

UNIVERSITY OF NEWCASTLE UPON TYNE
DEPARTMENT OF EDUCATION

DOCTOR OF PHILOSOPHY

CONTRASTING STRATEGIES IN
THE TEACHING OF A FOREIGN
LANGUAGE GRAMMAR AND
THEIR EFFECTS

VOLUME TWO

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4.0 CHAPTER FOUR : THE RESULTS

4.1 Introduction

The researcher's three year longitudinal exploration of contrastive teaching methods has been described in the previous chapter from a number of points of departure and each development has been structured, in whole or in part, on the three distinct year-stages of the complete programme. This is also the structure used in the present chapter in order to outline the results of the learners' work, which ultimately will allow some interpretation to be made on the subject of the teaching and learning processes. Associated argument will be articulated not only for argument's sake but for the sake also of responding to those clauses on Modern Languages teaching method contained in the early National Curriculum policy, which provided the initial spur to this action research and echoed the conflict about methods which has been waged throughout the history of Modern Languages teaching. Not least of all, the analysis of results will enable the researcher to return her attention in a purposeful way to Chapter Two of this thesis, in order to allow the comprehensive study of the literature contained within it to inform and complement the action research exercise and its outcomes. Within this context, the researcher may be able to use the experience of her own work to address, and possibly clarify or support, a number of the points of the sectional discussion carried by Chapter II, in reviewing the ideas and the judgments of the established writers and researchers who have been consulted in relation to this AR subject.

Meanwhile, as has been explained previously, the results which this present chapter aims to present are the outcomes of two kinds of performance made by the learners who populated the action experiment. In the first place, they reflect the participants' overall SKILLS-PERFORMANCES measured characteristically in marks and (ultimately) in grades, and, in the second place, their GRAMMATICAL COMPETENCE is measured in terms of mark scores given as a means of counting instances of synchronous grammar use, grammar recognition and/or correct manipulation of grammar practised in

mechanical exercises. Finally, the simple mechanism ✓, already employed in the last stages of Chapter Three, is applied consistently and relevantly to the overall scheme of charting the results in order to act as an immediate indicator of 'superior scores', however small, enabling a process of points accumulation and a comparative or contrastive evaluation, ultimately, of the performances of the two experiment factions (G-I and G-E) in these contexts.

The final reflections of Chapter Three sent the reader into this present analysis of the AR results with an open mind. Indeed, not until the last set of data has been committed to its page, will there be an opportunity to make judgments on the performances which the evidence witnesses. A longitudinal study of the work of a large number of pupils implies among other things that much influence and impact will be effected through their developing cognitive styles, their psychological progression and their advancing personal maturity. The three year duration of the action research is an appreciable time-scale in the development of teenage learners, allowing much fluctuation and many vicissitudes to occur in their situations. In addition to this, the frequency of monitoring them at work in their Modern Languages classrooms up to three times in any school week, and the regularity of assessing their efforts through recurrent marking and testing, allow much of this vicissitudinous development to be uncovered and recorded with their changing performance.

The experiment has been clear enough: two groups of learners have been required to do the 'same' Modern Language learning course to GCSE, but the method ('M'), by which they have been equally instructed, has been given an additional constituent in the case of one only of the two groups. This element, factor X, may or may not prove to have the power to change the prognosis for a successful outcome for the group involved in using it. All throughout this thesis so far, the groups designated as G-I and G-E, according to whether they learned their foreign language grammar by the basic method (implicit, M1) or by this method in conjunction with factor X (explicit, M2), have been referred to as factions. This term has been used in order to suggest the idea of comparison through competition within this action research study which, through factor X, is designed as essentially contrastive.

Thus reminded of the characteristics of the practical assignment, one is better prepared for the exploration of the results, which now follows.

4.2 PHASE ONE : The Results In Year 9

The assessment-structure which was determined by the teaching team for application in FRENCH in Year 9 is described in Chapter Three in juxtaposition with an explanation of certain difficulties which beset the overall assessment plan which, upon its being declared too onerous, underwent a number of necessary reductions as it adapted to the reality of the lower sets. These changes have been taken into account by the researcher in producing her charts. In particular, when the scale of assessments was reduced on behalf of the Sets 'Two', the reduced test was taken as the common-to-all factor for consideration, even though the Sets One had, indeed, addressed the full test. On the other hand, in instances of comparing only the Sets One, the full tests were taken for analysis. This explanation seems necessary at this stage of introducing the main chart samples, in order to clarify any potential anomalies which might suggest themselves to the reader. Finally, in the case of GERMAN, and in the light of the difficulties which beset this episode of the research programme (see Chapter Three), the researcher has reconciled this difficult component with the complete year's work by including in the Year 9 results' chart *whole-test scores only* for German, whereas individual skill-scores are also given, in the case of French.

4.2.1 Year Nine : the performance of THE TWO SETS ONE, demonstrating the year's assessment in six half-termly features

Since the top sets were the groups which remained constant within the action research process, satisfying the intentions implied in the researcher's plan and allowing the plan to reach completion, it seems appropriate to place the evidences of their performances side by side in greater detail than will be the case with the more fragmented multi-group factions. Indeed, the charts which duly follow show

- (i) the whole-class mark-lists after testing in order of the superiority of the marks;
- (ii) the whole-group averages of the marks;
- (iii) the whole-group standard deviation data;

- (iv) the averages of the mid-group marks (in order to establish mean scores exclusive of the top and bottom extremes);
- (v) the mid-group standard deviation data.

(The charts indicate the mid-sections by the margin-placement of stars *). These full-class charts are summarized later as end-results charts, at which stage also the comparative measuring begins, using the symbol ✓. The researcher emphasizes that she finds it important to present this representative instance of the authentic full lists of marks, which she has extracted from her mark ledgers, in order to demonstrate the research groups' progress in Year 9. She must also point out that in some cases a mark may have been noticeably "rounded up" for convenience, or because it has been calculated on a separate occasion and slightly differently. The small margin of difference has not altered the balances of the findings, however. (An instance of this is located in the first LISTENING assessment for Set One (G-I). In one set of marks their score is recorded as 9.4, whereas in the subsequent set (whole year group) it is recorded as 9.5).

YR.9 (G-I) SET ONE LISTENING		YR.9 (G-E) SET ONE LISTENING													
No. in Group	Assess.t.1	Assess.t.2	Assess.t.3	Assess.t.4	Assess.t.5	BL List GCS 1987	Yr.9 G-E Collective	Yr.9 G-E Collective	Assess.t.1	Assess.t.2	Assess.t.3	Assess.t.4	Assess.t.5	BL List GCS 1987	
1	2	3	4	5	6	7	161	161	136	125	125	125	125	125	125
2	17	20	22	21	23	23	127	120	23	19	20	19	22	17	17
3	16	20	18	20	21	22	120	116	22	18	19	19	21	17	17
4	15	19	17	20	20	22	117	112	21	18	19	18	20	16	16
5	15	19	17	19	19	20	113	109	20	17	18	18	20	16	16
6	14	19	16	19	18	20	106	106	19	17	17	18	19	16	16
7	14	19	16	19	18	19	105	104	19	17	17	17	19	15	15
8	*14	*19	*16	*18	*17	*19	*103	*102	*19	*17	*17	*16	*18	*15	*15
9	*14	*19	*15	*17	*17	*18	*100	*99	*18	*16	*16	*16	*18	*15	*15
10	*14	*18	*14	*17	*17	*17	*97	*97	*18	*15	*16	*15	*18	*15	*15
11	*14	*18	*14	*17	*15	*17	*95	*93	*17	*15	*15	*14	*18	*14	*14
12	*13	*17	*14	*17	*15	*17	*93	*91	*17	*15	*15	*13	*17	*14	*14
13	*13	*13	*17	*13	*17	*15	*92	*91	*17	*15	*15	*13	*17	*14	*14
14	*13	*13	*17	*13	*17	*15	*92	*88	*16	*14	*14	*13	*17	*14	*14
15	*13	*13	*17	*13	*16	*15	*90	*86	*16	*13	*14	*13	*17	*13	*13
16	*12	*17	*13	*16	*15	*16	*89	*84	*16	*13	*14	*12	*16	*13	*13
17	*11	*11	*16	*13	*15	*16	*87	*83	*16	*13	*14	*12	*16	*12	*12
18	*11	*16	*16	*13	*16	*14	*86	*81	*16	*13	*13	*12	*15	*12	*12
19	*11	*16	*16	*13	*15	*14	*84	*81	*16	*13	*13	*12	*15	*12	*12
20	*11	*15	*12	*15	*15	*14	*82	*79	*16	*12	*13	*12	*15	*11	*11
21	*11	*15	*12	*15	*13	*14	*80	*75	*15	*11	*12	*11	*15	*11	*11
22	10	15	11	15	15	13	77	74	14	11	12	11	15	11	11
23	10	15	11	14	13	13	76	60	14	10	11	10	15	12	12
24	9	14	10	14	12	12	71	57	14	9	10	10	14	10	10
25	9	14	10	14	11	12	70	55	14	9	9	9	14	9	9
26	8	14	10	11	9	10	62	52	14	8	9	9	12	8	8
27	8	7	9	9	10	43	38	13	7	8	10	10	5	5	5
28	8	8	10	18	24	13	11	11	11	11	11	11	11	11	11
29															
30															
31															
	1	2	3	4	5	6			6	5	4	3	2	1	
Total	338	452	382	445	409	458	2484	2376	484	378	387	360	458	309	
Avg.	12.5	16.7	13.6	16.4	15.7	16.3	15.2	14.8	16.6	13.5	14.3	13.8	16.3	14.0	
SD	2.621	2.753	3.188	2.702	3.280	3.733	22.94	27.00	2.919	3.574	3.210	3.196	3.525	1.939	
Total*	9542	9146	1062	4399	9873	8718	2512	6522	3299	6018	5595	1515	6488	2005	
Avg*	175	217	188	229	184	230	1270	1230	195	201	167	212	170		
SD*	12.5	16.9	13.43	16.4	15.3	16.4	84	15.1	14.6	15.6	14.4	16.6	14.1		
	1.286	1.268	1.089	0.928	1.070	1.283	6.67	8.00	1.087	1.639	1.392	1.305	1.222	1.146	
	0.095	0.105	0.096	0.097	0.077	0.05	20909	82375	8178	1501	681	492	4997	409	

No. in Group	YR.9 (G-I) SET ONE READING		YR.9 (G-E) SET ONE READING	
	Assessst.1	Assessst.2	Assessst.3	Assessst.4
1	8	25	25	25
2	16	23	22	23
3	15	22	20	23
4	14	21	20	23
5	13	21	19	22
6	12	21	19	20
7	12	20	19	19
8	12	19	18	19
9	12	19	18	19
10	11	19	18	19
11	10	19	17	18
12	10	18	17	18
13	10	18	17	18
14	10	18	17	18
15	9	18	17	17
16	9	17	16	17
17	9	17	16	17
18	9	17	16	17
19	8	16	15	17
20	8	16	15	17
21	8	16	14	17
22	7	16	14	12
23	7	15	14	12
24	7	14	13	11
25	7	14	13	10
26	6	8	13	9
27	5	12	8	15
28	5	11	15	16
29		10		
30				
31				

No. in Group	YR.9 (G-I) SET ONE READING		YR.9 (G-E) SET ONE READING	
	Assessst.1	Assessst.2	Assessst.3	Assessst.4
1	25	25	25	27
2	16	23	22	27
3	15	22	20	27
4	14	21	20	26
5	13	21	19	26
6	12	21	19	26
7	12	20	19	26
8	12	19	18	26
9	12	19	18	25
10	11	19	18	25
11	10	19	17	25
12	10	18	17	24
13	10	18	17	24
14	10	18	17	24
15	9	18	17	24
16	9	17	16	24
17	9	17	16	24
18	9	17	16	25
19	8	16	15	23
20	8	16	15	22
21	8	16	14	22
22	7	16	14	21
23	7	15	14	21
24	7	14	13	21
25	7	14	13	20
26	6	8	13	15
27	5	12	8	15
28	5	11	15	16
29		10		10
30				30
31				

No. in Group	YR.9 (G-I) SET ONE READING		YR.9 (G-E) SET ONE READING	
	Assessst.1	Assessst.2	Assessst.3	Assessst.4
1	25	25	25	27
2	16	23	22	27
3	15	22	20	27
4	14	21	20	26
5	13	21	19	26
6	12	21	19	26
7	12	20	19	26
8	12	19	18	26
9	12	19	18	25
10	11	19	18	25
11	10	19	17	25
12	10	18	17	24
13	10	18	17	24
14	10	18	17	24
15	9	18	17	24
16	9	17	16	24
17	9	17	16	24
18	9	17	16	25
19	8	16	15	23
20	8	16	15	22
21	8	16	14	22
22	7	16	14	21
23	7	15	14	21
24	7	14	13	21
25	7	14	13	20
26	6	8	13	15
27	5	12	8	15
28	5	11	15	16
29		10		10
30				30
31				

YR.9 (G-E) SET ONE WRITING									
Assess.1	Assess.2								
	Assess.3			Assess.4			Assess.5		
BL Writing	GCSÉ 1987	Assess.5	Assess.4	Assess.3	Assess.2	Assess.1	BL Writing	GCSÉ 1987	Assess.5
G-E Collective	G-E Collective	G-E Collective	G-E Collective	G-E Collective	G-E Collective	G-E Collective	G-E Collective	G-E Collective	G-E Collective
151	150	150	150	150	150	150	150	150	150
128	124	124	124	124	124	124	124	124	124
116	116	116	116	116	116	116	116	116	116
113	113	113	113	113	113	113	113	113	113
109	109	109	109	109	109	109	109	109	109
105	105	105	105	105	105	105	105	105	105
104	104	104	104	104	104	104	104	104	104
98	98	98	98	98	98	98	98	98	98
92	94	94	94	94	94	94	94	94	94
88	94	94	94	94	94	94	94	94	94
85	91	91	91	91	91	91	91	91	91
77	86	86	86	86	86	86	86	86	86
72	84	84	84	84	84	84	84	84	84
70	83	83	83	83	83	83	83	83	83
69	78	78	78	78	78	78	78	78	78
69	73	73	73	73	73	73	73	73	73
65	70	70	70	70	70	70	70	70	70
61	69	69	69	69	69	69	69	69	69
58	65	65	65	65	65	65	65	65	65
55	63	63	63	63	63	63	63	63	63
54	61	61	61	61	61	61	61	61	61
54	58	58	58	58	58	58	58	58	58
53	58	58	58	58	58	58	58	58	58
48	55	55	55	55	55	55	55	55	55
45	51	51	51	51	51	51	51	51	51
40	48	48	48	48	48	48	48	48	48
29	41	41	41	41	41	41	41	41	41
27	30	30	30	30	30	30	30	30	30
21	20	20	20	20	20	20	20	20	20
9	13	13	13	13	13	13	13	13	13
151	167	167	167	167	167	167	167	167	167
2043	2154	2154	2154	2154	2154	2154	2154	2154	2154
13.5	12.8	12.8	12.8	12.8	12.8	12.8	12.8	12.8	12.8
32.01	28.67	28.67	28.67	28.67	28.67	28.67	28.67	28.67	28.67
0697	7887	8891	6534	3557	7982	4546	1789	1789	1789
969	1069	180	180	205	137	149	169	239	239
12.1	12.7	12.7	12.7	12.7	14.6	9.8	10.6	12.1	16.4
12.6	12.6	3.109	2.46	2.455	1.691	1.710	1.710	1.710	1.710
9053	9053	7154	84227	6911	913	464	3052	3052	3052

YR.9 (G-E) SET ONE WHOLE ASSESSMENT

SET ONE

No. in Group	Assess.t.1	Assess.t.2	Assess.t.3	Assess.t.4	Assess.t.5	BL GCSE 1987		Yr.9 G-E		Yr.9 Collective G-I		Yr.9 Collective G-E		BL GCSE 1987		Assess.t.5		Assess.t.4		Assess.t.3		Assess.t.2		Assess.t.1					
						/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100		
→	69	86	66	80	85	85	471	447	421	454	421	409	435	409	409	409	409	409	409	409	409	409	409	409	409	409	409		
1	67	82	65	75	85	80	454	421	421	475	475	475	475	475	475	475	475	475	475	475	475	475	475	475	475	475	475		
2	65	80	63	72	78	77	435	409	409	475	475	475	475	475	475	475	475	475	475	475	475	475	475	475	475	475	475	475	
3	61	77	62	72	73	76	421	398	398	473	473	473	473	473	473	473	473	473	473	473	473	473	473	473	473	473	473	473	
4	61	75	61	71	72	75	415	388	388	469	469	469	469	469	469	469	469	469	469	469	469	469	469	469	469	469	469	469	
5	58	73	56	68	72	74	401	384	384	469	469	469	469	469	469	469	469	469	469	469	469	469	469	469	469	469	469	469	
6	56	73	55	66	71	70	391	372	372	463	463	463	463	463	463	463	463	463	463	463	463	463	463	463	463	463	463	463	
7	55	72	54	64	70	69	384	365	365	462	462	462	462	462	462	462	462	462	462	462	462	462	462	462	462	462	462	462	
8	54	70	50	64	69	68	375	361	361	462	462	462	462	462	462	462	462	462	462	462	462	462	462	462	462	462	462	462	
9	53	69	49	63	68	68	368	351	351	458	458	458	458	458	458	458	458	458	458	458	458	458	458	458	458	458	458	458	
10	52	68	49	62	68	68	367	346	346	457	457	457	457	457	457	457	457	457	457	457	457	457	457	457	457	457	457	457	
11	52	68	49	62	68	68	366	345	345	456	456	456	456	456	456	456	456	456	456	456	456	456	456	456	456	456	456	456	
12	52	66	48	61	66	66	359	337	337	458	458	458	458	458	458	458	458	458	458	458	458	458	458	458	458	458	458	458	
13	51	65	44	60	62	65	347	330	330	457	457	457	457	457	457	457	457	457	457	457	457	457	457	457	457	457	457	457	
14	51	65	43	59	62	65	345	323	323	456	456	456	456	456	456	456	456	456	456	456	456	456	456	456	456	456	456	456	
15	51	63	41	58	60	63	336	318	318	455	455	455	455	455	455	455	455	455	455	455	455	455	455	455	455	455	455	455	
16	50	62	41	57	59	63	332	308	308	453	453	453	453	453	453	453	453	453	453	453	453	453	453	453	453	453	453	453	
17	49	61	40	57	58	61	326	306	306	452	452	452	452	452	452	452	452	452	452	452	452	452	452	452	452	452	452	452	
18	48	60	37	54	57	58	314	302	302	451	451	451	451	451	451	451	451	451	451	451	451	451	451	451	451	451	451	451	
19	47	59	37	54	57	57	309	293	293	450	450	450	450	450	450	450	450	450	450	450	450	450	450	450	450	450	450	450	
20	47	57	36	53	57	57	305	287	287	449	449	449	449	449	449	449	449	449	449	449	449	449	449	449	449	449	449	449	
21	46	57	35	52	55	55	297	274	274	448	448	448	448	448	448	448	448	448	448	448	448	448	448	448	448	448	448	448	
22	45	56	32	51	55	55	289	262	262	447	447	447	447	447	447	447	447	447	447	447	447	447	447	447	447	447	447	447	
23	43	56	32	46	53	50	280	256	256	446	446	446	446	446	446	446	446	446	446	446	446	446	446	446	446	446	446	446	
24	41	55	28	45	51	47	267	219	219	445	445	445	445	445	445	445	445	445	445	445	445	445	445	445	445	445	445	445	
25	40	54	24	44	50	44	232	210	210	444	444	444	444	444	444	444	444	444	444	444	444	444	444	444	444	444	444	444	
26	40	50	21	41	49	43	223	199	199	443	443	443	443	443	443	443	443	443	443	443	443	443	443	443	443	443	443	443	
27	39	49	21	41	49	39	217	194	194	442	442	442	442	442	442	442	442	442	442	442	442	442	442	442	442	442	442	442	
28	39	48	21	39	47	37	210	178	178	441	441	441	441	441	441	441	441	441	441	441	441	441	441	441	441	441	441	441	
29	38	35	21	37	47	37	156	156	156	440	440	440	440	440	440	440	440	440	440	440	440	440	440	440	440	440	440	440	
30	30	21	1	2	3	4	6	6	6	440	440	440	440	440	440	440	440	440	440	440	440	440	440	440	440	440	440	440	440
Total	1468	1843	1124	1629	1758	1723	9345	9027	9027	1585	1585	1585	1585	1585	1585	1585	1585	1585	1585	1585	1585	1585	1585	1585	1585	1585	1585		
Av.	50.6	63.5	46.8	58.2	62.7	61.5	57.5	53.4	53.4	54.6	54.6	54.6	54.6	54.6	54.6	54.6	54.6	54.6	54.6	54.6	54.6	54.6	54.6	54.6	54.6	54.6	54.6		
SD	8.54	11.39	11.41	11.01	10.89	12.77	8.54	9.13	9.13	13.50	13.50	13.50	13.50	13.50	13.50	13.50	13.50	13.50	13.50	13.50	13.50	13.50	13.50	13.50	13.50	13.50	13.50		
Total*	706	894	644	818	868	876	4507	4766	4766	778	778	778	778	778	778	778	778	778	778	778	778	778	778	778	778	778	778	778	
Av*	50.4	63.8	46.0	58.4	62.0	56.7	53.6	56.7	56.7	55.6	55.6	55.6	55.6	55.6	55.6	55.6	55.6	55.6	55.6	55.6	55.6	55.6	55.6	55.6	55.6	55.6	55.6		
SD*	2.73	4.80	6.46	4.77	5.22	5.57	2.802	2.816	2.816	3.89	3.89	4.49	4.49	4.49	4.49	4.49	4.49	4.49	4.49	4.49	4.49	4.49	4.49	4.49	4.49	4.49	4.49	4.49	

