, you wouldn't have learned what you needed to in order to become a fluent speaker. I called it "grammaring" to get at the process nature of it all, the organic nature. It also is an illustration of my idea that grammar is an incredibly flexible system that allows us to make new meaning. By using the -ing on the end of grammar, I've turned it into a process, and I've used grammar to do that. It challenges what I think is the misconception of grammar, which is that grammar is a unified body of static rules having only to do with form.

………..

# ANNEX 3:

## RESULTS OF THE SFL NEEDS ANALYSIS REGARDING ORAL PRODUCTION (SPEAKING), AURAL RECEPTION (LISTENING)AND ORAL INTERACTION

### SFL TEACHERS

Two separate focus group sessions were held with SFL teachers, both from the Department of Modern Languages (DML) and the Department of Basic English (DBE) as part of a comprehensive needs analysis study to investigate the current situation across the university as regards students' English language skills and their academic needs.

### Sample Selection

58 teachers from both departments took active part in the focus group sessions. The selection was made in terms of their years of teaching, experiences of teaching different courses and their representing different units in the SFL.

### The Results

The teachers agreed on the following definitions of DBE Graduates and METU Graduates:

DBE Graduates should (be able to) …. <u>express themselves orally as accurately as possible and get their ideas across with good pronunciation, proper register and fluency; listen to and appropriately respond to spoken discourse in academic and professional contexts</u>; …….

METU Graduates should (be able to) ….. <u>express themselves in oral discourse correctly and fluently i.e. by being aware of register, audience and purpose, for a variety of reasons</u>; ……

### STUDENTS

Questionnaires were given to METU undergraduate students to find out their academic needs in their departments so that the current SFL curriculum could be improved and changes that were geared towards the students' needs could be implemented.

**Sample Selection:** Questionnaires were given to 2735 undergraduate students across 4 years: Freshmen, Sophomore, Junior and Senior. All faculties (Engineering, Arts & Sciences, Education, Administrative Sciences and Architecture) were represented.

### The Results:

**Speaking:** The ANOVA results indicate that there is a significant difference between the first two years (freshman and sophomore levels) and the last two years (junior and senior levels). During the first two years, students mostly use the speaking skill to ask for clarification and to participate in class discussions, whereas in junior and senior years, they are expected to fully participate in class discussions and make presentations. The qualitative analysis of student answers reveal that vocabulary is a major source of difficulty for students in this language skill. Regardless of their year and faculty, students complain from the fact that they do not have enough vocabulary to express themselves fluently in English. They frequently have to pause and search for the 'right' words, which affects their fluency, slows them down and demotivates them. Insufficient practice in speaking has also been expressed as a concern and is seen as a cause of poor speaking skills. Anxiety is another factor that interferes with students' perceived success in speaking. Students have mentioned 'thinking in Turkish' as a problem and perceived it as a hindrance to their fluency in speaking. Students have also expressed concern regarding grammatical accuracy in speaking.

**Listening:** Similar to the results related to reading skills, there is a significant difference in terms of student needs at the freshman level and at further levels. As regards the listening skill, understanding foreign accents and pronunciation is a problem for students. They have no trouble comprehending their Turkish lecturers; however, they have difficulty following lectures/talks given by native speakers mostly due to the speakers' speed.

### Freshman and Sophomore Levels

In all the departments, the dominant instructional method is 'lecturing'. The students are expected to do a lot of note-taking during the classes. Yet, there is a variation in the students' involvement in the class processes. In the Faculty of Engineering and the Physics department, the students are passive in that they are hesitant to ask questions for clarification. Class discussions are not emphasized or encouraged. On the other hand, in the Architecture, Sociology and Elementary Mathematics departments, the students are expected to do oral presentations (highly emphasized in the Architecture

department) and are encouraged to participate in class discussions. However, they are reluctant to ask questions or express opinions due to their lack of confidence in their language proficiency.