THE ASSESSMENT SUMMARY - CHARTS

		TOP SETS LISTENING SKILL YEAR 9					SET ONE (G-E)					G-I					G-E				
(i)	→	SET ONE (G-I)					SET ONE (G-E)					G-I					G-E				
		Assess1.1	Assess1.2	Assess1.3	Assess1.4	Assess1.5	GCE BL 87	Collective	Collective	Collective	Collective	Assess1.1	Assess1.2	Assess1.3	Assess1.4	Assess1.5	GCE BL 87	Collective	Collective	Collective	Collective
Av	12.5	16.7	13.6	16.4	15.7	16.3		15.2	14.8	16.9	13.5	14.3		13.8	16.3	14.0		(4)	(4)	(G-E)	(G-I)
	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	→G-I
SD	2.62	2.75	3.18	2.79	3.28	3.73		22.94	27.00	2.91	3.57	3.21		3.19	3.52	1.93					
Av*	12.5	16.9	13.4	16.4	15.3	16.4		15.1	14.6		15.6	13.9	14.4		13.4	16.6	14.1				
SD*	1.28	1.26	1.08	0.92	1.07	1.28		6.67	8.00	1.08	1.63	1.39		1.50	1.22	1.11		Av*	5	I	→G-I

NB! Superior performance in LISTENING, measured by frequency of ✓ → 9 4
↓
G-E

		TOP SETS READING SKILL YEAR 9					SET ONE (G-E)					G-I					G-E				
(ii)	→	SET ONE (G-I)					SET ONE (G-E)					G-I					G-E				
		Assess1.1	Assess1.2	Assess1.3	Assess1.4	Assess1.5	GCE BL 87	Collective	Collective	Collective	Collective	Assess1.1	Assess1.2	Assess1.3	Assess1.4	Assess1.5	GCE BL 87	Collective	Collective	Collective	Collective
Av	9.7	17.8	16.1	16.0	18.0	23.3		15.8	16.5	21.4	16.1	16.1		18.0	15.9	14.7		(6)	(6)	(G-E)	(G-E)
	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	→G-E
SD	2.87	3.12	2.96	4.47	2.29	2.72		25.21	25.12	3.50	2.41	3.55		3.08	3.48	2.71					
Av*	9.7	17.9	16.5	15.6	17.7	23.8		16.4	17.1	21.8	15.7	15.8		17.0	16.5	14.9					
SD*	1.32	1.20	1.22	2.49	0.82	1.18		6.61	8.01	1.61	1.12	2.03		1.25	1.45	1.38		Av*	3	4	G-E

NB! Superior performance in READING, measured by frequency of ✓ → 6 8
↓
G-E

TOP SETS WHOLE SUBJECT YEAR 9 AVERAGE SCORES (WITHOUT S.D.) /100				
Superior performances	SET ONE G-I	/100	SET ONE G-E	Superior performances
✓	51.2	ASSESSMENT 1	51.4	✓
	64.0	ASSESSMENT 2	53.3	
✓	46.8	ASSESSMENT 3	50.3	✓
✓	60.5	ASSESSMENT 4	53.5	
✓	58.8	ASSESSMENT 5	52.4	
✓	61.8	GCSE BL 1987	56.8	
✓	57.2	WHOLE GROUPS AVERAGE (6 ASSESSMENTS)	52.9	
✓	56.7	MID GROUPS AVERAGE (6 ASSESSMENTS)	53.6	2
6				

4.2.2 A judgment about the assessment calculations, in which the PERFORMANCES of the two top sets at work have been measured side by side by the counting mechanism ✓, establishes the superiority in YEAR NINE of the performance of the Set One (G-I) over that of the Set One (G-E) in terms of:

1. THREE of the FOUR language skills (ie. all but READING)
2. FOUR of the SIX whole assessments, therefore:
3. the overall year's assessment and
4. a total of 41 scores as against 22 scores by the method of measurement using ✓

4.2.3 A note on the use of standard deviation as a calculation attached to the study of the score measurements of the two top sets in Year 9

This is the only section of the results study in Year 9 in which the researcher has applied the standard deviation principle (SD), because it is only in the area of her own contribution to the AR that she has found consistency of approach, of objective interpretation of and adherence to the method formula and of the application of the assessment programme. There follows on this section a chart of the score patterns for the whole year group. However, because of the lack of uniformity in the teaching procedures, indicated here and described comprehensively in Chapter Three, the SD calculations have been omitted from

it. The principle of SD is continued in relation to the results-charts of the top sets and their work in Years 10 and 11. Moreover, the grammar competence counts, which are offered as secondary interest in this chapter, are not given diagnostic treatment equal with that implied in the performance data, because they have not been harvested in a consistent way or in the same mass each time. Accordingly, the researcher has used group total counts and mean scores in the main areas of the grammar competence study, as will be perceived in the relevant episodes of this account later.

4.2.4 A comment on elements of the SD data attached to the foregoing results charts of the top sets (G-I) and (G-E).

NB→	*denotes instances of smaller measure of the SPREAD of a distribution, decided by SD. ✓ indicates the already established superiority of a performance based on MEAN	G SD	- I No. in Group	G SD	- E No. in Group
	LISTENING whole group →	23.0 * ✓ 6.7 * ✓	163	27.0	164
	mid-group →		84	8.0	84
	READING whole group →	25.2	166	25.1 *or=	167
	mid-group →	6.6 *	84	8.0 ✓	84
	SPEAKING whole group →	44.0	136	32.8 *	165
	mid-group →	26.5 ✓	76	11.4 *	84
	WRITING whole group →	32.0 ✓	151	28.7 *	167
	mid-group →	12.6	84	12.5 *or=	84
	COLLECTIVE ASSESSMENT whole group →	85.5 * ✓ 28.0 *or=	616	91.1	659
	mid-group →		328	28.2	336

In the large tables of mark ranges which have featured earlier, the SD readings have been closely and fairly consistently related, very often describing a small difference in the two groups' mark spreads from their means. This consistency has prevailed as the researcher decided to explore mid-group means and related SD data, in order to endorse the whole group solutions or to provide more reliable results by which to compare the groups, if the former calculations were perceived to be distorted by top and bottom score extremes. On careful examination of the calculated means and SDs, the researcher feels assured that the SD information adds little to the discussion about "superiority" of performance ie. higher score attainment enabled by appraisal of the groups' average scores. In the final table featuring the combined assessments of the skills and whole tests, the closer SD calculations did not always coincide with the higher means scores, as, for example, in the Speaking skill, in which the Set One (G-E) scored consistently much lower marks than Set One (G-I) but with much less variety or shift around the group's average result. The argument, therefore, focuses for the moment upon the mean, and it is via the principle of the mean score that the researcher continues her comparison of performance between the Year Group factions.

4.2.5 The performance of the two whole factions of Year 9

The Year 9 assessment tests which have already been explored in relation to the performance rates of the Sets One, feature again below as the two factions (G-I) and (G-E) are compared for French and the assessment end-results in German for the two top sets are considered. Once more, the superior results are counted with the help of the mechanism ✓.

YEAR 9 WHOLE YEAR GROUP		FOUR SKILLS FIRST ASSESSMENT								
		FRE SET 1 (G-I)	FRE SET 2 (G-I)	FRE SET 4 (G-I)	GER SET 1 (G-I)	FRE SET 1 (G-E)	FRE SET 2 (G-E)	FRE SET 4 (G-E)	GER SET 1 (G-E)	
LISTENING	Av/25	12.7	11.0	12.4	✓	14.1	✓	11.3	✓	8.9
READING	Av/25	9.8	11.1	10.0	✓	14.8	✓	10.7	✓	5.4
SPEAKING	Av/25	12.4	✓	6.5		6.7		8.7	✓	
WRITING	Av/25	16.6	✓	11.5	✓	16.0		10.8		
COMBINED	Av/100	50.6	39.2	39.2	✓	73.7	✓	51.7	✓	42.7
No. of ticks	→		2	2	2			3	3	76.7
										✓
										1

YEAR 9 WHOLE YEAR GROUP		FOUR SKILLS SECOND ASSESSMENT								
		FRE SET 1 (G-I)	FRE SET 2 (G-I)	FRE SET 4 (G-I)	GER SET 1 (G-I)	FRE SET 1 (G-E)	FRE SET 2 (G-E)	FRE SET 4 (G-E)	GER SET 1 (G-E)	
LISTENING	Av/25	16.7	✓	13.2	14.4	✓		13.5	✓	10.2
READING	Av/25	17.8	✓	10.8	13.9	✓		15.9	✓	6.8
SPEAKING	Av/25	14.2	✓	6.7	=			8.4	✓	6.7
WRITING	Av/25	15.3	✓	8.9				12.7	✓	9.0
COMBINED	Av/100	63.5	✓	38.6	✓	64.6	✓	47.6	✓	41.5
No. of ticks	→		5			2	1			64.0

YEAR 9 WHOLE YEAR GROUP		FOUR SKILLS THIRD ASSESSMENT								
		FRE SET 1 (G-I)	FRE SET 2 (G-I)	FRE SET 4 (G-I)	GER SET 1 (G-I)	FRE SET 1 (G-E)	FRE SET 2 (G-E)	FRE SET 4 (G-E)	GER SET 1 (G-E)	
LISTENING	Av/25	13.6	12.4	✓	11.8	✓		13.8	✓	10.4
READING	Av/25	16.1	11.4	✓	16.0	✓		18.0	✓	12.3
SPEAKING	Av/25	7.3		3.2				7.8	✓	4.1
WRITING	Av/25	9.8		5.5				10.7	✓	5.6
COMBINED	Av/100	46.8	32.3		58.0	✓	50.0	✓	33.0	✓
No. of ticks	→			1	2	1		5	4	
				4X✓						

It is interesting that the overall score, measured in terms of ✓ is an equal one, showing no general superiority, as follows:

	FACTION (G-I)	FACTION (G-E)		(G-I)	(G-E)
Assessment	Sets 1, 2, 4 French	Sets 1, 2, 4 French		Set 1	Set 1
	Set 1 German	Set 1 German	Assessment	German	German
1	6 x ✓	7 x ✓	1		✓
2	8 x ✓	4 x ✓	2	✓	
3	4 x ✓	9 x ✓	3	✓	
4	5 x ✓	8 x ✓	4		✓
5	6 x ✓	7 x ✓	5		✓
GCSE BL '87	8 x ✓	2 x ✓	GCSE BL '87	✓	
Totals (2 languages)	37 x ✓	37 x ✓	Totals German	3 x ✓	3 x ✓
Totals French only	37 x ✓ - 3 x ✓ = 34 x ✓	37 x ✓ - 3 x ✓ = 34 x ✓			

It can further be seen, that there is parallel success on each side of the method experiment in the case of each of the individual languages, French and German.

Note 1. Several factors may have contributed to this overall equal outcome, but not least, perhaps, the relative and varying degrees of the indeterminateness which characterized the colleagues' application of 'M' in their contributions to the experiment, and which consequently made their teaching approaches more flexible and more equal, ie. parallel, than the AR method prescription intended.

Note 2. In five of the six assessments featuring the two Sets Four learning French, the greater success of the researcher's implicit teaching approach is upheld, as the scores emerge as follows:

Set 4 (G-I) : 8 x ✓) the teaching and the testing having been conducted in the two language skills of
Set 4 (G-E) : 2 x ✓) LISTENING and READING.

Note 3. The surprisingly high and competitive scores earned in their allotted language skills by the two Sets Four, which are populated by the school's defined lowest ability learners, give a strong incentive for reflection on the cognitive styles, the psychology and, indeed, the whole learning situation of these pupils, including the attitudes towards them, the perceptions made of them by the school system and the teachers who provide for them, who make

decisions about them and profess to meet their needs. Such reflection, however can not be the remit of this thesis.

4.2.6 Measuring the grammar witnessed in the performance of the two top sets in Year Nine

During the course of the work in Year 9, the researcher took a general sounding of the emerging grammatical awareness of the two Sets One. The evidence which she obtained was based on (i) the overall impressions of some situations of grammar use and (ii) a number of actual grammar counts at later stages of the year's work. The simple pattern placed below depicts the outcome of this first tentative inquiry:

YEAR 9 GRAMMAR SUPERIOR COMPETENCE				
	SET ONE (G-I)	SET ONE (G-E)	TOTAL IN ✓	
			(G-I)	(G-E)
Assessment 1		Perfect Tense ✓	2 x ✓	4 x ✓
Assessment 2	Future Tense ✓			
Assessment 3		Tenses combined ✓		
Assessment 4	Pronouns =	Pronouns = Adjectives ✓		
Assessment 5	Imperfect ✓			
GCSE 1987	Perfect =	Perfect = Adjectives ✓		

Out of a sense of curiosity, the researcher had applied a fairly cursory approach to assessing the French grammar used by her pupils in the top sets in Year 9. This was in contrast to the much more highly structured and detailed recording of the skills' testing which was carried out at the close of each half term's work. At the end of the academic year, it was clear that the Set One (G-I) had given the better skills performance and gained higher marks in the work overall, whereas the Set One (G-E) seemed to be demonstrating better awareness and more frequent and correct application of the grammar that had been taught as part of each unit's agenda. Accordingly, the researcher understood that it was not

going to be sufficient to test only the pupils' performance in general language production at the future stages of the action research, but that she was going to have to measure their correct use of grammar in a more thorough way than hitherto, in order to determine whether the situation of "superiority" by either skill or accuracy/complexity criteria remained the same or altered as the experiment proceeded. Even so, only samples of these insights are included in this chapter.

Meanwhile, it must be explained that the Sets 'Two' and Four, doing French, and the Sets One, doing German, were not included in the process of the evaluation of correct FL grammar use. The reasons for this are familiar and are as follows:

- (i) the confused application of the methodological formula in the cases of the Sets 'Two' French and Sets One German;
- (ii) the poor allocation of time given to the Sets One for German and to Sets Four for French and the only superficial introduction of these teaching groups to a FL grammatical agenda within this small time-frame.

It now remains to be seen whether the pattern of superiority, established in the context of Year 9 (in which Set One (G-I) prevailed in SKILLS PERFORMANCE and Set One (G-E) demonstrated greater GRAMMATICAL COMPETENCE) is sustained in Years 10 and 11.

4.3 PHASE II : The Results In Year Ten

In this chapter-section, as also in the subsequent one pertaining to the work in Year 11, the commentary will necessarily concentrate on the performance of the two top sets learning French, the Sets Four for French and the Sets One for German having terminated their timetabled FL activities at the end of Year 9, and the Sets 'Two' being in the position of reducing their participation systematically towards the point of their withdrawal from the action research at the mid-point of the new academic year.

4.3.1 Year 10 : the performance of THE TWO SETS ONE, demonstrating the year's assessment in French in three termly features

The principal assessments which were applied in Year 10 were given the form of past GCSE papers at Basic Level. The results of these tests are tabled below. The researcher has once again applied the device of the tick (✓) to denote the superior scores, which are implied in comparing the efficiency of her two Sets One in terms of both their full language performance and their measurable and correct application of grammar, as follows:

TWO TOP SETS : YEAR TEN ASSESSMENT IN FRENCH
THREE PRINCIPAL TESTS, USING PAST PAPERS IN GCSE (BL = BASIC LEVEL - HL = HIGHER LEVEL)

SKILL	Set One (G-I)	Set One (G-E)			SKILL
		GCSE BL 1992	GCSE BL 1991	GCSE BL/HL 1989	
3 assessments combined					
LISTENING: Av	10.5	16.7	14.2	13.8	11.3
SD	3.93	3.17	5.57	4.22	3.96
READING: Av	12.5	15.5	26.6	18.2	16.0
SD	3.97	3.22	8.38	5.19	(1)
SPEAKING: Av	14.1	11.4	17.7	14.4	14.1
SD	5.02	4.72	9.28	6.34	
WRITING: Av	15.7	9.7	25.8	17.0	(1)
SD	4.14	4.91	11.38	6.81	(3)
WHOLE (%) Av PERFORMANCE	48.2	53.0	45.8	49.0	46.5
SD	22.30	13.23	33.5	23.01	(1)
SCORES BY ✓ :				(14)	(6)
No of ✓			No of ✓		
3 assessments combined					
GCSE BL 1992					
GCSE BL 1991					
GCSE BL/HL 1989					
Av LISTENING					
SD					
Av: READING					
SD					
Av: SPEAKING					
SD					
Av: WRITING					
SD					
Av (%) WHOLE PERFORMANCE					
SD					
SCORES BY ✓ :					

4.3.2 YEAR 10 GRAMMAR LOG, featuring a variety of grammar activities

NB. This schema intersperses a number of marks from sundry grammatical exercises among notations of all the correct grammar uses located within the top set pupils' work in the four skills, analysed throughout the course of the academic year.

	GRAMMAR MARKS				GRAMMAR USES			
	G-I	✓	G-E	✓	G-I	✓	G-E	✓
Av/92	59.2	✓	52.0		Averages per head		Averages per head	
Av/53	31.4	✓	28.5		1.5 pts		3 pts	✓
Av/66	23.7	✓	20.0		2.7 pts		2.9 pts	✓
Av/50	19.0		30.7	✓	13.5 uses		14.6 uses	✓
Av/42	25.8		29.3	✓	11.6 uses	✓	9.6 uses	
Av/100	67.6	✓	61.0		4.2 uses		5.5 uses	✓
Av/100	44.4	✓	39.4					
Total No. of ✓		5		2		1		4
					6x✓		6x✓	

To continue to measure the business of the Sets One by ✓, the PERFORMANCE scores must be added to the GRAMMATICAL COMPETENCE SCORES, and the outcome describes overall superiority

for G-I of 14✓P + 6✓C = 20✓P+C against:

G-E's score of 6✓P + 6✓C = 12✓P+C

In addition to examining the progress of the two Sets One in relation to French, the researcher asked for marks-schemes from other departments, whose subjects were compulsory, therefore common to all the pupils involved with the action research. She received returns from English and Mathematics. This information enabled her to make a simple calculation based on average scores of the comparative performance of her pupils in terms of these two subjects, and relate these with their situation in French. This process would be repeated one more time a year hence and again in the ultimate analysis of the GCSE results, but for the time being, at this present end-of-Year 10 stage, the internal

assessments provided by her two confrère departments, enabled the following key statement:

YEAR TEN:				
SUBJECT	RESULTS (mean scores)			
	G-I	✓?	G-E	✓?
MATHS	45.0		56.0	✓
ENGLISH	79.0	✓	73.0	
FRENCH	48.0	✓	46.0	
Total outcome in ✓		2		1

4.3.3 A concluding observation on this section must focus first upon the top groups' skill production and grammar efficiency patterns which have emerged from the Year 10 work, before comparing them with the patterns which resulted for these two groups in Year 9.

(i) A comment on the Year 10 results

In terms of its FL subject performance, the Set One (G-I) has exercised overall superiority over the Set One (G-E) on a basis of better outcomes in 3 skills out of 4. Only in Writing has G-E predominated.

On demonstrating their command of grammar, the G-I learners attained higher marks in the majority of the mechanical exercises which were a part of the grammatical agenda, whereas the G-E learners produced more frequently occurring, accurate application of grammar as an integral part of their remit. When the separated grammatical agendas were united, the groups' respective scores combined to produce equal totals in overall grammar competence. When the two issues of general language performance and specific grammar competence are amalgamated, the G-I group stands out as having absolute superiority. This appears interesting in the light of the scores submitted on the groups' progress in English and Maths, in which the G-I set for French takes the superiority in English by a certain margin (6%), whilst the G-E set for French takes the superiority in Maths by roughly twice that margin (11%). Noticeably,

the margin of 2% which separates their French performance is the slightest of all three subject margins, and is made the more significant by the 'closer' SD scores for Set One (G-E) as the more homogeneous group in this work phase. It will be interesting to observe whether these noted differences will be reflected again in a similar comparative exercise planned for the closing stages of the action research towards the end of Year 11.

(ii) A quick comparison of outcomes between Years 10 and 9

In the meantime and on referring back to the top sets' business in Year 9, it may be confirmed that the academic year closed after establishing Set One (G-I) as the superior performer in three skills out of the four and conceding superiority in READING to Set One (G-E) at that time (as opposed to WRITING in Year 10). Moreover, in terms of the grammar, Set One (G-E) held superiority in Year 9, in contrast to the groups' equal attainment in Year 10. So, certain shifts have taken place in the groups' ML activity since the start of the researcher's observation of them at work in the September of Year 9. The potential for further shifts is a clear reality as the account proceeds to the next phase of the action research. It will be interesting to observe whether the Set One (G-I) will continue to earn superior grammar scores in the mechanical exercises as opposed to the integrative application of grammar in the skills-work. as was ironically reported earlier in 4.3.3 (i)!

4.4 PHASE III : The Results In Year Eleven

In this final stage of the action research, a number of developments were focused upon :

- (i) the general skills-related work, constituting the standard GCSE syllabus in French of the researcher's two top French sets;
- (ii) the programme of specific mechanical exercises which was given to the groups as a reinforcement and therapy mechanism, on the one hand in terms of direct grammar exercises and on the other enabling a view of embedded correct grammar uses;
- (iii) certain 'novelty' exercises by which to explore pupils' awareness of grammar (in Appendix B);

- (iv) a full 'mock' GCSE attempt, placed as an important annual school routine and enabling a tentative forecast of the real French GCSE outcome;
- (v) the authentic GCSE examination in French and the revelations of outcome (in Appendix H);
- (vi) a post-GCSE alignment of four key subjects, including French, for the purpose of enabling an understanding of the comparative outcomes.

Supported by the results' evidence which has been seen to emerge from the study of the work and progress in the Years 9 and 10, the data which emerges from the analysis of the activities of Year 11, as the final stage of the combined teaching/learning/assessing process carried by the action research, has been decisive in the establishing of overall performance-superiority on the part of one of the two participating top sets. (When removed eventually from this analytical setting and placed in the normal light of day, this performance-superiority will be seen to be only a relative difference after all). Before viewing the final conclusion, however, the interim development must be appraised.

4.4.1 Year 11 : The assessment in two parts of the general performance of the two Sets One

The assessments detailed here were delivered through past GCSE examination papers at both Basic and Higher Levels. The occurrence of the year group's real GCSE examination at the Whitsun of this final year implies that this was a short academic year from point of view of classroom activity. This in itself placed time constraints on the agenda and limited the opportunities for testing at a time when the teaching and learning process was assuming paramount importance. Even so, the two full assessments which were carried out during this year acted as trial examinations (the 1993 examination featuring at the time of the school's official Year 11 "Mocks") and enabled a diagnostic appreciation of the pupils' individual situation in the subject.

Where the researcher's experiment was concerned, the assessments were considered as usual as a comparative appraisal of the researcher's two Sets One and the "superior" results were again indicated by means of ✓ and counted ; in a similar way, the closer SD readings were identified through the placing of asterisks (*):

Year 11 Sets One (G-1 ; G-E); Two Full Assessments in GCSE

		GCSE 1992		GCSE 1993		GCSE 1993		GCSE 1993		GCSE 1992		GCSE 1992		GCSE 1992		GCSE 1992		
																LISTENING		
LISTENING		Set One		Set One		Set One		Set One		Set One		Set One		Set One		READING		
AV	SD	AV	SD	AV	SD	AV	SD	AV	SD	AV	SD	AV	SD	AV	SD	AV	SD	
11.6	4.41	✓	✓	(71)	9.80	30.8	✓	(51.5)	7.10	21.2	✓	19.6	(51.5)	28.7	(71)	10.5	(32)	
22.3	7.35	✓	✓	(78)	11.83	39.1	✓	(63)	9.59	30.7	✓	29.4	(63)	✓	39.6	(78)	19.2	(48)
23.2	6.00	✓	✓	(66)	14.44	40.7	✓	(53)	10.22	31.9	✓	32.6	(53)	✓	40.8	(66)	24.4	(40)
34.0	9.79*	✓	✓	(60)	10.43	30.0	✓	(62)	10.11*	32.0	✓	34.5	(62)	✓	32.1	(60)	37.0	(64)
49.5	20.48*	=	✓	(%)	43.90	50.9	(%)	50.2	32.19	50.2	✓	50.4	(%)	✓	51.3	(%)	49.5	(%)
48.7	11.27	✓	✓	(%)	25.83	47.5	(%)	48.1	✓	49.0	(%)	✓	50.6	(%)	✓	30.17*	22.10	SD
3✓	2✓	1✓	1✓	(G-I) 6x✓	1*	5*	5*	4✓	5✓	2✓	2✓	4✓	5✓	2✓	2✓	6*	5*	Closer SD
1*	2*	(G-I) 3*	1*	(G-I) 3*	1*	5*	5*	11x✓ (G-E)	11x✓ (G-E)	5*	5*	6*	16* (G-E)	5*	5*	5*	5*	Closer SD

The following is a representative record of the groups' Year 11 marks, pertaining to classwork and homework performed in the four language skills and selected according to two conditions - (i) that there was an attendance of 28 pupils in each case and (ii) that the mark list contained a distribution of marks which reflected the groups' various ability ranges as the outcomes of exercises which had implied differentiation appropriately (hence the few instances selected for Reading and Speaking):

LISTENING			READING			SPEAKING			WRITING		
Out Of	G-I	G-E	Out Of	G-I	G-E	Out Of	G-I	G-E	Out Of	G-I	G-E
46	35.6✓	34.8	20	16.5✓	14.6	60	45.5✓	42.3	30	14.8	15.2✓
17	8.1	9.5✓	36	31.7✓	30.3	50	39.1✓	36.5	30	24.2✓	22.0
25	13.5	16.0✓	51	34.8✓	31.7	25	21.6	21.6	40	28.8✓	27.4
14	7.8	8.2✓	27	22.7✓	22.2	50	34.3✓	26.2	100	64.5✓	61.4
26	10.6	10.6				30	20.7✓	15.8	60	35.8	38.0✓
15	10.7	12.6✓				34	25.6✓	19.5	25	18.0✓	16.4
30	12.3	16.0✓				34	20.1✓	17.8	60	49.0✓	40.9
70	43.8✓	39.5							25	18.5✓	17.1
40	21.6	23.0✓							50	33.2✓	27.7
18	15.1✓	14.3							50	37.5✓	20.9
70	41.7✓	38.8									
30	17.0✓	15.0									
30	20.1✓	19.5									
30	13.2✓	12.5									
28	12.3	14.2✓									
60	28.4	31.9✓									
AVS 34.3	19.3	19.9✓	AVS 33.4	26.6✓	24.9	AVS 40.4	29.7✓	25.6	AVS 47.0	31.3✓	28.7
Count In ✓	7✓	9✓		5✓	0✓		7✓	0✓		9✓	2✓
Superiority of performance measured in ✓ (complete)				G-I	28✓			G-E	11✓		
Superiority of performance measured in skills averages /4				G-I	3 skills (R,S,W)			G-E	1 skill (L)		

4.4.2 Year 11 grammar logs, featuring a variety of grammar activities

NB As in the case of Year 10, the schema outlined below shows two types of data, namely

- (i) marks scored in a variety of representative mechanical exercises, and
- (ii) numbers of correct uses of grammar located in the pupils' general work in the four skills.

(i)

Total Possible Mark	Specific Grammar Items Practised In Mechanical Exercises	G-I Set One Marks	G-E Set One Marks	Superiority Determined By ✓	
				G-I	G-E
15	A, Au, A La etc, Aux	12.3	12.2	✓	
8	Pronouns	2.2	2.5		✓
10	Qui/Que	5.5	5.3	✓	
10	Mixed 'That'	2.9	2.0	✓	
10	Quel/Lequel	2.6	2.8		✓
10	Future Tense	2.2	0.8	✓	
10	Perfect Tense	1.6	1.0	✓	
10	Past Participles	4.9	1.8	✓	
10	Perfect (Avoir v Etre)	1.7	1.2	✓	
12	Perfect v Imperfect	1.7	0.7	✓	
9	Negatives	1.7	1.4	✓	
12	Use of 'A'; Use of 'De'	6.4	5.4	✓	
9	Mieux/Meilleur	4.8	4.0	✓	
9	Plus/Moins				
15	Celui/Celle/Ceux	10.2	7.2	✓	
Average Mark : 159	All above				
	Grammar	60.7 (38%)	48.3 (30.3%)	✓	
Superiority					
By ✓				13✓	2✓

(ii)

Total Possible Mark	Specific Correct Grammar Uses Found In A Selection of Work Done Throughout Year 11	Average Number Of Uses Per Head		Superiority Determined By ✓	
		G-I	G-E	G-I	G-E
∞	Present Tense	24.4	22.2	✓	
∞	Future Tense)	13.8	13.8	=	=
∞	Imperfect Tense)				
∞	Perfect Tense)				
∞	Adjectival Agreement	7.0	7.7		✓
∞	Idiomatic Grammar	17.0	14.9	✓	
Total Av/∞	All above items	62.2	58.6	✓	
Count in✓				3	1

In addition to the two observations of the pupils' grammar competence, placed above, the researcher carried a number of further grammar assessments (witnessed in the Appendix B later), testing the learners' awareness and understanding of it rather than necessarily their productive competence in dealing with it. These assessments were as follows:

1. an 'old-fashioned' French dictation of some length, deliberately composed in order to test the learners' abilities to call up and apply in their written responses all the grammar items which had been covered during the course;
2. a class-composed script in French of a cake-baking demonstration (the script took the form of the teacher's actual practical lesson (designed to incorporate and illustrate the grammar content of the GCSE course, finally summarized in a poem which was accompanied by exercises and which housed examples of all the GCSE grammar except the IMPERFECT TENSE, which was made important by its absence);
3. a class-composed script of a 'BLIND DATE' scenario in French, in which the pupils were asked to apply and later to identify matters of grammar; this exercise might be described as a very extended role play, testing the skills of 'communication' and creative language use;

4. an extract from Golding's LORD OF THE FLIES, in which the pupils were required to identify a number of grammatical features and demonstrate the extent of their awareness of grammar in the mother-tongue context; this was seen as an analytical exercise, testing awareness and knowledge of grammatical structures in the context of the L1.

The results of these diverse items are set out below:

Grammar-Related Exercises	Mark Scores		Superiority By ✓	
	G-I	G-E	G-I	G-E
1. Dictation in French	67.5%	61.0%	✓	
2. Cake-baking Scenario	41.8%	29.0%	✓	
3. Blind Date in French	16.8%	21.5%		✓
4. Golding : Lord of the Flies	37.0%	57.1%		✓
Combined average	40.8%	42.1%		✓
Superiority measured by ✓			2x✓	3x✓

4.4.3 Further competence testing

In addition to the foregoing examples of assessments which the researcher carried out on her pupils' developing performance and competence in Year 11, and in the manner of completing the overall programme of testing which was carried out in Year 10, the researcher applied special "bought-in" competency tests in order to appraise comparatively the groups' numeracy and literacy levels. These were "The Staffordshire Tests in Computation" and The Hodder and Stoughton "Edinburgh Tests" in English Comprehension and Spelling respectively. These areas were tested and their combined average scores were then calculated and placed with the French "Mock" results in order to enable a three-subject comparative study similar to that found at the close of Year 10. The pattern emerged as shown below:

Year Eleven

Test Results - Trio Of The 2 Sets One

SUBJECT	RESULTS : mean scores SD scores			
	G-I	G-E	G-I ✓	G-E ✓
<u>MATHS</u>	SD	52.4% 9.55	56.3% 9.02	✓ *
<u>ENGLISH</u>	SD	76.9% 8.25	76.2% 6.70	✓ *
<u>FRENCH</u>	SD	50.9% 43.90	51.3% (or 30.17	✓ =) * =)
Total outcome in terms of ✓ NB total closer SDs by *			1x✓	2x✓ 3x*

4.4.4 A summary of the Year 11 results (before GCSE)

The 3 subject assessment of Year 11 places the Set One (G-E) slightly ahead of the Set One (G-I), by approximately $\frac{1}{2}\%$ in the French language result but by approximately 4% in the Maths result, in which is featured the largest discrepancy margin of the three subjects comparison. On the other hand, the top set (G-I) stamps its supremacy in English by $\frac{3}{4}\%$ only. With margins like these it might be argued that, at this stage and in the very general terms outlined in the area of the three key subjects, the two experiment groups are demonstrating virtually equal standards of performance, (considering that a 'rounding up' process would make them level in French and divide them by one full mark in English). It will be interesting, however, to add up the groups' performance assets, which have been charted in relation to the complete review of the work done throughout Year 11 :

Areas Appraised	Set One G-I	Set One G-E
Year 11 Assessments	6x✓	11x✓
Year 11 Mechanical Exercises	28x✓	11x✓
Year 11 Grammar	16 x✓	3x✓
Year 11 Special 4 Exercises	2x✓	3x✓
Year 11 The 3 Key Subjects	1x✓	2x✓
NB Occasions of perceived superior gain	2	3

It is clear that the pattern of occasions out of five categories, in which each Set One made the higher gain over the other, emerges as 2 to 3 in favour of G-E, 'superior' to G-I, indeed, in the arguably major categories of Assessments and 'Key Subjects', as well as in the taxing '4 Special Exercises'. With only a short time to go before the GCSEs, one wonders whether this is, in its way, an indicator of the final outcomes.

4.5 A Collection Of Inferences From The Three Stages Of The AR, In The Specific Context Of The Two Sets One

At this stage of her investigations into the performance and grammatical competence of her two groups of learners, the researcher wishes to draw up an overall pattern of development, demonstrating the shifts in the direction taken by the notion of "superiority", which has been the researcher's label for the instances of better performance effected by each of her two groups of learners in an almost turn-and-turn about way within this contrastive study of their work. This chapter on results is crucial to an inquiry into two contrastive teaching methods. By definition of the inquiry itself, ie because of its focus's being a contrasting or comparing differential, measurement must be undertaken as a final analysis in order to establish the methods' respective efficiencies. Large margins of superiority, in real terms, are not desired in sensitive areas such as those in which teachers are responsible for children's academic success, which affects their future. However, some evidence of difference or of greater benefit should be discernible ultimately, as a comparative process is mounted, exercised and examined for the emerging equation. It is on these grounds, relating with relativity, that the researcher has availed herself of the use of the term "superiority" (and has indicated and counted the instances of

superiority, *however small*, by the mechanism of the tick ✓ giving this device a cumulative function). At this point she wishes to review and summarize the outcomes so far, before proceeding to the final phase of the results' analysis, which is itself the outcome of the pupils' very last stage of their three years' journey as French learners. In the usual way, the researcher focuses upon the results of the work done by her two Sets One, rather than those of the year group, having clarified her reasons for this decision early in this chapter and in several other previous chapter locations also.

The patterns which have emerged in the three results-analyses to date are structured on the outcomes detailed below :

In Year 9, Set One (G-I) performed better in the language

Set One (G-E) performed better at grammar

In Year 10, Set One (G-I) performed better in the language

The two sets performed equally in the grammar

In Year 11, Set One (G-E) performed arguably better in the language

Set One (G-I) performed arguably better at grammar

In the special exercises imposed to offset French against Maths and English in Years 10 and 11 it was observed that :

- Set One (G-E) held a sustained margin of superiority in Mathematics;
- Set One (G-I) held a tenuous and diminishing margin of superiority in English.

Throughout this chapter, the researcher has used the simple device of ✓ as a means of counting the instances of "superiority" which her score charts have revealed. The counts by ✓ may now be collected. They will attest to the year-by-year performances of the two AR groups and indicate the overall better performer. This information is contained in the table placed below. Whereas no information is indicated in the table on the matter of SD (because this was not consistently applied in the researcher's calculations of results over the three year span of the AR), it may be re-established at this point that the Set One (G-E) has been observed throughout

to be credited with smaller standard deviation calculations, particularly in association with the work of Years 10 and 11. The SD calculations have been perceived by the researcher to be the indicators of the relative homogeneous and heterogeneous characters of her G-E and G-I top teaching sets, respectively.

Year Phase	Matter	Scores by ✓		Year Phase Sum Totals	
		Sets One		Sets One	
		(G-I)	(G-E)	(G-I)	(G-E)
YEAR 9	Language Grammar	41✓ 2✓	22✓ 4✓	43✓	26✓
YEAR 10	Language Grammar 3 Key Subjects	14✓ 6✓ 2✓	6✓ 6✓ 1✓	22✓	13✓
YEAR 11	Language Grammar Mechanical Exercises 4 Special Exercises 3 Key Subjects	6✓ 16✓ 28✓ 2✓ 1✓	11✓ 3✓ 11✓ 3✓ 2✓		
YEARS 9,10,11 combined totals in✓	Language Grammar Mechanical Exercises 4 Special Exercises 3 Key Subjects	61✓ 24✓ 28✓ 2✓ 3✓	39✓ 11✓ 13✓ 3✓ 3✓	118✓	69✓
YEARS 9,10,11 number of occasions of "superiority"	Language Grammar Mechanical Exercises 4 Special Exercises 3 Key Subjects	2 1 1 0 1	1 1 0 1 1	5	4

The foregoing table allows the researcher to conclude that, of her two teaching groups which were taught French by differentiated methods, the (relatively) "superior" performance was given by the Set One (G-I). This "superior" performance has been witnessed by the evidence at a number of levels, as the table demonstrates in its column of SUM TOTALS :

- (i) the year by year predominance;
- (ii) the overall predominance after 3 years.
- (iii) the separate predominance in LANGUAGE and an equal show of potential in GRAMMAR.

The measurement of "superiority" has been taken in two ways :

- (a) by the unequally weighted scores indicated by the mechanism of ✓ (see grammar as against language in YEAR 9 eg. 4.2.6);
- (b) by the simpler count of occasions of "superiority" as the base section of the table indicates.

At this present stage in the approach to the pupils' actual GCSE results of the Summer of 1994, the tension has increased in the appraisal and measurement exercise, considering that since the close of Year 9, the Sets One seem to have reversed their strengths in relation to each other : G-I now appears stronger in GRAMMAR and G-E has taken the slightest of leads in the actual GCSE work (though not in language overall). The facts of the closer SD scores of the group (G-E) and their more regular and more reliable attendance in lessons as a full group (see previous chapter) add much credit to their general accrualment of assets and strengthen the base of their operations.

It will be seen whether the developments noted at this stage of the maturing action research will be reflected and perhaps confirmed in the final stage of the inquiry, the 1994 GCSE, in which the learner-participants effect their final performance, both in their personal route to a French qualification at this level and as participants in the researcher's project.

4.6 PHASE IV : The Results Of The 1994 GCSE Examination In French

At the outset the researcher believed that this vital final juncture in the design of her action research (concomitant with the final stage of her pupils' route to their examination challenge) would be discussed here by, at most, a main list of the candidates' overall grade attainments and a number of sub-listings of the points which the examiners awarded for their performance in the separate language skills. The grades and points criteria enable some diagnosis, therefore some discussion, but much generalisation is implied in them and the finer differences of individual performances (affecting contrastive group performances) are absorbed and concealed. However, thanks to the generosity of the NEAB, the researcher was allowed access to her pupils' examination scripts and tapes on an "on loan" basis for

the time it took to log and analyse them, in terms of the two areas of proficiency which she had hitherto focused upon as her brief : (i) language performance and (ii) grammatical competence. Thus the judgements made on the two Sets One in these contexts are based on real and detailed evidence.

4.6.1 The language performances of the Sets One in their French GCSE examination, 1994

These performances are outlined in the tables below.