**Junior and Senior Levels**

We observe more emphasis on speaking at these levels in all the departments. Class discussions are a significant part of the learning processes. In all the departments, the students are required to do oral presentations for different purposes (presenting their reports or term projects). However, language problems still prevail, especially at the engineering departments, at these levels, which is a problem in their speaking performance.

**INDUSTRY**

**State Institutions**

The METU graduates at state institutions mostly employ listening and speaking skills in telephoning, socializing events, business meetings as well as conferences/seminars and delivering presentations. They rarely need them in pre/in-service training programs and marketing negotiations. However, most of the graduates state that they are reluctant to speak in English especially during the meetings or on the telephone because in these situations they have to produce language on the spot without going through a period of time to think and get prepared. In addition, they have difficulties regarding socializing due to the lack of daily conversation practice. Because of all these difficulties they lack confidence in spoken English. In terms of the listening skill, the difficulty they experience is mostly related to technical or field specific terminology and different accents the speakers in general may have. Three graduates from the sample group did not report any problems related to speaking and listening skills.

Almost all the employers regard METU graduates as successful in the tasks & activities which require them to employ their listening skill. On the other hand, all the employers agree that METU graduates lack practice in everyday conversation & socializing. They are not fluent enough and mostly because they can't think in English, they are not capable of participating actively at business meetings. They are also reluctant to answer international telephone calls. Employers, nevertheless, acknowledge that personality might also play a role in this reluctant behaviour. In addition, graduates have difficulty in using the appropriate terminology in their speeches. All these problems might be related to poor vocabulary & language as well as their lack of confidence in their language proficiency. It is difficult for them to express their opinions & ask questions especially during meetings & telephone conversations.

**Private Institutions**

METU graduates are mostly engaged in speaking English during business meetings, telephone conversations and socializing situations in business contexts. In addition, their listening skills gain importance while they participate in both business meetings & conferences/seminars, etc. Rarely, they need to use their speaking and listening skills while they are giving presentations, taking part in negotiations and teaching at or participating in pre/in-service education programs. According to the results, most of them experience difficulty especially in conversations that take place in socializing events meetings and on the telephone. They report that this difficulty is caused by their inability to use appropriate contextual vocabulary and lack of proficiency and practice in everyday, casual conversation in English. However, the difficulty in listening is experienced quite rarely and it is caused especially by the different types of accents the speakers have.

According to employers, METU graduates mostly have to speak and listen to English during telephone conversations, meetings, delivering presentations and socializing events in business life. Rarely, they speak and listen to English while they are giving lectures, participating in negotiations, trade/business fairs, tele/video conferences and pre/in-service training programs. They frequently attend conferences and seminars.

Employers assert that the reasons which cause this difficulty are the graduates' lack of practice in everyday, informal conversations and their insufficiency in terminology. Due to these reasons, they are unable to articulate the appropriate discourse patterns and structures in professional contexts. In terms of the listening skill, the only difficulty the graduates have is again caused by the different accents of the speakers.

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# ANNEX 4:

## SFL GOALS AND OBJECTIVES for speaking and listening

<u>**Goal 3:**</u>  Listen to and appropriately respond to spoken discourse in professional and academic contexts.

Objective 1:  Identify main idea(s) in spoken discourse
Objective 2:  Listen for a specific purpose to choose relevant information
Objective 3:  Understand and carry out oral instructions
Objective 4:  Develop effective strategies to understand extended lectures and other extended spoken input
Objective 5:  Recognize the need for further clarification and repair misunderstandings
Objective 6:  Evaluate information from listening input
Objective 7:  Recognize the tone & the attitude of the speaker
Objective 8:  Make inferences from a spoken text.

<u>**Goal 4:**</u>  Express themselves in spoken language with a reasonable degree of fluency and intelligibility appropriate to professional and non-professional contexts.

Objective 1:  Initiate and maintain a conversation with colleagues in a professional or academic setting.
Objective 2:  Speak with reasonable, accuracy, fluency, and intelligibility
Objective 3:  Use conversational discourse routines effectively
Objective 4:  Use appropriate spoken discourse patterns and markers in a variety of situations.
Objective 5:  Learn to use communication strategies effectively
Objective 6:  Present effectively in formal meetings, seminars, conferences and in situations that require negotiation for professional purposes.