A. The Performance of the Two Top Sets in the GCSE Examination in French 1994 (Marks)

	List B&H	Read B&H	Speak B&H	Writ. B&H	Combined	Combined	Combined	Combined	Writ. B&H	Speak B&H	Read B&H	List B&H
	G-I	G-I	G-I	G-I	G-I	G-I	G-E	G-E	G-E	G-E	G-E	G-E
	/72	/78	/66	/60	/276	/%	/%	/276	/60	/66	/78	/72
1	39	45	27	29	140	50.7	59.4	164	39	32	42	51
2	55	56	50	39	200	72.4	33.6	93	8	21	31	33
3	35	29	20	23	107	38.7	57.2	158	29	33	48	48
4	38	28	17	17	100	36.2	34.4	95	18	17	27	33
5	33	20	17	6	76	27.5	38.7	107	21	15	33	38
6	33	26	22	18	99	35.8	23.9	66	9	10	17	30
7	33	35	22	26	116	42.0	36.2	100	24	12	33	31
8	55*	47*	36*	48*	186*	67.3*	64.1*	177*	38*	33*	55*	51*
9	55*	52*	33*	40*	184*	66.6*	28.6*	79*	11*	16*	23*	29*
10	35*	35*	28*	12*	110*	39.8*	26.4*	73*	14*	9*	21*	29*
11	59*	58*	44*	51*	212*	76.8*	37.3*	103*	21*	7*	39*	36*
12	34*	28*	15*	18*	95*	34.4*	69.9*	193*	53*	34*	54*	52*
13	36*	28*	20*	17*	101*	36.5*	46.0*	127*	29*	26*	33*	39*
14	39*	30*	14*	23*	106*	38.4*	42.7*	118*	29*	26*	29*	34*
15	34*	34*	22*	30*	120*	43.4*	63.0*	174*	43*	33*	52*	46*
16	50*	52*	39*	42*	183*	66.3*	39.8*	110*	25*	16*	33*	36*
17	53*	59*	43*	44*	199*	72.1*	62.3*	172*	37*	38*	55*	42*
18	29*	26*	22*	18*	95*	34.4*	45.2*	125*	24*	23*	38*	40*
19	30*	27*	27*	16*	100*	36.2*	46.0*	127*	30*	26*	36*	35*
20	31*	34*	29*	29*	123*	44.5*	52.5*	145*	27*	35*	42*	41*
21	32*	29*	13*	16*	90*	32.6*	54.7*	151*	31*	32*	37*	51*
22	51	51	49	54	205	74.2	39.8	110	22	21	31	36
23	43	44	28	32	147	53.2	56.5	156	36	32	41	47
24	50	45	35	39	169	61.2	50.7	140	38	29	34	39
25	25	20	7	21	73	26.4	54.3	150	36	30	42	42
26	42	41	29	44	156	56.5	40.2	111	19	17	38	37
27	50	46	35	37	168	60.8	49.2	136	29	29	41	37
28	50	42	36	36	164	59.4	38.0	105	20	16	33	36
29							54.3	150	42	23	42	43
Total	1149	1067	779	825	3824	1384.3	1344.9	3715	802	691	1080	1142
AV	41.0	38.1	27.8	29.4	136.5	49.4	46.4	128.1	27.6	23.8	37.2	39.3
SD	9.79	11.6	11.09	12.87	43.25	15.67	12.19	33.09	10.78	8.85	9.63	6.89
Total *	572	549	385	404	1904	689.3	678.5	1874	412	321	547	561
AV *	40.8	39.2	27.5	28.8	136.0	49.2	48.5	133.8	29.4	22.9	39.0	40.0
SD *	10.91	12.2	10.43	13.61	45.36	16.44	13.29	36.69	11.01	9.9	11.37	7.66

B. The Outcomes repeated and measured by ✓

		Set One (G-I)						Set One (G-E)						
		Points	Read B&H	Peak B&H	Wfit B&H	Points	Read B&H	Peak B&H	Wfit B&H	Points	Read B&H	Peak B&H		
172	178	166		160		1%	D	D	1%	160		166	178	
Total	1149	1067	779	825	1384.3		1344.9	802		691		1080	1142	
AV	41.0	4.25	38.1	4.24	27.8	3.57	29.4	4.00	49.4	15.04	46.4	3.60	27.6	
SD	9.79		11.6		11.09		12.87			✓			3.00	23.8
Total *	572	549		385		404		689.3			15.67		12.19	4.14
AV*	40.8	✓	39.2	✓	27.5	✓	28.8		49.2	✓	48.5	✓	29.4	37.2
SD*	10.91	12.20		10.43		13.61		16.44				13.29	11.01	9.90
		2		2		2		1		2		1		1
						9x✓							1x✓	

NB (i) Set One (G-I) predominates in performance by 9x✓ to 1x✓ out of 10x✓ possible.

(ii) Set One (G-E) has a consistently closer standard deviation matrix with no exceptions, as the above table reveals.

(iii) The two sets are separated in their performances by 0.92 ie. less than 1 point to the advantage of Set One (G-I). However, the average grade award is the same (D) in both cases.

On the matter of the two tables of performance results placed above, it is necessary to explain a number of important points :

1. the results of the four skills, written latitudinally, depict an individual pupil's whole performance.
2. the abbreviated matrix, which features as the second table, depicts among its data the three factors of the NEAB's grading process, determined by the Board on a conversion matrix :
 - (i) a mark is awarded for an exercise attempted
 - (ii) the mark is converted into a smaller number of points
 - (iii) the points are converted into a single grade.

The figures placed high in the points columns in the second table above are, in fact, the smaller unit points-conversions of the average marks which are entered for the skills. As the final step in determining a GCSE qualification, the NEAB conversion matrix has advised an average grade D award for each of the two Sets One (see the top centre area of the researcher's second table of results) since the grade D occupies the parameters of 14 to 17 points, inclusively. This implies that each of the 4 points which structure this grade category carries a $\frac{1}{4}$ grade, and this advantage goes to Set One (G-I). To confirm : the Set One (G-I) has established its "superiority" in language performance over the Set One (G-E) by a $\frac{1}{4}$ grade, the measurements having been made by the NEAB method. This is a technical advantage, however, and does not affect the average award, calculated at grade D, which the groups attained in common in this subject. Since it would certainly be unreasonable to expect both group averages to be identical in terms of marks, then points, in order to emerge at the same position in the grade D bracket, one may conclude that, realistically, the groups' outcomes are the same.

The researcher sent her item 4.6.1 (the Performance Table A) showing her teaching groups' 1994 GCSE results to the University's Computing Service, seeking a second and scientific opinion on the outcomes and the messages which they implied about the groups for the present study. After applying a two sample t-test, the Service reported the findings to the researcher and corroborated her own conclusions in every way. The Service's full analysis is placed in Appendix I, but the report is extracted from briefly here in order to illustrate the point just made:

"With all four examinations, the results of the t-test show that at the 95% level of significance, a difference of zero will still lie within the confidence interval ie. there is no statistically significant difference between the performance of the two groups in any of the examinations. When the results of all four examinations are combined, there is still no statistically different significance between the two groups. In fact the statistical significance would need to be lowered to 58% for the difference to become significant.

While there was no statistical difference between the performance of the two groups, there is a statistically significant difference in the variance of the two groups, shown below (test used : Levene's test for equality of variances)"

4.6.2 The two Sets One and their demonstrations of their grammatical awareness in the French GCSE, 1994

Since all language which is interlinked as communication, is arguably imbued with grammar, the researcher has been in the habit of taking **representative** elements of the grammatical agenda which she and her classes have pursued, in order to discuss, ie measure, the pupils' comparative emerging competence in this field in a systematic and manageable way. In the 1994 examination also, selection was necessary, but in this case the decisions concerning the actual matters to be selected were made easy by the fact that certain grammatical items stood out in each of the four skills being tested as being crucial to the quality of the candidates' performances. In the comprehension skills, certain grammatical elements acted as

potential obstacles to correct comprehension, therefore to satisfactory performance. In the productive skills, certain grammatical features, not least the tenses, were a) a direct requirement expressed in the task instructions and b) an indirect requirement implying the need to apply sound grammatical understanding as part of the quality of a spoken or written response.

In a discussion with the NEAB's senior Modern Languages subject officer, the researcher learned that the examination is so structured as to *reward* youngsters who bring foreign language of good quality to it. Language of good quality has invariably been invested with rich thematic vocabularies, appropriate idiom and the benefits of the grammar described on behalf of this (GCSE) level of FL pursuit. Candidates for the examinations must *earn* their grades. Higher grades are attainable, the more of the above assets pupils apply to their responses. The Board's policy, therefore, is to give control to the examinee-consumer and reward appropriately for good practice, not penalize for poor performance.

Accordingly, the researcher satisfied her desire to complete her exploration of her pupils' grammatical perception by investigating their GCSE papers and 'Speaking' tapes (returned on loan to her by the NEAB) through observing their responses to a selection of tasks, determined by reason of their importance to the exercises which contained or implied them. The table of the items and of the individual's average number of uses is given below : The researcher wishes at this point to justify this and previous instances of decontextualised scrutiny and the counting of grammar uses by arguing that it has provided a route to measuring learners' display of their developing grammatical understanding, sometimes referred to in this thesis as the grammatical "competence" which is perceived to be reflected in their skills-performance. The GCSE examination itself, as with any other FL examination, might be seen *functionally* as an occasion for the *display* of competence. It is the elements of such display that the researcher has targeted for her grammar records, such as the one which follows:

The Grammatical Competence of the two Sets One demonstrated in the GCSE examination of June 1994

Skill	Question No.	Grammar Matters	AV Scores	Ticks ✓	AV Scores	Ticks ✓
			(G-I)	(G-I)	(G-E)	(G-E)
<u>Listening Basic Level</u>	4a	Immediate Future	1.0	=	1.0	=
	4b	Immediate Future	0.85	✓	0.72	
	7b	Negatives	0.96	✓	0.93	
	14	Conditional	0.10	✓	0.06	
<u>Listening Higher Level</u>	1a	Plus/moins (comparative)	0.10	✓	0.03	
	1b	ne — plus (negative)	0.14		0.20	
	2ii	En (pronoun of quantity)	0.28	✓	0.10	✓
	3ii	Meilleur (comparative)	0.07	✓	0.03	
	3iii	Immediate Future	0.17	✓	0.13	
	6ii	Depuis + Present Tense	0.07	✓	0.03	
				✓		
<u>Reading Basic Level</u>	4b	use of du/au etc	0.67		0.68	✓
	5	past Participle	0.17	✓	0.10	
	9a	plural	0.71	✓	0.44	
	9b	plural	0.53	✓	0.34	
	10c	quand/si (indicating 'provided that')	0.39	✓	0.41	✓
<u>Reading Higher Level</u>	1	à partir de	0.35	✓	0.27	
	3	à fin de (infinitive phrase)	0.57	✓	0.48	
	4	avant de (infinitive phrase)	0.17	✓	0.03	
	5b	projecting the future	0.78		0.79	
	6b	avant (position)	0.42		0.27	
	6c	use of written text for comprehension (not illustration)	0.07	✓	0.03	
	9	il faut	0.14	✓	0.06	
	11b	positives/negatives	0.17	✓	0.10	

Skill BL/HL	Question No.	Grammar	AV Scores	Ticks ✓	AV Scores	Ticks ✓
		Matters	(G-I)	(G-I)	(G-E)	(G-E)
<u>Speaking</u> <u>Basic Level</u> <u>and Higher</u> <u>Level</u> (grammar used : average per head)	impression	tenses : marked /∞) present, future,) perfect) adjectives : marked /∞) mixed other correct) grammar uses /∞) measurement /10 of) precision in talk) measurement /10 of) PRONUNCIATION of) talk) measurement/10 of) COMPREHENSION of) examiner's talk) measurement /10 of) use of VOCAB/IDIOM)	9.50	✓	7.34	
			1.92		2.37	✓
			4.89		4.96	✓
			2.86		3.21	✓
			5.14	✓	5.00	
	impression		5.00	✓	4.31	
			3.60	✓	3.51	
<u>Writing</u> <u>Basic</u> <u>Level</u> <u>Higher Level</u>	1	depuis + present tense	0.57	✓	0.41	
	2	aller + infinitive = aller visiter	0.25	✓	0.17	
	1(i)	perfect tense of 'to spend' (time)	0.32	✓	0.24	
	1(ii)	pouvoir + infinitive	0.35	=	0.34	=
	2(i)	perfect tense of 'to spend' (money)	0.14	=	0.13	=
	2(ii)	future tense of 'to spend'	0.32	✓	0.24	
<u>MEASUREMENTS</u>						
(a) effective grammar uses			43.74		39.46	
(b) number of counts by ✓				26x✓		7x✓
<u>NB</u> "SUPERIORITY" of grammar competence goes to Set 1 (G-I)						

As the above table shows, the "superiority" of the (G-I) group's grammar performance over that of the other group is a technical one and only a relative fact of their examination situation. The differences in their grammar scores are as minute as those which featured in the analysis of their general language performance, measured in marks attached to exercises performed in the four skills-contexts. Indeed, the grammar averages themselves are very small, which suggests that only the top performers overall had displayed (for whatever reason) any of these criterial grammatical features in their answers and that their marks were the base from which the averages were calculated. On the other hand, however small and only relative the grammar competence differences may be, they are real and are, in fact, characteristic of the performance of the Set One (G-I).

4.7 Conclusion To Chapter Four

So far in this action research, the impressions which have emerged from the incremental analysis of the two groups of pupils, whose work and progress have been under comparative scrutiny all along, have demonstrated the groups in an imposed neck and neck race to prove their capability of a superior performance in this subject, implying a role in this also for the teaching methods M1 and M2. However, although the instances of "superiority" have been technically demonstrable, they have not been sufficiently substantial that they could be used as a serious measurement for separating the groups' performances, one might argue. Since no two groups working in the same course-and-examination-arena could possibly emerge with a set of completely identical results, even if they had been taught by one and the same method, it follows that some small differences would necessarily be expected to emerge in a comparison of outcomes, and quite especially if the groups concerned were taught by differentiated methods and were rather differently constituted, as observed earlier. Based on such an argument it must surely be agreed that the groups' results overall, including the quality of the ultimate commonly shared average-for-the-group GCSE grade D, are equal. The researcher does not dispute this reality, which is the natural progression and conclusion to the developments which have preceded it up to the GCSE. However, she is reluctant to leave this chapter without placing a different perspective on the two groups' performances in French. To do this she places as the final page of this chapter a multi-subject analysis of the GCSE grades awarded to the members of her action research groups in FRENCH as well as in the four key subjects of ENGLISH LANGUAGE; ENGLISH LITERATURE; MATHEMATICS and SCIENCE. It will be seen that against each grade a number has been applied to act as a value for the grade. This device helps in the process of calculating average grades within the subject contexts, since no other data could be made available. The number aids have been determined to match with the grades and make them calculable as follows :

A* 8; A 7; B 6; C 5; D 4; E 3; F 2; G 1; U 0.

Several points of interest connected with the analysis of the situation of the teaching and learning of French within the context of this action research project are netted in the multi-subject matrix which follows, and not least these :

- the patterns of SD and what they imply remain consistent with those which have emerged throughout this chapter. Indeed, the asterisk (*), symbolising a group's closer congregation around the mean and the arguably greater homogeneity of ability among group members, goes to Set One (G-E), therefore -
- it comes as no surprise that the spread of French results in the two groups emerges as follows, since there undoubtedly seems to be a (possibly significant) upward bias for G-I in grades A to B ($\frac{7}{28}$ or 25% ✓ as against $\frac{1}{29}$ or 3%):

Grade	Numbers Attained	
	Set One (G-I)	Set One (G-E)
A*	0	0
A	3	0
B	4	1
C	5	10
D	5	8
E	8	7
F	3	3
G	0	0
U	0	0
Average Grade	D	D
	greater grades - spread	smaller grades - spread

- from the multi-subject results-table which follows shortly it becomes clear that the Set One (G-E) has demonstrated margins of superiority over the Set One (G-I) in its performances in the four key subjects of ENGLISH LANGUAGE, LITERATURE, MATHS and SCIENCE. This predominance, together with its record of almost consistently closer SD patterns, implies perhaps that it is the slightly more able group of the two. If this conjecture can be allowed to stand, further purchase is added

immediately to the small evidence of the “superiority” of the Set One (G-I) over the Set One (G-E) in French.

Concluding Equation

The Set One (G-E) has established a general grades-superiority over the Set One (G-I), systematically: ie. in four out of the five analysed subjects by averages - margins ranging from 0.2 to 0.9 (ie a fraction of a grade to a whole grade). It has lost this slight predominance to Set One (G-I) in French, however, as well as also having clearly ceded the highest status grade-results to this group. The researcher notes this possible positive correlation between this group's work and the M1 teaching mode applied on its behalf. Most certainly the absence of factor X in its designed format seems not to have harmed its pupils' performance in French. More significantly, perhaps, the presence of factor X in the work of the G-E group appears to have offered those learners NO ADVANTAGE over their G-I peers in either of the two contexts examined in this action research: (i) general French language performance as demonstrated in their work in the four skills; (ii) competence displayed as awareness and application of French grammar.

Set One G-I	French	English Language	English Literature	Maths	Science	Set One G-E	French	English Language	English Literature	Maths	Science
1	D4	C5	B6	C5	D4		C5	A7	A7	A7	C5
2	A7	B6	B6	A7	D4		E3	C5	B6	C5	D4
3	E3	C5	D4	A7	C5		C5	B6	B6	A7	A7
4	D4	D4	D4	C5	C5		E3	B6	B6	B6	C5
5	F2	B6	B6	C5	B6		E3	B6	B6	A*8	B6
6	E3	C5	B6	D4	D4		F2	D4	C5	C5	D4
7	D4	C5	C5	B6	D4		E3	B6	B6	B6	D4
8	B6	A7	A7	A*8	A*8		C5	A7	A7	A7	B6
9	B6	B6	B6	A7	B6		F2	B6	C5	C5	D4
10	E3	B6	A7	C5	B6		F2	B6	B6	A*8	A7
11	A7	A7	A7	A7	B6		E3	B6	B6	C5	D4
12	E3	E3	E3	Abs	F2		B6	A7	A7	B6	D4
13	E3	D4	C5	D4	E3		D4	C5	C5	A7	D4
14	E3	B6	A7	D4	U0		D4	B6	B6	C5	C5
15	D4	C5	C5	D4	C5		C5	A7	A7	B6	B6
16	B6	B6	B6	C5	D4		D4	B6	B6	A7	E3
17	B6	B6	B6	A7	A7		C5	B6	B6	C5	E3
18	E3	C5	B6	E3	E3		D4	D4	D4	E3	E3
19	D4	A7	A7	B6	C5		D4	C5	C5	C5	B6
20	F2	D4	D4	D4	D4		C5	B6	B6	A7	B6
21	A7	B6	A7	B6	C5		C5	B6	B6	A*8	A7
22	C5	B6	A7	B6	B6		E3	C5	C5	A7	C5
23	C5	C5	D4	B6	D4		C5	C5	C5	C5	B6
24	F2	D4	E3	E3	F2		D4	B6	B6	F2	E3
25	C5	C5	B6	C5	D4		C5	C5	B6	B6	B6
26	C5	B6	A7	D4	D4		D4	C5	B6	C5	C5
27	C5	C5	B6	D4	C5		D4	B6	C5	A*8	A7
28	E3	E3	E3	B6	D4		E3	C5	C5	A7	C5
29							C5	B6	B6	A7	D4
<u>Total Points</u>	120	148	156	143	125		115	166	168	175	144
<u>Average points</u>	4.28	5.28	5.57	5.10	4.46	=	3.96	5.72	5.79	6.03	4.96
<u>Grade from points</u>	D	C	C	C	D		D	C	C	B	C
↑ = Superior grade	↑						↑	↑	↑	↑	↑
<u>Points-based SD</u>	1.56	1.08	1.34	1.35*	1.62		1.08*	0.79*	0.72*	1.45	1.29*

5.0 CHAPTER FIVE : TWO RESEARCH STUDIES IN CONFLUENCE

5.1 Introduction

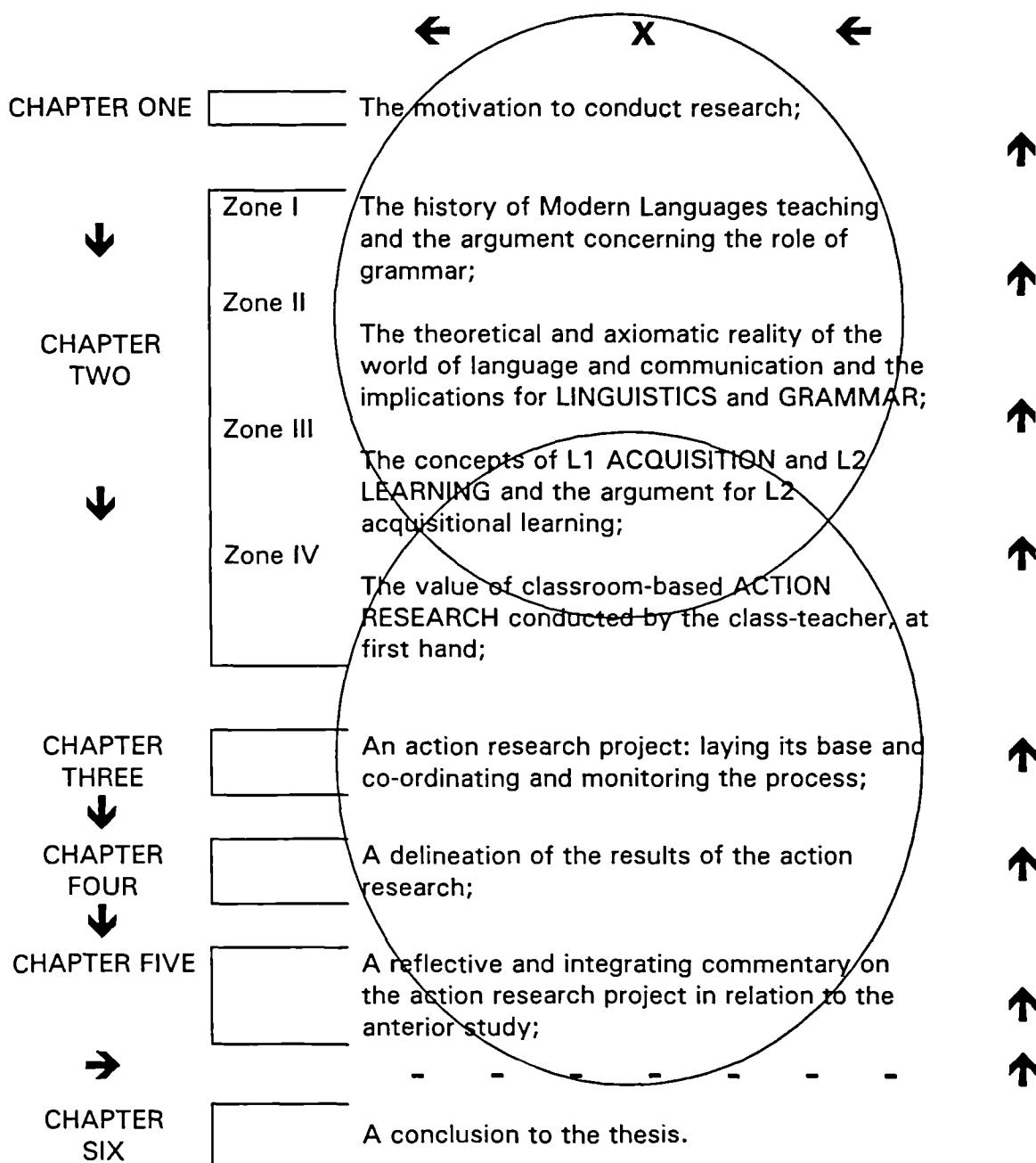
In this thesis the researcher attempts to do two things:

- (i) to explore the importance of grammar a) from the perspective of its role in the linguistic sciences; b) in the development of Modern Languages teaching,
- (ii) to examine these two agendas in a contrastive way, via an episode of action research in the real work-context and environment of her Modern Languages department.

The theme of the thesis has been broken down and the separate areas have been systematically explored culminating in the action research description and outcomes which occupy the two chapters immediately preceding this one. The intention now is to use this penultimate chapter as a means of integrating the practical project with the historical and background research which anticipated them but did not prejudicially influence them at the time of their being prepared and enacted. Indeed, the action research chapters were seen as the record of an experiment in teaching which was performed essentially without prejudice, yet with the intention of their being discussed at a later time in the light of the established philosophies. The AR would then be made into informed research, through the process of cross-referral and exposure to the theoretical and axiomatic judgments contained in these philosophies and explored in the stages which structure the 'Review of the Literature' ie. Chapter II of this thesis.

Therefore, this present chapter takes as its brief a return journey across the terrain of the researcher's whole inquiry into grammar-focused methods of teaching a foreign language. In travelling the journey, the researcher will make an inverted itinerary, equating the last port of call with the point of departure of the outward route, and she will be seen to carry with her the experience and the outcome of the action research, offering these for commentary in comparison with the postulations made and the insights disclosed by the writers whose works and ideas have been brought together to provide background and substance to this thesis. The diagram which follows depicts the researcher's idea of her thesis as the record of an expedition which travelled full circle and

terminated by returning to Chapter I, in order to re-examine the fact of the researcher's motivations to undertake research of this kind, at this level, at this time.



5.2 SECTION ONE : The Importance Of Action Research To Language Teaching

5.2.1 A role for classroom teachers

Zone IV of Chapter Two argued the subject of action research in Modern Languages teaching from two points of view : a) the virtues implied in introducing classroom teachers to the research arena, where they bring a different perspective to the work already being done by professional, 'pure', researchers, ensuring through feedback the opportunity to apply welcome and needed improvements to classroom practice, on the evidence of the findings which emerge, and b) a rationale on action research as a process of enlightenment, clarification and empowerment for teachers operating in times of constant educational change, in which there is the need for continuous in-service training, a reality of regular inspection and, consequently, an implied requirement for a sustained reflective approach to practice, synonymous with localized research attitudes.

This thesis is, as it were, the reification of its author's effort to explain two related worlds of educational lore:

1. the historical debate concerning traditional Modern Languages pedagogy, viewed from a distance and informed (for the most part), at second hand and:
2. an episode of in-classroom action research, designed and realized at first hand and conceived in order to epitomize the most recent pronouncements made via the National Curriculum body, as it currently exercises reform in Modern Languages teaching, yet ironically continues to provoke the historical debate.

For the reasons outlined above, the researcher's two points of departure into the old and the new testaments of her thesis may be argued to be mutually dependent. In terms of experience (and in this argument 'experience' features as 'education', specifically Modern Languages teaching and learning) there could not be a new episode without an ongoing old chapter, for there was never an absence of experience. Neither could there be an age of previous experience without ever new experiences' issuing from it. In the simplest and most undeniable of terms, it is equally incontrovertible that, as participants, we are part of the whole unending process of (educational) experience, regardless of the fraction of time or the point in history of our personal exposure to it.

Here the researcher wishes to emphasize her claim that the two 'testaments' of her research are equally valid components of her exploration of Modern Languages teaching, interdependent, interactive and mutually informative, neither one being possible without the other, since the experiences they handle were themselves not independently conceivable. In view of this, and to respond directly to the argument on action research as a valuable principle and as the anticipated remit of more classroom teachers, the researcher conjoins with writers like Mackey (1965), McCutcheon (1981), Walker (1986), Westgate and Batey (1989), Widdowson (1990), Johnstone (1990) and Westgate again (1995), who encourage this role for practitioners in an arena shared with professional researchers, in which the practitioners are, however, 'indigenous' and usually full time occupants, with the native occupiers' extensive and instinctive awareness of their environment and its characteristics.

The researcher feels that Widdowson's challenge (1990) for the roles of teacher and researcher to be united and reconciled has been responded to by her own efforts in her overall research design. She claims to have satisfied all the criteria implied in this challenge:

- the possibility of incurring professional and intellectual rustication has been avoided, at least for a duration of time;
- potential accusations have been defended regarding notions of one's 'entrenchment' in a 'teaching rut', and regarding the threat over the time of one's service of the invasion of 'apathy' and 'complacency' into one's disposition to one's task and responsibilities;
- the advocated excursion beyond the superficial levels of the teacher's brief, in order to discover and explore the abstract categories and connections within it, has been willingly and tenaciously undertaken;
- the vision of the classroom teacher as essentially a researcher by nature and in immediate response to the latent requirements of the teaching task, in which the teacher explores and validates the agenda and the materials and methods by which to effect the communication of it to the learners, has been justified in the research described in this thesis;

- the search for good or better techniques for teaching has been undertaken; techniques advocated in the past and for the present and the future have been exercised and weighed in the balance inside a number of classrooms representative of the acknowledged only setting in which the validity of the principles tested may be aligned with the utility of technique and in which the teacher as the work manager, monitor and researcher is afforded significant tenability in current times;
- the present researcher's enquiry, specifically in the AR context, can claim to have been enacted in the best conditions for the continuity and cohesion of a research brief designed as a lateral, horizontal, predominantly longitudinal and contrastive study. These are the characteristics already described in the researcher's own terms as the WHOLE-SPACE, WHOLE TIME, WHOLE OPPORTUNITY structures of the research framework, and they include, in addition, the WHOLE PRESENCE of the class, the classroom, the teacher (and the teacher's assets : personality, influence, intention, commitment to and interest in the pupils);
- the points made immediately above, relating to research carried out by a classroom teacher and *not* by an external 'visiting' researcher, implies a better potential for the management of variables and imponderables, which are a fact both of research itself and of classroom teaching. Since teachers are accustomed to dealing with the difficulties generated by unforeseen and intrusive factors as part of their everyday work, they may be deemed by definition to be naturally suited to the pressures and vicissitudes implied in performing in-classroom action research. The researcher feels that her own practical research articulated the advantages which this point describes.

5.2.2 The implications and applications of action research in Modern Languages teaching and the researcher's response

The researcher feels confident that she has satisfied the most essential conditions of conducting research, namely those of 'validity' and 'agnosticism' which were cited in relation to Mackey (1965) in Chapter Two, Zone IV, as components of a set of practical, logistical and ethical expectations by which a project might be judged. Chapter Three discloses the steps and processes which

facilitated the practical exercise and therefore also unfolds the incremental procedure (more on this in the conclusion of this section) for ensuring validity in the first place since, as Mackey defines, valid findings can emerge only from a validly structured experiment, endowed with a valid hypothesis which is exercised in a scientific way. Accordingly, the researcher justifies her action project in contending that:

- proper definition of the problem or issue has been given;
- an appropriate scientific approach with implied analysis and situation-appraisal has been applied;
- a starting point in 'truth', 'relevance' and the potential to inform has been respected;
- an authoritative base for the project has been established;
- all the types of authority which are needed for the launch, maintenance and sustainment of the project have been secured.

In addition to the internal steps taken to legalise her action research and give it the authority to make it valid, ie. having it approved by the various personnel whom it concerned and by and for whom it needed to be understood as a relevant and important project, its validity lay further in the broader authority placed upon it by the need to make an exploratory response to the methods imposed by the National Curriculum, as the chapter currently being drafted onto the established history of Modern Languages teaching. This notion returns the argument to the point of the writers' insistence that practising teachers should empower themselves with an informed voice with which to articulate on the matters of the business for which they are responsible and on the educational changes and trends which affect that business. The knowledge and experience which they acquire through research (and particularly through practical, investigative research) becomes the definitive authority of their work and the confirming principle of its validity. It seems that one returns to this stage of the argument time and time again, of necessity, since it is perceived as a significantly dynamic and central issue, worthy of the attention afforded to it by the writers already mentioned and others such as McArthur (1983), Schön (1993), Brumfit (1984), Richards and Rodgers (1986), and Westgate (1995) and worthy as an incentive for actual research treatments designed by classroom

practitioners, encouraged in Chapter Two, Zone IV by a variety of research units of current times, and represented here by the present researcher's own action project.

The same writers have advised on the principle of 'agnosticism' as a requirement of a research project. Indeed no action research project is allowed to proceed without its being examined to some degree in terms of its claim to agnosticism, by which is understood meanings such as 'impartiality' or 'objectivity' or 'impersonality' or 'equitableness', among others. Writers' attitudes of reserve or doubt regarding this concept as a reality to be achieved (not least in Mackey, 1965, and Edwards and Westgate, 1994) have provided clear warnings which are located in Chapter Two, Zone IV, and which the researcher has taken seriously in her personal position to her own task. In wishing to avoid the risk of fracturing the quality of the validity of her action research through the presence in the equation of an unconvincing 'no bias' criterion, the researcher followed advice and structured her research project as a whole-department-enterprise, featuring colleagues working with her on the set formula, rather than treating it as a project for herself as a solo performer. She trusted that this arrangement would strengthen, if not guarantee, the attitude of agnosticism or impersonality which was desired to keep the exercise scientific and valid.

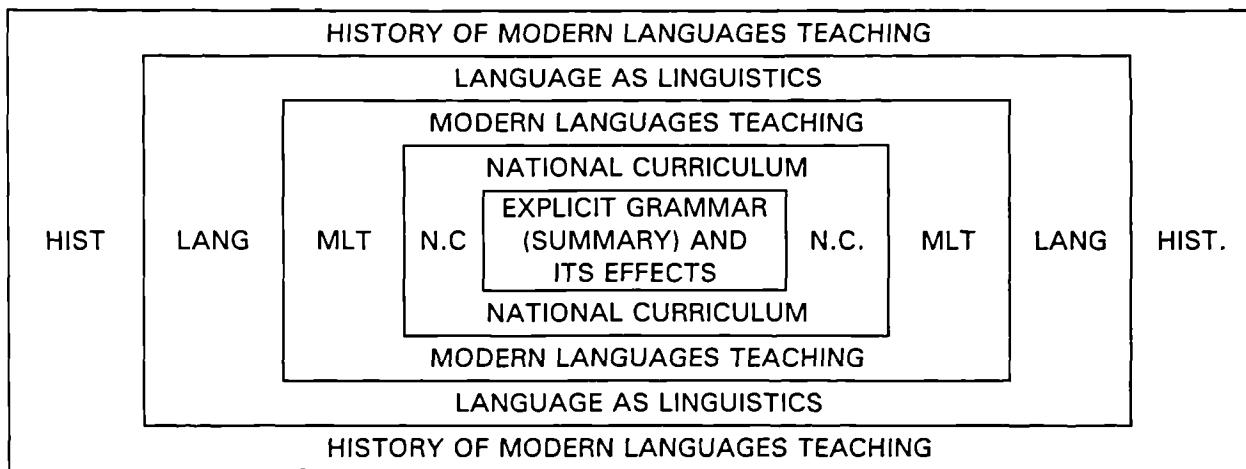
Indeed, this plan, though it proved successful at the level at which it was initially targeted, disclosed, in fact, two levels of neutrality. On the one hand, it kept the researcher accountable to others for her research design and its aims, and responsible for reiterating and redefining the criteria underpinning the plan, whenever this was required by the team members. Thus the research intention was kept fresh and uncompromised. On the other hand, it transpired that the notion of neutrality (agnosticism etc.) emerged as an argument implying the resistance to interference or the potential for the intrusive integration of the personality and attitudes of the participants in the research action. Chapter Three of this thesis has clearly related the dual principle of agnosticism, as it has just been described, to its context, ie. the researcher's action project, and has shown the first level of agnosticism to have been successfully adhered to in contrast to the second level, which suffered systematic breakdown, due to the

inability of the researcher's colleagues to remain impartial and unaffected by their task and sustain their agreed positions to it.

Ironically, only the researcher herself was able to respond to the 'no bias' criterion appropriately and for the duration of the exercise, which continued long after her colleagues had withdrawn their participation, and saw the research project through to fruition. Ironically again, the researcher's performance in the 'no bias' context was fully sustained, in fact, on the strength of her belief in her project, her commitment to it and the enthusiasm and devotion which characterized her psychology where it was concerned. These factors, being, as it were, emotions, would seem as such to be unrelated with the notion of 'no bias', yet they sustained her and enabled her to remain strictly loyal. A researcher's passion and possessiveness do not in truth necessarily infect or compromise a research intention, as may be suspected. Rather they can provide the drive and the dynamic to sustain it against the adversities which may beset it.

In Chapter Two, Zone IV, Mackey (1965) was depicted as a keen advocate of classroom researchers who, having appropriately addressed the laws of validity and agnosticism, could make measurable gain through their research projects to benefit themselves, their classrooms and their learners, particularly in the three distinct but also related fields of the study of LANGUAGE, METHOD and TEACHING. The researcher's work has surely justified Mackey's beliefs in dealing with those very areas; not least, it seems to have satisfied Mackey's criteria of a research challenge. These are collectively explained as an intention to do research out of a sense of inquiry to discover " a specifically defined truth embedded in an initial hypothesis" (p.vi). The researcher's investigation into the efficacy of explicit grammar (summary) as a component of LANGUAGE, as a construct of a METHOD, as a benefit to the TEACHING of a Modern Language arguably demonstrates Mackey's definition of useful and valid research, offering an enhancing influence upon the attitudes and performances of classroom participants, and not least those belonging to the local setting of the researcher's comprehensive school. Perhaps it could be claimed that the researcher's efforts take Mackey's vision of the disclosure of an embedded truth even further, since they go beyond the narrow confines of action research to embrace the broad

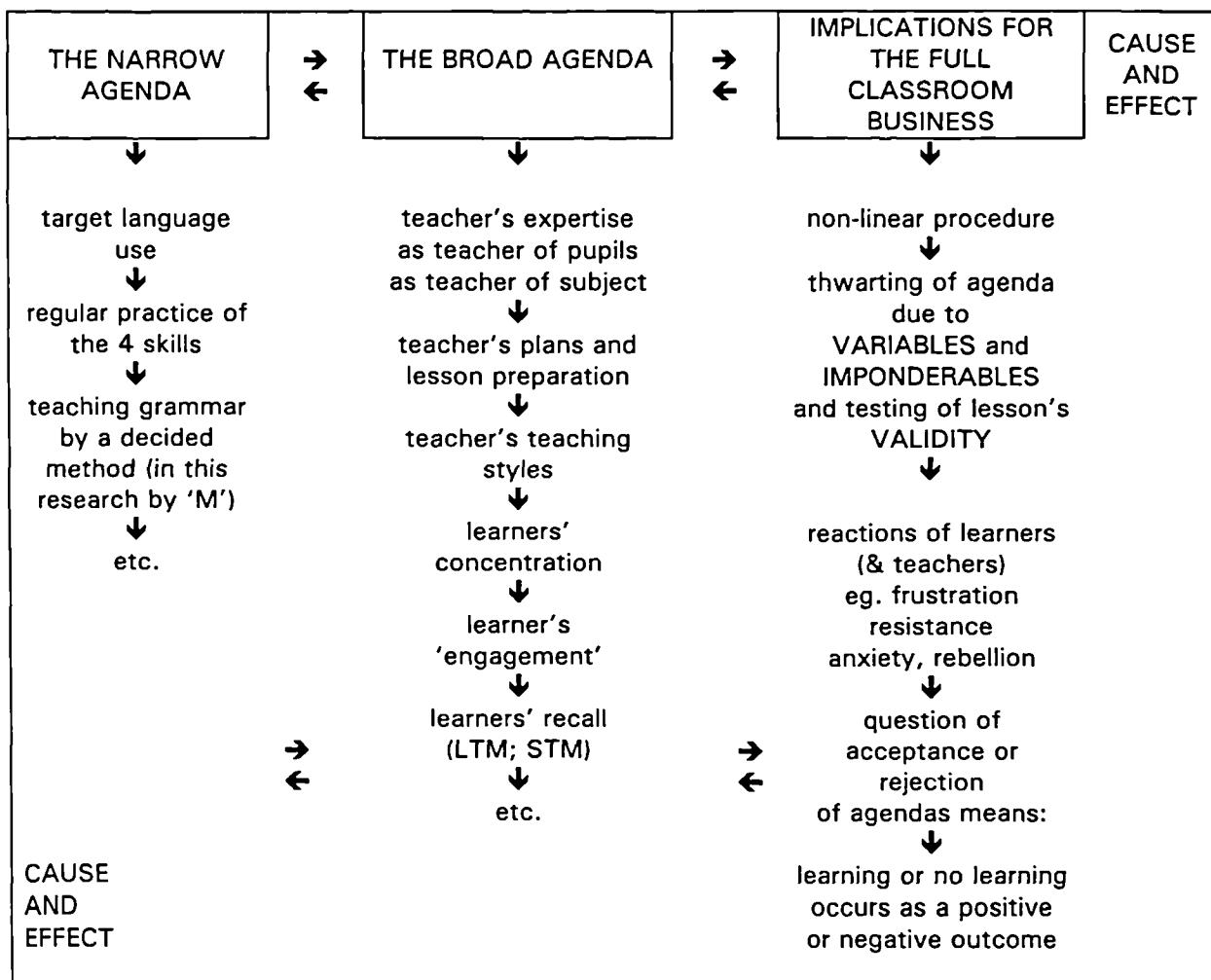
historical research also. The embedded truth that the researcher has sought to excavate in this thesis lies at the centre-point of a larger multi-structure, as the following diagram explains:



It will have become clear from the referencing made at frequent points in sections of this thesis, that Mackey (here 1965) and other peer writers have been a useful resource of information to the researcher in her work related with her project. Their influence has been of an even broader nature than that, however, since her questions about the origins, the craft and the psychology of the teaching/learning business began to form in an earlier time, indeed as she established herself as a teacher in 1960. The rate and urgency with which the questions continued to form grew in accordance with the development which took place in her experience and absorption. Such as Mackey's observations were among those then currently available, easily accessed and directly identifiable. The researcher finds it a satisfying exercise to be drawing from sources like Mackey again in composing this last but one chapter of a written work, which symbolises her career in teaching and the final stage of it.

The foregoing simple diagram (influenced by Mackey), in placing the FL GRAMMAR central to a number of concentric contexts, represents the researcher's action research in its micro and macro situations. The debate which has been so long actively concerned with the cause-and-effect principle, involving the relationship of effective ML grammar teaching to successful learning outcomes, radiates in that instance into broadening planes of physical

development and relationship, but radiates again, as can be seen below, into more abstract planes of psychological and philosophical denomination, describing teachers' and learners' requirements, their reactions and the conditions necessary for the conducting of an agenda as well as the processing of it. Chapter Three of this thesis describes all the facets of the process, revised in the table below:



The researcher's action research has clearly and fully demonstrated the principles which are discussed above and implied as the physical and abstract plans of Modern Languages teaching. Both of these aspects must necessarily be addressed in a research-related discussion of a foreign language teaching/learning thesis, addressed independently, *per se*, and together, as two interdependent components of a whole cause-and-effect principle. This research professes to satisfy this requirement, having explored:

- (i) the history of Modern Languages teaching with a focus on grammar;
- (ii) the development of the linguistic sciences and the importance of grammar in this context, at the same time as reviewing, for both (i) and (ii), a broad field of literature, relevantly, and having:
- (iii) staged and exercised her own action research as a means of addressing the main questions on language, ie. grammar teaching, and placing an episode of current, ie. contemporary, live practice (with its actual outcome) in the contexts of the past experience just now alluded to.

Not only the larger issues discussed in the literature were made manifest in the action research, but points erroneously perceived as minor items or 'side effects' demanded attention also, so urgently in some cases, in fact, that they underwent a change of status and were quickly seen as much more important than earlier they had appeared to be. For example:

1. The situation of a teacher's being (regarded as) a "good" teacher and the pupils' understanding of the teaching delivered by that same teacher do not necessarily go hand in hand (Brumfit 1987). In the researcher's AR, there were frequent expressions of dismay over this very issue, voiced by qualified and experienced teachers who are judged to be good, ie. effective, practitioners:

- * " If I have taught it, why have they not learnt it?"
- " ... Why don't they know it?"
- * " If I believe that I have taught a good (clear) lesson, why do they often pronounce the opposite judgment upon it?" Similarly, though conversely:
- * " If I believe that I have taught a poor lesson, why are they often satisfied with it?"

This complicated conundrum awaits the thorough investigation of pupils' learning needs and learning strategies, on a scale which does not coincide with the remit of this thesis.

2. A teaching experiment, such as the researcher's AR, quickly emphasizes the amount of responsibility for outcome that teachers themselves carry in their role in the teacher-learner partnership (Cook 1986). This responsibility is a large

burden which becomes futile if the only existing equation for outcome in a shared situation is not seriously adhered to, namely:

TEACHING + LEARNING = OUTCOME (AS PRODUCT SOUGHT BY LEARNER).