<u>**Goal 5:**</u>  Acquire and continually use learning skills, habits and strategies that promote further independent learning (Objectives roughly reflect metacognitive goals)

Objective 1:  Set learning goals
Objective 2:  Monitor progress in task success
Objective 3:  Identify skills that need improvement and develop appropriate strategies to improve identified weaknesses
Objective 4:  Review and evaluate strategies for task success
Objective 5:  Give and receive feedback appropriately
Objective 6:  Use a variety of information sources for a variety of tasks
Objective 7:  Use strategies that will enhance communication and indirectly support learning.
Objective 8:  Learn to use and integrate a wide range of learning strategies to achieve learning goals

## DBE GOALS AND OBJECTIVES for speaking and listening

<u>**Goal 3 :**</u>  Listen to and appropriately respond to spoken discourse in academic contexts.

**Objective 1** : Identify main idea(s) in spoken discourse.
- Identify the topic and purpose of a spoken text
- Identify discourse structure and organization (identify key discourse cohesive markers)
- Distinguish between facts and opinions
- Identify the topic
- Distinguish main ideas from supporting detail
- Identify key vocabulary items (synonyms, antonyms etc.)
- Identify paraphrasing
- Develop effective strategies to understand extended spoken input
- Recognize the outline of the talk and the important information

**Objective 2** : Listen to conversations / dialogues with a purpose
- Listen for overall meaning/ gist
- Listen for specific information

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**Objective 3** : Understand and carry out oral instructions
- Listen to and understand how to perform a certain task

**Objective 4** : Develop effective strategies to understand extended spoken input
- Recognize the outline of the talk and the important information
- Listen to input and take notes simultaneously
- Solicit assistance

**Goal 4 :**  Express themselves in spoken language with a reasonable degree of fluency and intelligibility appropriate to academic contexts.

**Objective 1** : Initiate and maintain a conversation appropriate to the context in an academic setting.
- Use conversational discourse routines effectively
- Use communicative strategies effectively

**Objective 2** : Speak with reasonable, accuracy, fluency, intelligibility and appropriate register
- Speak with understandable pronunciation
- Speak with reasonably accurate grammar and appropriate vocabulary
- Use appropriate intonation and stress patterns and sentence rhythm with understandable and reasonable accuracy

**Objective 3** : Build confidence in speaking in public.

**Goal 5 :**  Develop academic language skills through integrated-skills tasks

**Objective 1** : Use information from reading sources for a variety of speaking and writing tasks
- Summarize information
- Respond to written information

**Objective 2** : Use information from listening sources for a variety of speaking and writing tasks
- Summarize a lecture
- Take notes
- Respond to a lecture verbally and in written mode
- Transform information into graphic representations

**Objective 3** : Compare and evaluate information from multiple sources.
- Determine the relative importance of different sources of information
- Identify and evaluate conflicting and contradictory information

**Objective 4** : Compare information from both listening and reading sources for a variety of speaking and writing tasks

**Objective 5** : Carry out tasks that require multiple language skills

**Having students develop the following <u>strategies</u> are considered as part of the DBE curricular responsibilities**

A. Communicative (production) strategies
- Avoidance strategies
- Compensatory strategies
- Stalling strategies
- Interactional strategies

B. Comprehension (reading and listening) strategies
- Previewing
- Scanning
- Skimming
- Reviewing
- Predicting
- Forming questions
- Note-taking and organizing strategies
- Inferencing
- Summarizing
- Forming appropriate examples, key details

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C. Retrieval strategies
- Recall related situations
- Using associations to add background knowledge
- Organizing strategies
- Using images