Normally, neither the teaching nor the learning alone can produce a desired result for the learner. The argument here, however, and in the previous point, is that the teaching on its own, however "good", is a wasted effort, unless the learner engages with it and processes the information into knowledge by employing mechanisms of learning. The researcher's AR was abundantly interspersed with examples of such imbalance of engagement and active response, reflecting also the imbalance existing between the outlooks, states of commitment, concern and anxiety of the teachers and the pupils. The researcher agrees with Cook (1986) that the routes to youngsters' language acquisition or learning beg to be explored continuously and properly through research. Perhaps, through better understanding, such a disparity can be corrected eventually as learners are persuaded to value language itself more highly, and with it the facility of language use, and adopt a more (pro)active approach to their work in this field. Changes made in the currently unsatisfactory English curriculum - and it was clear in the AR that the researcher's pupils had no L1 background-knowledge from which to draw for their L2 needs - would arguably provide a starting point to the process of 'consciousness raising' and to the development of a more analytical language awareness. This would satisfy Rutherford and Sharwood Smith (1988), also Corder (1973), earlier, for whom respect for language depends on one's awareness of grammar.

3. The fact of conducting classroom research satisfied the researcher and her colleagues that research was a profitable occupation and should be done as a matter of course, whenever something new was implied for their classrooms or imposed on them. For the purposes of this project, they tested out the reality of target language use and the delivery of grammar by 'M', with or without factor X. Each teacher reached some stage of enlightenment on these issues but in particular perhaps a clearer perception of their implications for the local context. There followed the additional important insights that:

- (i) within the same establishment these measures meant different things to different teachers and implied different problems for different teaching groups;

- (ii) by analogy, these measures would have different implications for different establishments; even within the Local Education Authority to which the researcher's senior comprehensive school belongs, there are other senior comprehensive schools of which many are, in over-all terms, manifestly richer, therefore more advantaged, arguably more motivated and more highly achieving than hers. Others are similar and yet again others may be seen to be more depressed and less productive;
- (iii) by further analogy, these measures continue to have diverse significances for secondary schools which are not structured as post-middle school establishments, but which start their curriculum structure with eleven year old learners, for whom, therefore, the benefits of continuity are already a built-in asset in their education to examination at age 16;
- (iv) not least, there are the private and public schools, for which educational measures and doctrines - here exemplified by "TL use" and "grammar by 'M'" - are interpreted from yet another different perspective, prospecting different outcomes, accordingly.

Yet all of the various secondary establishments, however dissimilar they may be to each other, are required to carry out the same, single, externally defined, imposed course-agenda, culminating in the same examinations which are rewarded with the same system of results. All of these potentially incongruous and unequal establishments must hold themselves responsible and accountable in the same way, for the same things, to the same agents - and compete with each other in the same performance and league tables! - quite regardless of their not having had the same conditions in which to operate.

Notwithstanding all such argument - and this is important to this thesis! - the METHOD of transacting the business on a universal scale with learners who are separated by enormous differences across the schools, (even if the teachers are equally qualified and equally chronologically experienced), is expected to be the same. The researcher accepts that her action research plan may arguably have produced different reactions and different results in any other departmental teaching context to her own, but insists with Corder (1973) that local research remains a valuable and necessary exercise and has the potential to develop into the status of general research, the more that local settings get involved,

particularly in longitudinal, developmental investigations, in which methodological comparisons are explored. This point answers a number of writers, like Brumfit (1984) and Edwards and Westgate (1994), who cautioned that an action research could never be more than a localized research, implying questionable value for other contexts. The solution has been suggested already; when a start is made by one localized effort, others may follow suit and a conclusion may be forthcoming when all the single localized efforts are combined together to become a general experience reflecting universal discernments.

4. In a similar vein, and in relation to the point discussed above, Brumfit (1984) has looked critically at a number of AR samples carried out in terms of contrastive teaching methods : top down/bottom up, inductive/deductive, implicit/explicit etc. They tested methods comparatively and generated results which indicated the apparent superiority of one (generally the 'explicit') method. Yet Brumfit remained sceptical and cautioned accordingly:

" No-one is going to prove, even provisionally, that a particular language procedure is better than another" (p.23)

Instinctively the researcher bows to his judgment, for the desire to prove superiority between teaching methods is unquestionably a gargantuan ambition in planning and directing, leading to an equally large task of assessment and measurement before the proof may emerge. Also, any proof or outcome would have had a great deal to do with the dynamics put in place along the way by the learners, as has already been observed, after their having been affected by the divergent nature of the conditions in which the joint practice was transacted. However, one or two contradicting comments may also be made in the light of the researcher's own experience:

- (i) she tested her research brief broadly and deeply in order to be thorough and allow for developments, ie. horizontally and longitudinally in order to use numbers of participants and structures of time in real terms, avoiding the superficial also in relation to all the agendas involved, including the assessment and appraisal mechanisms;

(ii) she tested for its potential usefulness the factor X and found it to be not beneficial.

Influenced by her own experience, therefore, the researcher submits here that Brumfit's statement would be better placed if it could follow a study of sufficient illuminating examples of relevant large-scope AR, representing all the possible different, affected establishments. The end result would be the majority outcome, which may or may not again prompt his same negative reaction to proving superiority in language procedures. It makes interesting speculation, but would require a 'research industry' to be set up for any kind of evidence to form. Moreover, with respect to the action research cases which were noted in Chapter Two, Zone IV, it must be said that they represent a different (more adult) educational sector to the researcher's own, so that parallels could only tenuously be drawn. (Chomsky and Miller (1963) and other writers, have demonstrated the learning styles and outcomes which differentiate junior and adult FL learners). On this point, it emerged that the experiments on the issue of deductive versus inductive grammar teaching, conducted by those referenced researchers (Mueller 1971; Levin 1972; Krashen 1979; Sharwood Smith 1981; East 1995) supported, in their conclusions, grammar teaching of the deductive kind, in contrast to the researcher's findings ultimately for the inductive approach.

However, the Munich experiment (East 1995) has offered an interesting and informative perspective on the polemic. Namely, this research tested, through a form of sentence work, the L2 (as English) grammar awareness of 352 German learners, relying upon their having built up a resource of 'Knowledge About Learning' (KAL) over the duration of their study as different types of learner at different levels of learning in different establishments. East's report is afforded extended mention here because, of all the reports alluded to, hers has points of similarity with the researcher's own. It features a research which was launched without initial bias and conclusions which indicate an objective interpretation. The investigation was extensive in its sample, which constituted a cross-section of the educational communities of Munich, and shallow in its exercise, although this depended upon and reflected the L2 already acquired by the learners over time, as opposed to the researcher's action brief, which monitored the

acquisition of L2 as it occurred over time. In denying the importance of formalized grammar to the learners' processes of learning and production, it does not, however, deny the importance of grammar knowledge per se.

In supporting Krashen's views (1982) on the concepts of 'to learn' and 'to acquire' as largely independent processes, therefore, East represents, on behalf of the Munich/York investigation, that in roughly 50% of cases, learners "do not apply the rules they learn". This claim, although it seems to offer encouragement to the researcher, might be challenged by a number of the writers (eg. Rutherford 1988) who have informed this thesis, (particularly the Zone II, on language, in Chapter Two) and who have been unable to separate grammar from language and the issue of grammar as being therefore embedded in the dual teaching and learning process. By this argument, if a twin achievement of FL teaching and learning is enabled, the effective and full communication of meaning will follow, with the language enhanced by its grammatical content.

5.2.3 Conclusion to the section

Reflections such as those just expressed bring this section to a state of transition, in anticipation of the next stage of referring the action research to Zone III of Chapter Two : Language and Language Learning. However, in a final comment, the researcher emphasises that she did several worth-while things in order to earn her practitioner's right to find and raise 'a voice' at a time of further educational change in her subject domain:

- (i) she designed and exercised a broad scope, longitudinal research project, germane to the current trend in researching matters affecting languages teaching;
- (ii) she gained a result, supported by evidence, won via a structured testing and appraisal system;
- (iii) she has enabled herself to place an episode of foreign language teaching (though of local origin)in its position in the context of the FL teaching tradition, knowing that it at least attempts to furnish a response to the question on grammar, argued in the historical debate.
- (iv) she has reviewed existing knowledge in the form of the historical Modern Languages teaching tradition, has described the situation and problem of the

treatment of grammar within this context and has incorporated her perception of the broader issue into the confined context of her action research, anticipating that they will be mutually illuminating, as Howard and Sharp (1986) indicate they ought to be;

- (v) she has accommodated requirements laid down for action research (eg. in Cohen and Manion 1990) as a procedure not designed for armchair delivery but for the energized purpose of dealing with a concrete problem located in an immediate and real situation, or as a "small scale intervention in the functioning of the real world and a close examination of the effects (thereof)" (Howard and Sharp 1986, p.217);
- (vi) she has made her action research situational, as implied in point (v), also collaborative and participatory, with a view to witnessing it ultimately able to contribute some insight or experience to existing knowledge (Howard and Sharp 1986), and emerge as an educational study as well as an investigative one (Walker 1985).
- (vii) she has demonstrated the world of the in-situ researcher and the benefits which it offers for the internal ie. local enrichment of the teachers and the settings related with it (as envisaged in Bartholomew 1971, Cope and Gray 1979 and Parker 1981);
- (viii) she has endowed her action research with a substantial longitudinal time-scale (three years) to allow an appropriately developmental and progressive story to emerge, in which the task of comparing potentially contrastive group-related growth curves could take place, allowing causal relationships, developmental changes, process properties and human attitudes to become discernible and to be discerned (as in Cohen and Manion 1990);
- (ix) she has applied the method of conducting an action research in the manner advocated by Cohen and Manion as the process in its fundamental form:
 - * the hypothesis (of G-I versus G-E) was formed and installed;
 - * the approach (of 'M', subdivided as M1 and M2) was applied;
 - * the data (as a) performance scores and grammar counts and b) participants' responses to the criteria of regularly applied inquiries) were collected;
 - * the hypothesis was re-examined at intervals, subject to the needs interpreted from the responses outlined above;

- * the principles of the approach were modified as this was discovered to be appropriate or necessary at intervals (hence the research's assumption of its triangular shape);
- * an outcome was achieved and understood per se as well as in terms of the messages it implied for existing and future practice, but for past ie. historic practice also.

(x) she addressed also the more complex approach to the performing and the staging of teacher-conducted action research, in the manner clarified by Kemmis and Robottom (1982) and Elliott (1981), both in Walker (1985). This involved the researcher's combined use of their "spiral" and "spiralling staircase" approaches to AR (Chapter Two Zone IV of this thesis). This more composite schema identifies the action research key stages (as in ix above) but places them in an interactive relationship with each other and, in so doing, discloses the psychology and the potential for interference and influence of variables and imponderables which are a large sub-reality of any live research. The researcher's own action project has been shown in Chapter Three to have contained all the properties of the vision shared by Kemmis et al and Elliott in terms of:

- * the management of the task
- * the psychology it implied
- * the sequence in which the task was largely carried out in the bid to establish it, revise it, preserve its integrity through processes of discussion, monitoring, assessment and evaluation. These processes have been required for use in the first place by the writers who have informed this conclusion to this section and have been implemented by the researcher as audio and video recordings; questionnaires; interviews and discussions; surveys, diaries and checklists; case studies. Such devices and strategies have allowed her the means of adding material evidence to her attempt to satisfy in her own work the requirements for the authentication of a research project as detailed by Brumfit (1984), namely the characteristics listed on page 155 of this thesis as: TRUTH, INFORM, RELEVANCE, DIRECTION, REALITY (VARIABLES) and VALIDITY.

Though she has learnt much, the researcher accepts that some questions remain unanswered and that thus far nothing has significantly changed in the larger world of Modern Languages teaching, which ranges beyond the microcosm of her own department. Until real numbers of languages teachers can be persuaded to reflect meaningfully on their practice (Peck and Westgate 1994) and to perform regular and relevant research in a concerted quest for the ideal grammar-informed method (Richards and Rodgers 1986), the needs of the classroom will remain the same as those needs perceived by Wilkins (1979) and Halliwell (1993), largely untended, vulnerable to the interfering influences of external agencies and awaiting the consideration that would come from broad scale inquiry.

Meanwhile, ML teachers ought to approach ANY method for the delivery of lessons on a structure of questions requiring answers to be found:

HOW?	WHAT?	HOW?	WHY?	WHAT?
↓	↓	↓	↓	↓
to provide	grammar	to deliver	this way	conclusions about value

These questions are only viable when the teaching situation secures high quality collaboration enabled by full partnership with the learners for whom the service is designed. The researcher's action research has illustrated these aspects of theory as realities.

5.3 SECTION TWO : The Concepts And Processes Of L1 Acquisition And L2 Learning And The Argument For L2 Acquisitional Learning.

5.3.1 Recalling the context

Many of the natural conditions of L1 acquisition are now regarded (even officially: eg. NCC 1992) as criteria which should be mimicked, as far as possible, for the purposes of L2 learning and teaching. In Zone I of Chapter Two the researcher has described the history of Modern Languages teaching and the debate about teaching methods which it has generated. The debate has been seen to focus on the *matter* of grammar, specifically the extent to which this may or may not be allowed to dominate the teaching, and the *manner* of its delivery. The features of teaching strategies which were addressed in Chapter Three (describing the action research), namely the use of the target language, as the natural conveyor of the subject, and the preservation and treatment of grammar, as an embedded and integrated constituent part of language, were always at the heart of the historical symposium. The urge to relinquish the tenacious deductive grammar translation methods of earlier times in favour of the modern inductive teaching modes, which have developed as a result of the quite significant respect which was earned by the Direct Method, has culminated in the development in the 1980s of the Communicative Method. This was upgraded in the 1990s to accommodate the purposes of the National Curriculum with its emphatic expectations for TL application and the discreet management of the FL grammar. In short, the hope has been articulated that the learning of a second or foreign language will be modelled in the modern classrooms on the process associated with the learning of the mother tongue (L1), with all that this implies for the teaching process.

The prescription for the activities of the FL subject classroom has been reformulated meanwhile, - the agendas, courses and targets have all been re-written, - and it would now be inappropriate to approach the task using out-of-date methods which were designed to promote a different proficiency. In Chapter Two, Zone III, the researcher has discussed the abstract realities of L1 and L2 attainment with a view to rationalising the pursuit of L2 by the means considered natural in the development of L1. In returning to that discourse within the remit of this present chapter, she will counterpose relevant topical indications which have emerged from her action research.

5.3.2 The processes of naturally procuring L1 and L2 and their essential differences

One of the most potent insights which emerged from the researcher's dialogue with her AR pupils (transmitted via the questionnaires) was that of the three-fold presence of language in the life of learners:

1. the English with which they grow up and which reflects their development from the cradle to the grave, with all that this implies in terms of IMMERSION, ENVIRONMENTAL CONDITIONING, etc. and the rewards which allow the native individual to TAKE CONTROL, EXPRESS NEEDS, EMOTE, CREATE, ASSERT, DECIDE, DETERMINE STATUS, MANIPULATE, BELONG, PARTICIPATE, and so on ...;
2. the English which is perceived as a classroom subject and which draws from the above as its natural source, becoming, in today's terms, a subject of applied experience;
3. the foreign language which is now delivered by 'natural(istic)' methods and taught from scratch in a classroom which is a very confined, restricted and monochrome background for the purpose. However conscientious and inspiring the teacher's effort may be to create the relevant cultural island required by Hawkins (1981,p.94) and to permeate the prevailing false reality with authentic language, each individual teacher is usually the only (usually non-native) speaker of the target language in the classroom community, which is surrounded by the native language and its effects and which battles on to ensure a FL development within a very marginal time-scale. This timescale may amount to 95 hours a year (therefore 285 hours or 12 days or 2.5 working weeks of end-to-end time in a three year high school course, as has been seen to be the case in the researcher's establishment).

Little wonder that learners have a different understanding of English and French (or FL) as elements of their curriculum (as eg. in Brumfit and Mitchell et al on KAL, 1996). They have to do similar activities with the L2 as with the L1, ie. speak, read and listen with understanding, and write. Their experience in L1 allows them to do this and their inexperience in L2 makes it all difficult. Both languages are intended as the medium for the conveyance of ideas; the one is usually perceived to satisfy the overall purpose, the other is usually perceived to be inadequate to it. The frustration which is generated over the issues related

with L2 or FL in many cases arguably block the development of desirable and beneficial levels of motivation and the subject may become the irritant in a youngster's subject-curriculum, the generator of worry and of various levels of anxiety. It is, perhaps, the struggle to establish a value and a respect for Modern Languages that helps learners to overcome the disadvantages alluded to above, and the researcher maintains that, in the context of her own AR Sets One, which demonstrated resilience, sustained their effort, accepted the difficulties, persevered with the course, withstood the teacher's methods and prevailed, there was, arguably, an acceptable outcome. (By today's standards of performance in the GCSE it is not uncommon for the FL result to be one grade lower than the candidate's average outcome. This was the case shown in the experiment's whole subjects' averages for the top sets.) On the other hand, the Sets 'Two' lacked the interest and the stamina to engage with the subject in *any* methodological format, being manifestly unable to identify any really worthwhile reasons for pursuing it. Their GCSE results have not featured for comment in this thesis, but they were as poor as their teachers predicted they might be in their regular anxious discussions, and as their performances in the Year Eleven 'Mocks' also corroborated, showing particularly that there was no evidence of their performances' having been enhanced by the removal of the AR methodological constraints at the half way stage of the life of the experiment (Thesis reference 3.3.12).

The different processes of developing L1 and L2 were depicted in Chapter Two, Zone III and are represented again briefly here as a means of introducing the discussion of the researcher's attempt to bridge the methodological divide in designing a naturalistic and up-to-date teaching method for application in her action research:

PRIMARY and SECONDARY SOURCES		THE PRINCIPLES OF L1 ACQUISITION		PRIMARY and SECONDARY SOURCES		THE PRINCIPLES OF L2 LEARNING
Chomsky	1957	tabula rasa		Skinner	1954	
Dodson	1967			Irvin	1966	tabula rasa
Wilkinson	1971	pivotal utterances		Herriott	1971	
		repetition		Krashen	1977	vocabulary
Wilkins	1974	imitation			1979	pivotal utterances
Hawkins	1981	recycling			1981	exercises, therapies
Krashen	1981	LAD		Wilkinson	1974	repetitions, mimics
Rivers	1983	UG		MacArthur	1983	analogies
		TG		Richards and	1986	OPERANT CONDITIONING
Richards	1986	LANGUAGE MONITOR		Rogers		UG
and		new language		Halliwell	1993	overt memory work
Rogers		increased register				with or without
Hawkins	1994	unsolicited		Hawkins	1981	explicit grammar
		involvement			1994	inducements and rewards

Performance in language depends upon the individual's attained level of maturation. The process of maturation in language must mean a number of different things for L1 and L2, as explained in Chapter Two, Zone III and recaptured briefly here in the wake of the researcher's account of her AR experience. The comment tabulated below pertains to the prospects for maturation by age 16:

SOURCES →	L1 MATURATION	L2 MATURATION (targeted by acquisition)	← SOURCES
Dodson 1967	*efficient, cumulative not irksome *made relevant by cultural experience and real evidence	*gradation ie. stage by stage learning desired *no all embracing authentic setting therefore no authentic experience possible	McArthur 1983 Hawkins 1981
Dulay and Burt 1977 Dodson 1967	*effected by a natural, innate, independent and imperceptible mechanism	*L1 influences L2; 'learning' opposes 'acquisition'; UG helps; L1 relies more overtly on memory	Chomsky 1954 Herriott 1971 Krashen 1983 Rivers 1981,1983

Irvin in Lenneberg 1966	*occurs on a parallel with physical, physiological and psychological development in relation to the environment	*not relevant, except in teachers' awareness of learners' state of readiness for certain stages/items of the FL curriculum	teachers' AR discussions Chapter Three Section III
Dodson 1967	*tabula rasa fills up with major and minor levels of language: national, regional, home and id; the L1 reflects habits, errors, accents and defects, the influences of operant conditioning and ...	*tabula rasa fills up with items of classroom language experience (also of foreign travel if relevant): teachers' language, peers' language and the idio-language: the influences of small scale operant conditioning and ...	AR evidence Throughout Chapters Three and Four
Herriott 1971 Krashen 1981 Rivers 1983	*imitation, use of analogy *through the pores learning	*imitation use of analogy *through the pores learning	the writers collectively and the AR experiment
Hawkins 1981	*IMMERSION in WHOLE CONDITIONS	*IMMERSION IN PART-CONDITIONS; the question of compensating through LEARNING	Halliwell 1993 The AR experiment. The question of the factor X and the need to learn vocabulary.
NB! the writers collectively	*In L1 ACQUISITION the ACQUISITION and USE processes are INTER-BOUND and INTER-DEPENDENT	*In L2 ACQUISITION the ACQUISITION and USE processes are INTER-BOUND and INTER-DEPENDENT but influenced and arguably challenged by the vital role of MEMORY	the writers collectively and the AR evidence (eg. in teachers' discussions and learners' questionnaires, the vital role of MEMORY as the carry-forward principle is acknowledged).

5.3.3 Foreign language learning: some issues concerning the underlying psychology

The process of *acquiring* a language, in the first instance the native language and then any further foreign language(s), is very complex. The complexity of the acquiring process necessarily affects the teaching of language in terms of HOW the teaching is done and with WHAT SUCCESS for the learner. Over the long course of the historical argument (Chapter Two Zone I) the missing factor in the equation, featuring HOW to teach and with WHAT SUCCESS for learners, must have been teachers' and method designers' appropriate understanding of the

learners' minds and their cognitive development, including their reliance upon their experience of the world around them for their linguistic enrichment and motivation..

The researcher's AR team might be said to have actively tried out the teaching approaches which have been campaigned for at times of reform during the historically protracted ML debate, including the latest stage of the reform series, the National Curriculum of the 1990s, which in its working plan crystallizes the essence of the visions of the early movements alluded to, confirming and emphasizing the principles of all-purpose target language use and an integrative, interactive approach which implies the active participation of the learners. It is an interesting consideration that the AR produced a result in its exercise of comparing over a long period of time the Comenius-style of naturalistic method model (M1) with the reinforced Gouin model (M2). It is also important that the AR result was synonymous with the learners' ultimate learning outcomes, namely their GCSE results, an indisputable reality which brooks no challenge. It has been of further significance that the AR teachers conducted their investigation into the questions of the importance of explicit grammar in their experiment using M1 and M2 in a more binding relationship with their classes of learners.

The teachers' discussions (Chapter Three, Section III) were full of their concern about the psychological effects of 'M' upon their pupils, their consequent levels of morale and motivation and the teachers' resultant perceptions of the suitability of the teaching approach 'M' for the learning purpose. The discussions accentuated also that 'M' was a very difficult and demanding method to transact. The colleagues' exit from the AR was entirely due to their becoming persuaded that 'M' (common to M1 and M2) was not a desirable or suitable teaching mode for their pupils at that time. In continuing the experiment on her own, in contrast to her colleagues and in the context of better class settings, the researcher found that 'M' was a viable approach, but she monitored her pupils' responses to it and to their learning task at every step of the way. Understanding the learners by listening to them and by taking important cues from their reactions was indeed a major feature of the researcher's AR project, with all that that has been able to imply for this study and for future studies of the learning process that could proceed beyond the scope of the present remit.

The highly complex (foreign) language learning process is a difficult one for teaching practitioners or writers and researchers to define, qualify and quantify. The imponderables, variables and difficulties, which are generated by the learners, combine to affect the teaching which itself then prevails upon the learning. The writers' diffidence regarding articulating opinions about the learning matches the teachers' own, so that increasing curiosity about the learners' psychology has led to increasing investigation of it through observation and research, and quite particularly in recent decades (Rutherford 1987). It is now understood that the teaching on its own is incapable of producing a product for the learner whose mind does not engage with it. The AR teachers' repeated frustration is recalled here: "If I have taught it, why don't they know it? and the key to understanding the question must be within Rutherford's (1987) explanation of the symbiosis which he perceives to characterize the co-existence of the teaching and learning processes. Thus the only equation which produces a product is the following one:

TEACHER	+	AGENDA	+	METHOD	+	LEARNER	+	LEARNING of AGENDA	=	PRODUCT as AGENDA
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= COMMUNICATION OF INFORMATION as LESSON TAUGHT AND UNDERSTOOD

Arguably the learning role is harder than the teaching role within this equation, for it has the responsibility of changing its receptive position into an active one and is crucial to establishing the product which was encoded in the teacher's agenda initially, expertly enough, one hopes, to ensure that each member of the class elects to decode the same agenda in the same way ie. successfully. All the more reason, therefore, to emphasize the FL teaching process as a psychological issue as well as a linguistic one, as Wilkinson (1971) and Levin (1972) made clear in their discussions of the problems and the needs of learners, their states of self confidence and enthusiasm, their need to be provided with motivation and the WILL to do the exercise expected or required of them, (see Chapter Two, Zone III).

From Chapter Two one recalls Corder's (1973) 'bottom line' definition of FL teaching and FL learning: on the one hand telling the learner what is or is not an acceptable utterance and on the other hand explaining the mastery of acceptable

utterances in a range of language starting with phonological units and ending with units of discourse, as development occurs. The notion of acceptability is determined by grammatical correctness, as one must infer from Rutherford and Sharwood Smith (1988), later. However, as the researcher's AR has demonstrated, the reality of the FL classroom is much more complicated than the above explanation would suggest, since the lesson in the foreign language agenda is borne on a vehicle of itself (the language of the agenda is synonymous with the language which contains and explains it) as would be the case in the English classroom. A foreign language (ML) is the only subject, therefore, which is currently not transacted through the medium of the L1, a difficulty which, in contexts like that in which the researcher is active, is possibly exacerbated by a perceived lack of relevance to and value for the subject (pupils' questionnaire no. 3 Feb. 1992). Very few of the researcher's pupils could identify with Wilkinson's (1971) confident claim that youngsters know what language is because they know what language does, because, in the L1 context, this is demonstrably untrue and, in the FL context, they have no use for the language and arrogantly insist, as Hawkins (1979, 1981) represents them to do, that the rest of the world should use English (the prevailing attitude of this catchment area). The course of learning which targets the GCSE examination at age 16 requires them to use their acquired language in the same ways as they use English, even though they have no natural motivation to do so : ordering; requiring and demanding; inquiring; self asserting; transacting, receiving and sharing information in communication; making choices; creating; emoting ... (Wilkinson 1971). Failure to see the point of all of this caused disaffection among the Sets 'Two' of the AR in particular. Their teachers mistakenly believed that the method 'M' was responsible for this, as almost all of the teachers' discussions illustrated, yet reductions in the pressure applied to lessons, and ultimately the withdrawal of the Sets 'Two' from the methodological experiment, changed nothing in the attitudes of the Sets 'Two' learners.

The researcher's own psychology towards her classes was different from that of her colleagues. On the one hand, it reflected and made infectious her own state of motivation and enthusiasm which were increased by her research role. On the other hand, she applied herself with stoical adherence to the teaching methods M1 and M2 and to the assessment scheme, all of which were made a fact of

classroom life, not open to dispute or renegotiation, as they had been with the colleagues 1a and 1b and their classes, the Sets 'Two' (see the teachers' discussions in Chapter Three, Section III, units 1, 5 of Tricolore 3; unit 1 of Tricolore 4A; and of 28th January 1993). In addition to this the researcher incorporated the four special exercises into her teaching plan - the favourites being BLIND DATE and CAKE MAKING (see Appendix B) - and insisted on building a visual element into her approach (eg. alluded to in the Sixth Formers' retrospective discussion located in the Appendix J) since the pupils of both of her classes claimed to have visual memories (Chapter Three, Section IV, pupils' questionnaires nos. 8 and 9, Summer and Autumn 1993). In short, the main characteristics of the researcher's attitude to her action research brief which made it different from her colleagues' approaches were:

- precise understanding of and implementation of the method formula;
- intransigence ref. the formula, the agenda and the assessment;
- her own high motivation level which was infective;
- her periodic placing of practical exercises which were perceived by the learners to be: 1. stimulating, having a good measure of variety and often an orientation in drama and an appeal to the classes collectively as well as to the individuals within them, 2. suitable for all forms of class and skill management, of the kinds listed by Wilkins in Baer (1979) and listed in Chapter Two Zone III of this thesis;
- her resolve to remain resolutely in control of the teaching approach dictated by her research plan, despite any criticisms and pressures which her pupils expressed (all pupils' questionnaires in Chapter Three, Section IV).

The whole of the above, the researcher claims, provided the basis to her RELATIONSHIP with her pupils, who understood the essential character of the exercise that they were asked to share with their teacher for a three year period as a matter of classroom policy. It will be recalled from examining the pupils' questionnaire no. 11 (Whitsun 1994) that few pupils expressed regret at being in their established group and method setting or a preference to be moved to the alternative one. Nor did any pupil criticise the imposition of the research exercise and its formula. Thus, the RELATIONSHIP being in place, the fostering of the all-important MOTIVATION process was enabled. Again, the pupils' questionnaire-

responses indicated healthy MOTIVATION levels, little FRUSTRATION in the forms of soul searching or mental agonising and a generally positive outlook towards a final result attainment of grades C to A in the 1994 GCSE (this point references the questionnaires nos. 5 and 10, of Whitsun 1992 and Christmas 1993 respectively, Chapter Three, Section IV).

In view of the magnitude of the requirement which she was making of her two sets of pupils (*their* management of their studies of French via *her* imposition and management of the subject curriculum through the comprehensive and exclusive use of the target language, with little structural explanation or none at all) the researcher had a full understanding of the abnormally urgent need to keep MOTIVATION levels high, FRUSTRATION levels low and RELATIONSHIPS positive in her teaching time shared with the top sets (G-I) and (G-E). After all, despite certain reservations about their outlook (Head of Year interview in Appendix D), the research pupils were the same ilk of youngsters who characterised the school's catchment area and who year on year came into the French settings to take up their FL course to examination at age 16. The problems which the school's FL learners encountered with their subject characteristically were going to be repeated in the case of the research pupils between the years 1991 to 1994 and experienced to at least the same degree, arguably. Then, the added tensions, generated by the research formula, stood every chance of exacerbating their difficulties, which usually occurred at three levels (reflecting Wilkinson 1971; Rutherford 1987; Rivers 1983; Halliwell 1993 and others), as follows:

1. the lack of the will to do an exercise which seems to have no relevance to their lives (questionnaires nos. 3 and 9, February 1992 and July 1993).
2. the will to do the exercise but the lack of the tools to enable this to happen, as in the process of converting one's basic inherent competence into performance by having the words to express simple things, the grammar to upgrade the words, so that more ambitious speech may follow (questionnaires nos. 1, 2, 3, 4, 6, 9 and 11 spanning the AR duration, as in Chapter Three, Section IV).
3. the lack of natural experience, the FL being the complete enigma, *not* part of their surrounding experience to the same degree as their other school subjects may be argued to be in their status as part of the composition of the world around them. The experience of the FL is restricted to the classroom in schools like the

researcher's school, which organises relevant trips abroad at infrequent intervals as the economy allows, and is no longer able to employ Foreign Language Assistants (questionnaires nos. 3 and 4, February and Easter 1992 respectively in Chapter Three, Section IV).

The requirements for L2 learners, compiled by Hawkins and Brooks (1960) and referenced in Chapter Two, Zone III, were satisfied by the researcher throughout her action research, with the exception of the time allocation for French teaching, which the writers advised should be between 3 and 5 times the amount given to English:

- * she offered her classroom as a cultural island;
- * she used her accustomed horse-shoe seating plan in her classroom to enable herself and others to be ubiquitous;
- * she used some technology, though not IT, in her subject management (OHP, audio and video facilities).

Whatever their perceptions of their FL task, learners who make the positive choice to take up its challenge, elect, within their approach, to take some short cuts to empowerment:

1. they may go via the route of the L1, implying that they use their intuition and their monitor, their LAD, LASS, UG, LAP, their editing mechanisms as in Chomsky and Krashen respectively, as they proceed (questionnaires nos. 3, 6; Feb. and Dec. 1992, Chapter Three, Section IV Part B);
2. they learn the FL by cramming and by explicitly accessing and applying its grammar, learning it as a science, using formulae as a logical approach; at the least they make themselves familiar with their course books as the resource to cater for all their FL needs (questionnaires nos. 4, 6, 9; Easter 1992, Christmas 1992 and Summer 1993, Chapter Three, Section IV);
3. they may (additionally or instead) learn the FL as they encounter it, in a natural way, accruing their experience of it and creating flaws and imperfections within it through the processes of error making and applying false judgements and imperfect analogies (eg. "il a gauché (or dernièré) la salle de classe", an example

of erroneous language inference, typical of the research pupils in their dealings with matters of interlanguage).

In her work the researcher has relied upon approach 3 above to provide her with the desired naturalistic route to FL teaching and learning which would a) satisfy the NC ideal and b) allow her to create the potential for her plan for a contrastive study by introducing the factor X to one side of the methodological equation. This has arguably enabled a naturalistic teaching approach akin to the former Direct Method, and a possible experiential assumption of their FL subject curriculum on the part of the learners, implying an "acquisition" of L2 within, and in spite of, limiting classroom conditions. Echoing the process of L1 acquisition, this situation relates the discussion with Dodson's (1967) summary of common factors in L1 and L2 learning, as already depicted in Chapter Two, Zone III:

- the tabula rasa reality;
- the need to train the hearing function;
- the need to train the mental processing ability;
- the need to collect vocabulary, expressions and idiom;
- the need to strengthen performance in the four language skills.

In their questionnaire-responses, the learners were aware of all of these criteria and that:

- they had had to build up their FL from a nil start (Chapter Three, Section IV, pupils' questionnaire no. 3 Feb. 1992);
- that the 'listening' was a tough skill (questionnaire no. 3 Feb. 1992)
- that the need to learn vocab was of paramount importance and that idiom was a confusing issue (questionnaires nos. 3, Feb. 1992; 4, Easter 1992; 6, December 1992; 11, Whitsun 1994);
- that skills-practice should be given the most attention, however much they perceived a lack of time afforded to structure explanations (pupils' questionnaires nos. 4, Easter 1992; 6, Christmas 1992; 11, Whitsun 1994)

The relationship between L1 and L2 learning alluded to in Chapter II, Zone III impressed itself more clearly than ever before upon the researcher as she strove

to keep a good balance of classroom and curriculum management and to effect her teaching task 'naturalistically' through the use of the method 'M', interrupted only in the G-E context by her strategic administration of the factor X. In so doing, she claims to have made a positive response to the writers cited in the third zone of Chapter Two who have long favoured the teaching of the L2 for its natural assimilation by the learner, as with the L1. Her AR contributes substance to their argument and unites their opinions across the intervals of time into concurrence with the recently established National Curriculum and its deliberate manoeuvre for the universal employment of naturalistic methods delivering a relevant and challenging FL curriculum to create a naturalistic and germane end-product which, through an upgraded grammatical awareness, is enhanced in terms of its linguistic quality (all of this to be done ideally without teaching grammar *per se*). It must be emphasized here that the researcher, in her relationship with the Set One (G-E) which received the factor X within M2, did *not* at any time teach grammar *per se*, but rather she adhered to her intention of giving brief but explicit summary-explanations, in the L1, of grammar structures which had occurred as part of the agenda of some lessons (see Chapter Three, Section II).

Elements such as linguistic levels of phonetics, phonology, morphology, syntax and semantics, all constituting grammar, were not generally given conscious attention as separate agendas, although they were all provided for through the process of 'M' and given post-use treatment by vocal and red-pen-correction in order to refine the learners' cumulative performance and to act as a further indirect teaching strategy. Indeed, the grammar programme which structured the AR, and which is accounted for in Chapter Three, Section One, absorbs and shares treatment with these further individual grammars, of necessity. Always, in employing naturalistic or acquisition-related teaching methods, which the researcher claims her experiment to be based in, the teacher steers the learner clear of the risk of processing predetermined knowledge rather than fresh experience, an important point with Rutherford and Sharwood Smith (1988) and Hawkins in Baer (1979), earlier. These writers and the others who informed Zone III of the 'Review of the Literature' viewed the learners' stage of puberty as being an unsuitable time for direct learning, for higher order language and formal grammar imposition. Any such matter is seen by the writers as destined to be

wasted, unable to become knowledge, since the learner's maturation process in puberty is not ready to receive and process it. Thus, in the researcher's experimental work, the device of explicit grammar summary was of this category and, indeed, it was delivered as a futile technique and was duly wasted, as the results show throughout the three years of the AR, but particularly in the final GCSE outcomes, in terms of both the measurable grammatical content of the pupils' performances and the actual marks-and-grades-results. Of the researcher's two top sets, both contained members who at times asked for grammar teaching (questionnaires nos. 2 and 6 Dec. 1991, Dec 1992 and that of Whitsun 1994). Set One (G-E) asked for *more* grammar teaching, acknowledging on the evidence of their grammar summaries that they got *some* grammar. Set One (G-I) contained members who asked for *some*, believing, on the lack of obvious evidence, that they got *no* grammar, and being kept ignorant of the fact that their own grammar output was better than that of the other set. This set's three grade A achievers in the GCSE had never questioned the existence of grammar in their main school French course and were happy with the language they perceived themselves to have and with how it was taught to them.

When asked in a later conversation as Sixth Form students - and only they proceeded into the French 'A' Level course! - what they understood to be the reason for the different, lower grades-status GCSE-outcome and the more serious, if also more truculent approach to the work of their G-E counterparts, and on having been made aware that the G-E set had been given the factor X as part of the teaching approach, the girls simply indicated that, in the very form of the factor X, their G-E peers had perhaps perceived that they were threatened, having been given something extra to worry about, something important enough to be packaged and referenced in specialist metalinguistic terms, prohibitive and beyond their powers to handle and apply integratively, there having been no experience of this in the teaching of English at any level previously. Accordingly, the three girls from the Set One (G-I) did not find the gift of the factor X an enviable one. They were pleased not to have had it; the proof of its usefulness or lack of efficacy was clearly testified in the GCSE French grades-results. On the other hand, the girls were in agreement that they had different language needs for their work in French and German at 'A' Level. A greater knowledge of grammar would now certainly benefit them in their production of more creative, more

complex and ambitious language which was newly generated by themselves and exceeded the mimicked, pre-prepared and re-cycled language of their earlier encounter, as so much of the lower order GCSE language had been, especially in the areas of 'Speaking' and 'Writing'. (The researcher's conversation with the three Sixth Formers, former members of the Set One (G-I), is in the appendix J to this thesis).

In the instances cited above, there has been experience produced which has upheld the writers' arguments concerning the futility of the too early administration of too formal grammar instruction and learning and the reality of the maturation point after adolescence when rational grammar teaching and learning may be deemed a wiser, even desirable, plan of action. In this discussion one must incorporate the principle of 'Consciousness Raising' (CR, Sharwood Smith, 1981), as a means of improving language awareness with implications for better language use. The researcher claims to have applied this in her teaching of both the Sets One, through the ploy of *emphasis* which became the characteristic of her lessons delivered in terms of 'M', through the variety which she consciously applied to her material and to her class management and through the accountability factor (questionnaires and discussions) which she placed with her learners as a mechanism which forced them to remain focused upon all the matters of their brief. The device of the factor X, delivered to the Set One (G-E) as a queried perception-enhancer, might have qualified in this discussion as a CR criterion, had it not already been discerned as a too precipitate, wasted learning feature and disqualified as such from the framework of good practice at the current level of the foreign language pursuit.

On page 142 and throughout section 2.5.3 of the thesis-text, the researcher has drawn from Widdowson (1990), citing his suggestion that the activity of teaching most greatly benefits that of language learning when experimentation and inquiry are inbuilt factors of the process. The researcher's own practical application of her method-formula has arguably demonstrated the truth in this. For example, it has been shown that nothing was taken for granted, the teacher's focus on method was deeply considered and concentrated so that (as Widdowson would have it) the pedagogy was psychologically underpinned as the researcher used a number of routes to enter into the learners' minds. There was a formula to be

followed but, essentially, the method of treating the teaching depended on attempting to treat the language (of the specific GCSE agenda and the everyday language surrounding it) as a GESTALT. At this point the discussion evokes the influences of writers like Belyayev (1963), Gardner (1974), Bruner (1975), Rivers (1983), Mitchell (1988), but also the early great influence of Petersen (1870) and Jespersen (1904), all writers and reformers who have attempted to put distance between learners and the false reality of methods such as GRAMMAR TRANSLATION and see them better provided for by the COMMUNICATIVE MODE, now that the currently accessed correspondence-oriented, integrated and flexible syllabus has emerged from the grammar-dictated, incremental and sequentially convenient old order.

Yet, the writers, and not least Petersen (1870), agree that language can not and does not exist without grammar. "Language is rule governed behaviour", are the words of Rivers (1983, p.30), who acknowledges with others that what is taught and what is learnt must embrace a grammatical content whether or not that content is identified to the learners. Certainly, the teacher involves much covert grammar as she teaches, and probably does so at a higher and more complex register than she is aware of. In fact, she immerses the learners in grammar as she immerses them in lexis and structures. She does this in accordance with her expertise and her experience, keeping relevant with the requirements of her remit, as did the researcher during the three years of her AR. Exposed to and nourished by the large matrix "honeycombe" of the teacher's versatile capacity, the learner's nucleus can develop. It is in this way that grammatical content, which is inappropriate for early explicit teaching, can be assumed and assimilated by the young learner in sufficient measure to aid correct comprehension and language production. Rivers (1983) was referenced earlier in this thesis (circa page 92) in order to explain that the teaching of a language involved two grammars: on the one hand the linguistic grammar which exists within language and, on the other hand, the pedagogic grammar which is taught via a method or raised to consciousness or at the least targeted as an agenda. As an extension of this discussion, it may be pointed out that the teaching which targets the pedagogic grammar uses the linguistic grammar for the purpose, as the researcher's three years of application of the AR has demonstrated. This is also the inevitable implication of the full and exclusive employment of the target language in lessons. From her experience of

the reading as the theory which has supported and informed her work, and of the action research itself, which was her own 'new' contribution to the Modern Languages methodological debate, the researcher is persuaded (and feels empowered to express her view) that a teaching method, which pretends to deliver the foreign language grammar by implicit/inductive means, can do so only if the target language is fully and continuously employed, since this contains the complete and integrated grammatical agenda which the learner must acquire.