D. Social Strategies

E. Learner Self-motivation Strategies (language support)

F. Commitment control strategies

G. Processing control strategies

H. Situation control strategies

I. Emotion control strategies

J. Environmental control strategies

# DML GOALS AND OBJECTIVES for speaking and listening

**Goal 3:** Listen to and appropriately respond to spoken discourse in professional and academic contexts.

**Affective Domain:**

**Objective 1**:  Develop effective strategies to understand extended lectures and other extended spoken input
- Generate appropriate questions to support comprehension before listening
- Maintain and adjust comprehension and attention throughout
- Develop note taking strategies
- Evaluate own predictions and generate further questions
- Recognize the need for further clarification and repair misunderstandings
- Be willing to share information/ideas from listening to further tasks/learning procedures

**Objective 2**:  Increase exposure to spoken input in a variety of listening situations in line with their own needs and interests

**Cognitive Domain:**

**Objective 1**: Identify main idea(s) in spoken discourse
- Identify key discourse / cohesive markers
- Identify discourse structure and organization
- Distinguish between facts & opinions
- Identify the topic
- Distinguish main ideas from supporting detail
- Identify key vocabulary items, synonyms, antonyms, etc.

**Objective 2**: Listen for a specific purpose to choose relevant information
- Identify broad roles and relationships of the participants (e.g. Superior / subordinate)
- Identify specific information from a spoken discourse on a range of topics and in a range of specific contexts
- Identify key vocabulary items
- Identify synonyms
- Identify paraphrasing

**Objective 3**: Evaluate information from listening
- Evaluate the adequacy of information provided
- Track the development of an argument
- Distinguish fact from opinion
- Distinguish fact from example
- Follow discourse structure

**Objective 4**: Recognize the tone & the attitude of the speaker
- Identify the purpose / genre of a spoken text
- Identify the speaker's attitude / emotional state and illocutionary forces in the verbal input.
- Be aware of paralinguistic features and body language in various forms of spoken discourse.
- Identify register

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- Recognize the communicative function of stress / intonation pattern

**Objective 5**: Make inferences from a spoken text
- Understand meaning not explicitly stated
- Deduce meaning of unfamiliar words
- Use information from discourse to make reasonable predictions or draw conclusions
- Distinguish between denotations and connotations of words

**Goal 4:** Express themselves in spoken language with a reasonable degree of fluency and intelligibility appropriate to professional and non-professional contexts.

**Affective Domain:**

**Objective 1**: Develop an ethical awareness that will lead them to avoid plagiarism in preparing presentations

**Objective 2**: Build confidence in speaking
- Set realistic goals in connection with ultimate speaking competence

**Objective 3**: Be willing to initiate and participate in discussions

**Cognitive Domain:**

**Objective 1**: Initiate and maintain a conversation with colleagues in a professional or academic setting.
- Initiate and maintain conversation appropriate to the context
- Use appropriate contextual vocabulary (vocabulary appropriate to the register and genre of the interaction as well as the participants)

**Objective 2**: Speak with reasonable, accuracy, fluency, and intelligibility
- Speak with understandable pronunciation
- Speak with reasonably accurate grammar and appropriate vocabulary
- Use appropriate intonation and stress patterns and sentence rhythm with understandable and reasonable accuracy

**Objective 3**: Use conversational discourse routines effectively

**Objective 4**: Use appropriate spoken discourse patterns and markers in a variety of situations.
- Become aware of the differences between spoken and written discourse
- Use appropriate discourse patterns for organizing spoken interactions
  A. use appropriate general genres
  B. recognize how information is appropriately organized in extended discourse
- Use appropriate register
  A. professional formal and informal context
  B. informal socialising
- Be aware of and use the delivery style and spoken discourse patterns appropriate in different cultures.

**Objective 5**: Use communication strategies effectively
- Emphasising
- Hesitating
- Summarising
- Paraphrasing
- Asking and answering questions
- Correcting oneself

**Objective 6**: Present effectively in formal meetings, seminars, conferences and in situations that require negotiation for professional purposes.
- Use appropriate functional genre and register
- Use appropriate spoken discourse patterns for oral presentations
- Make use of critical thinking skills during data gathering and organising process

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