The success of the two principal research groups, including the Set One (G-E) which received only a relative amount of the explicit factor X, became evidence of the purported reality that all forms of language learning involve the necessary internalisation of grammar, whether one discusses this via one's experience and understanding of the teachings issuing from the 1950s, eg. of Chomsky and the principle of 'competence' and 'performance' aided by the inherent LAD and UG and the inherent functioning of the surface and deep structure grammars within the TG development, or of Skinner's philosophy of 'Operant Conditioning', based upon observations of performance resulting from practice and the effecting of patterns adapted to achieve desired results. The researcher is moved to illustrate her AR field of learners' attainment as being reflective of all of these philosophies, with Chomsky's principles applying to the proven more able, more versatile and more highly achieving sections of the learner-participation and those of Skinner applying to the average and below average sections, in which learners found difficulty in producing any real amounts of language containing an independent or imaginative flavour and who fared less well in comprehension than their colleagues also. Quite simply, the better motivated learners used their practical skills and their awareness of their learning opportunities and natural learning impulse to advantage in order to effect measurable growth from the starting point of the initial basic building blocks, which are seen by Rivers (1983) to be inevitably in place, making it possible to erect language structure on a naturally provided structural foundation.

Widdowson (1990) was seen to agree (Chapter Two, Zone III) that not all learners use their opportunities to the full, indeed that learners do not use their opportunities equally, whatever their *potential* to develop their underlying competence into performance. The stage of MATURATION is influenced by

supportive explicit input and the enabling of the function of the monitor and the TG towards the generation of new material. Where this independent growth is not made, the ploys of imitation and analogy are used in order to compensate (Irvin 1973 and Rivers 1983), or even rote learning (Wilkins 1974), but the break through to literacy, described by Bruner (1975), comes after puberty when maturation has occurred as a result of a constructive and responsible internalization of language, as the researcher is persuaded of having witnessed with the most successful performers of her Set One (G-I), namely particularly those who attained the GCSE grades A and B ultimately, and came closest to applying-or wanting to apply - their FL as a gestalt, just as they view English as a gestalt.

As to whether the researcher's AR learners perceived parallels or relationships to exist between their L1 and their L2 is a complicated matter of speculation, which some areas of the pupils' questionnaires have attempted to inform (in particular the questionnaires nos. 3, February 1992; 6, Christmas 1992 in Chapter Three, Section IV). It seems that the AR learners were quite unequally divided (17% for and 83% against the proposal) in admitting to discerning a relationship between the languages and to admitting to using or referencing the L1 in order to influence their use of the L2. Equally, the opinion was divided on whether the learning of the L2 had been helpful in clarifying the nature of the L1. Some learners for their part, had been quite annoyed that this might have been deemed possible or desirable or even necessary and others had found it an interesting reality. The researcher herself believes that there is more help drawn - in recognising comparison or contrast - from the experience of the L1 than is ever evident and than is ever even comprehended, due to all the reasons understood by Chomsky, Skinner, Krashen, Bruner and their associated researchers and writers. Perhaps the explanation lies even further beyond the vision of these linguists and philosophers in that it is housed in the fundamental fact of the human individuals' empowerment to speak (Born Talking, Miller 1990, BBC/TV broadcast) and, having acquired their levels of the L1, they use these instinctively and opportunistically as a buffer to facilitate their incursion into the L2, naturally, often imperceptibly and not always appropriately. The statements of conscious understanding of the individuality of language which was shared by two disagreeing learners, one from each of the researcher's Sets One, attesting

to or denying the value and wonder of the separate languages in relation to the L1, filled the researcher with awe at the time of their emerging from the critical pens of sixteen year old youngsters (questionnaire no. 3, February 1992, Chapter Three, Section IV).

Particularly the yea-saying acknowledgement seems to consolidate the impression that has dominated the whole of the argument of this thesis on methodology, as it dominated in its separate capacity the AR, that the motivated learner who keeps an open, positive mind towards the learning task, perceives that task in its fullness and sets the learning parameters imaginatively and with adventure and independent creativity in view, irrespective of whether the task in question relates with the L1 or the L2.

5.3.4 The terms of L2 acquisition: merging theory with practice

To have been discussing the teaching of L2 in the same arena as the teaching of L1, identifying differences and similarities between the processes of 'learning' and 'acquisition' respectively, leads one to speculate on the possibility of adapting the one (the learning of L2) to the other (the acquisition of L1). After all, the National Curriculum's initial postulations - and this thesis was thence generated! - seemed to suggest that this was a desirable route to take (D.E.S. October 1990). One first puts the question: What does this imply? The sub-questions inbuilt in this are: ...

for the process?

for the teacher?

for the learner?

for the desired and targeted end-product?

These questions are now answerable *at first hand* via the researcher's AR and at second hand via the 'Review of the Literature' (Chapter Two, Zone III, conclusion). The discussion which emerges from the perceptions made on this matter at first hand inform at the outset about TL use in all the contexts of the FL (French) world contained in the researcher's classroom, featuring the Sets One (G-I) and (G-E). Within the transacting of French as the agenda, the two grammatical contents of the FL (the LINGUISTIC and the PEDAGOGICAL

grammars) were kept natural and intrinsic, with the exception of the factor X in the case of the Set One (G-E). This was a pedagogical grammar delivered in L1 linguistic terms, intended for integration. Hence a process imitating acquisition may be claimed to have gone on. In the teaching, however, the teacher underlined, emphasized and visually and physically enacted the pedagogic grammar. The omnipresent linguistic grammar by definition took care of itself but was arguably upgraded (in L2) and reinforced in order to meet the purpose it had to serve. There was, after all, nothing casual or complacent about the lessons delivered by 'M'. Indeed, the teacher's role was more fully charged than ever, due to the responsibility of delivering a difficult examination agenda by a rigid method to learners whose interests and chances concerning results must not be compromised. The transcribed lesson samples contained in Chapter Three (Section Two) witness the intensity with which the teachers, and not least the researcher herself, articulated their position to their task. Now to the implications mentioned previously:

- i) for the process. It suffered mixed fortunes in that it was accepted by the top sets (see pupils' questionnaires); rejected by the lower sets (see the discussions with the colleagues 1a and 1b who taught them); sustained by the researcher; abdicated systematically by less entrenched colleagues, for whom the vision of 'M', and even the factor X, remained an enigma and of questionable value for their pupils.
- (ii) for the teachers. The teaching method ('M' as in M1 and M2) was experienced as a demanding mode, needing much ingenuity in its preparation and management, because of the restraints and constraints which typified the conditions of its application, particularly the chronic shortage of subject lesson-time, the isolation of the subject from the full surrounding of language and culture which in natural terms shore up and promote instances of L1 teaching which are set apart. One recalls Hawkins' (1981) "Gale of English" blowing outside the English classroom door, and Belyayev's gardening imagery (1963), and it is obvious that such maintenance is lacking and is missed when L2 teaching and learning mimics the L1 process, rather arrogantly pursuing the notion that it can become more than a classroom subject and have more expected of it than is expected of other classroom subjects of the curriculum.

(iii) for the learners. The method necessitated the complete commitment and absorption of the AR learners, also their participatory involvement, their full concentration and their willingness to experience the course in a systematic and cumulative way. They were expected to acquire and use the FL simultaneously, to employ tactics in order to assume language and, not least, to psychologically and even physically move towards it in order to avail themselves of it. If all of these things were not done, and in the most extreme scenario the learners would have been separated from their teacher for the duration of their course by a force of language which meant much to her and nothing to them, there would have been widespread failure. In the event of their having used positive learning tactics in the context of 'M', however, they arrived collectively at their target, and individually at targets which in most cases matched their average examination outcomes. In the best scenarios, such as those envisaged by Wilkins (1974) and McArthur (1983) and reported in Chapter Two, Zone III, and, not least, such as the best individual scenarios of the researcher's experience of her pupils in the AR, high levels of motivation, enjoyment and satisfaction can be achieved through conducting ML by 'M' and learners' anxiety and frustration can be reduced or avoided (questionnaires 1 Oct. 1991; 2 Dec 1991; 4 Easter 1992; 7 Spring 1993; 11 Whitsun 1994 Chapter Three, Section IV);

(iv) for the product. Good results occur if learners take their responsibilities seriously and play an active role in their FL education, as outlined above, and if the teacher sustains a dynamic approach, focused upon the course content and the learners' apparent perception of it. These are, indeed, strict provisos and the overall method design is compatible with the needs of learners of main school status, targeting examination results at age 16. If the focus is compromised, as explained in Hawkins' (1979), the theoretical ideal reduces and a poor practical reality emerges. A different provision for grammar must be made for older learners, as the literature shows, as other instances of action research have demonstrated and as the researcher's current Sixth Form French linguists testify (referenced in the appendix J).

Seen from *second hand*, reflections on the teaching of L2 in imitation of the teaching of L1 were studied in terms of the writers who featured in support of naturalistic FL teaching and learning in Chapter Two, Zone III. Their ideas are

accounted for below, adjacent to a simple form of tabulation in recognition of the large degree in which the AR can support them.

WRITERS	WRITERS' COMMENTS	AR-BASED REACTION		
		Possible	Agree	Disagree
WIDDOWSON 1990	<ul style="list-style-type: none"> * an illusion, due to lack of native speaker response * direct focus on form necessary * pupils must analyse language prior to encountering it * learners are hampered by lack of focus on form * a compromise approach most suitable 		✓	✓
with ELLIS 1985				✓
McARTHUR 1983			✓	
WILKINS 1974	<ul style="list-style-type: none"> * similarities in L1 and L2 practice objectives must be clearly tailored and * consistently pursued * abundant use must be made of TL 		✓	✓
KRASHEN 1983	<ul style="list-style-type: none"> * formal grammar teaching unnecessary in earlier stages of learning * emphasis should be placed on interaction for which humans are naturally equipped; acquisition through communication develops accordingly. 		✓	
BRUNER 1983, 1975	<ul style="list-style-type: none"> * language can and should be learnt through using it 		✓	
RIVERS 1983 and SOURCES: (CHOMSKY, KRASHEN)	<ul style="list-style-type: none"> * language (FL) should be done as L1 by "through the pores learning". 		✓	

WRITERS	WRITERS' COMMENTS	AR-BASED REACTION		
		Possible	Agree	Disagree
MOYLE 1982	<ul style="list-style-type: none"> * the child must be made a full partner in the classroom business * a hands-on approach is best * the psychology of the learner must be taken into account and applied * empathy and insights, leading to encouragement and motivation must colour the teaching * the READING skill must be emphasised, with systematically raised expectations for the reading agenda. 		✓ ✓ ✓ ✓ ✓	
MOYLE 1982 with HERRIOT 1971	<ul style="list-style-type: none"> * a holistic approach is desired * necessary accompaniments are feedback, repair, encouragement, motivation. 	✓	✓ ✓	
DULAY and BURT 1977	<ul style="list-style-type: none"> * naturalistic methods have the potential to lead to success if a recognition of grammar is provided for as: rationalist - cognitivist transformational - generative and on acknowledging the roles of: the learner's MONITOR and PERSONALITY 	✓	✓ ✓ ✓	✓
HALLIDAY 1975 and ROSEN and ROSEN 1973	<ul style="list-style-type: none"> * * a positive work setting is needed support strategies and confidence boosters must be in place 		✓ ✓	
HERRIOT 1971 with HAWKINS 1975, 1981, 1994	<ul style="list-style-type: none"> * * automation through practice should be targeted * the integrated approach should be used experience of the relevant world should be achieved for learners via their exposure to artefacts, visits, texts, culture, traditions, history, geography, arts etc. and by imitating that culture in the micro form of the "cultural island". 		✓ ✓	
GOUIN 1880	<ul style="list-style-type: none"> * * teach and learn naturalistically but emphasize the verbs and tenses more explicitly. 	✓		

If the naturalistic approaches discussed in this section so far, and framed in summary above, are to be taken seriously and used as the prelude to a chapter of L2 acquisitional teaching and learning which may be written on to the history of Modern Languages teaching by those who faithfully carry out the design of the

National Curriculum, it must first be recognised that, on coming to school, L1 learners can already do things that L2 learners must adjust themselves to:

- they can make patterns with language and express social attitudes
- they can speak to different kinds of adults
- they can organise their environment and their place and requirements in it.

(Rosen and Rosen (1973).

In L2 terms they form their insights and skills often at second hand, ie. indirectly, through their exposure to textual evidence of others doing things in a distant reality, which they must mentally access, and through their relationship with their teacher, whom they perceive as a person of many parts, not least as an authority on the world and its language which they are set to explore through role-play, conversation, reading, listening and communicative writing.

The competence of the L2 classroom learners of main school age and standard will not reach their own L1 levels, which they seek to imitate. However, at a different register of achievement the use of the naturalistic approach may be seen to ensure that their performance becomes the practical, concrete and automatic expression of their non-conscious knowledge and experience (their competence). However, they do **not** start their L2 learning entirely unsupported! Indeed, they have the following assets to compensate for the 'tabula rasa':

- their experience of the L1;
- their UG or their innate language device, or the analytical linguistic competence which Bruner (1975) perceives inherent in them;
- their degree of willingness to achieve a level of competence/performance in the L2;
- their degrees of enthusiasm, interest, motivation;
- their relationship with their teacher;
- their presence as an element of a particular class-composition;
- the capacity for development of their learning processes.

If all or most of these factors are positive, achievement will be made.

In the comparison made in discussions such as this one on L1 and L2 development, one encounters Tough (1970) who reports on children's astounding ability to acquire the L1 at primary age, even by age three, or, to be more precise again, within a year from the first pivotal utterance. The human assets, which native language learners have, are not part of the world of the L2 learners, who must substitute their teacher into all the roles:

- the mother at the centre of their universe, sympathetic, supportive, encouraging, motivating, communicating incessantly and prompting mimicry of talk;
- a variety of other adults and children all around, acting as speaking role-models and soliciting further talk of different tones and registers.

The feature of exposure to language and culture has already been alluded to as a merely relative thing (referencing Herriot 1971 and Hawkins generally) in the context of the L2 pursuit. Exposure in real terms, as with the L1, is one of the WHOLE CONDITIONS which work in support of the L1 (WHOLE PRODUCT) development and, by their absence, to the potential disadvantage of the learning of the L2, at this stage unimaginable, or at most only imaginable as a whole product. The learners' search for language with which to make communication has been seen to be supported through the application of techniques such as analogy making, both in L1 and L2 terms, resulting, in both cases, in the not uncommon manufacture of grammatical error. Analogy-making, the move to go to meet language, the process of working it out, of producing it by copy-cat tactics and by piecemeal construction suggests again the opinion of Tough (1979) and Bruner (1975) that the learning process of the L2 depends upon similar building blocks as that of the L1, the UG being central to them both. The researcher's AR produced ample evidence of the learners' tussle with FL expression. Their responses and examples are articulated in the transcribed lesson samples located in Chapter Three, Section Two. They give witness to the strategies outlined by the writers and alluded to here. In addition Hawkins (in Richardson 1983, and citing Buckby 1981 and the work of the University of York Language Teaching Centre) describes the developments of certain abilities that learners are perceived to have, implying also those which have already been mentioned above. The researcher first represented them in the conclusion to

Zone III, of Chapter Two and, in listing them again, matches them with brief references selected from her action research. In doing so, she aims to demonstrate a learner's strategies for the management of the L2, when the L2 has been delivered in the teaching in the manner associated with the L1.

<u>The abilities which aid L2 learning when the L2 has been taught by naturalistic means: ref. Hawkins, Buckby and others</u>		<u>Areas of the researcher's AR which illustrate the abilities shown by learners of L2 during naturalistic teaching.</u>	
*	the awareness of syntax implying perhaps the development of UG	*	the grammar counts, particularly for the Set One (G-I), located and discussed in Chapter Four in stages throughout
*	the ability to see and apply patterns	*	no convincing whole-group conscious ability to do this; patterns which were UNCONSCIOUSLY applied to the work and logged in Chapter Four were indicative.
*	the ability to develop linguistic awareness	*	the quite positive attitudes of the Sets One learners, reflected through the questionnaires; the work (results and grammar counts) verified this
*	the ability to reason and analyse	*	(eg. pupils' questionnaire no.6) correctly or erroneously, by analogy or by conscious/unconscious reference to the L1, can be traced through analysis of the pupils' work
*	the ability to rely on STM)*)	learners' discussion of these principles in the majority of questionnaires eg. nos. 7, 8, 9
*	the ability to rely on LTM)*))	any performance of work, especially in examinations, was an expression of STM and LTM, used to replace revision and learning
*	the ability to use empathy	*	the teacher's province, evidenced in the teachers' discussions
*	the ability to avoid insecurity	*	there is no evidence of real insecurity in this AR; even the researcher's colleagues were needlessly concerned about the insecurity they perceived with the Sets 'Two' (it was apathy not anxiety)
*	the ability to keep motivated		the Sets 'Two' and their teachers did <u>not</u> keep motivated. The researcher was herself fully motivated and kept her pupils engaged for the three years of the AR by simply believing in the method being used and making it policy.

If all of the above-cited criteria, drawn from Hawkins and understood as desirable learning-assets, can be relied upon (and the evidence of the AR suggests that they can be!), then the vision articulated in Dulay and Burt (1977) of particular success for foreign languages teaching via the Direct and Communicative Methods may be discerned as a sensible one, as long as the anticipated product is expected to be of the same nature as the process by which it was conditioned and formed, namely naturalistic. Much emphasis has been placed upon the learners' innate feeling for grammar and their capacity for recall as being powerful factors in their success with the FL. The elements of the composition of this potential for grammar awareness, grammar-divining (the researcher's term) and grammar application are featured in their speech model which has already been referenced and analysed (p.113) and its components briefly discussed in this section. With such perceptions as these, Dulay and Burt take their place in a representative progression of writers (other than the linguistic prophets and inventors) who attest with confidence to the power of the human gift of grammar discernment. The researcher then places her own acquired observation at the foot of the table which is set out below.

WRITER	VIEW ON GRAMMAR	POSITIVELY SEEN IN AR ✓ NEGATIVELY SEEN IN AR X	
<u>GOUIN</u> (1880)	* L2 is acquirable in the way of L1, using * practice * assimilation * techniques of analogy * pay explicit attention to the VERBS and TENSES as the most difficult area of all	✓ ✓ ✓ ✓ ✓	x
proviso:		x	
<u>WILKINS</u> (1974)	* L2 is acquirable in the way of L1 * the OBJECTIVES must be clearly tailored * the GRAMMAR must be made discernible * (ie. explicit)	✓ ✓	x
proviso:			
<u>DULAY and BURT</u> (1977)	* L2 is acquirable in the way of L1 with the * same progression and * same stage-gradation implied * inherent grammar-orientation supports development * the targeted product must match the teaching style by which it is sought	✓ ✓) by definition of the ✓) L2 learner applying ✓) the thinking processes of L1-self ✓	
proviso:			
<u>McARTHUR</u> (1983)	In agreement with Dulay and Burt	✓	
Further proviso:	none	✓	
<u>RESEARCHER</u> (1996)	* L2 is acquirable in the way of L1. * all agendas (lessons) must be delivered and shared in full target language terms.	✓ ✓	
proviso:			

In her classroom-based methodological experiment, the researcher aimed to teach the L2 (French) by L1 acquisitional means. That was, indeed, the whole point of her designed AR exercise. As Chapter Three has revealed, this proved to be a problem-filled ambition due to the intended nature of 'M' in the first place, and then to the interpretations placed on 'M' by the researcher's colleagues who were involved in using it within their roles in the action research. The actual difficulties with 'M' have been discussed in Chapter Three, Sections Two and Three, and need not be repeated here. Even so, 'M' was designed as the key to a shared experience of naturalistic teaching, which in its turn was to target L2 development for learners in the manner of L1 acquisition. The fact that this mode of teaching proved to be highly difficult from the start has prompted the researcher to query the reasons for the problems and to wonder why they arose, when, in fact, they do not arise in the L1 teaching/learning context. She has worked out the following responses, which are psychological reasonings really :

1. Though the teachers had explored using versions of 'M' in the past, they had done so selectively and not without some freedom to use an escape-route (eg recourse to the L1) in moments of difficulty. Using 'M' unremittingly in the context of the AR was tantamount to being trapped inside a formula, whose definition was completely intransigent. This caused in the researcher's colleagues feelings of anxiety, tension, self doubt, therefore a reduction in self confidence and a heightened sense of responsibility and accountability towards their pupils, adversely affecting their stamina and creativity.
2. The course was packed with grammar which provides problems for the teaching of it by any method (naturalistic, eclectic, inductive, deductive). Since *pure* 'M' was not a wholly accustomed method with the teaching team, the colleagues could not raise sufficient confidence in it to believe that it would bear fruit.
3. The grammatical agenda was a combination of major and minor matters, almost all of which were unknown quantities to the learners in mother tongue terms. The teachers doubted, therefore, that desirable processes of identification and recognition could take place. Accordingly, there were no commonly perceived easier agendas in which to explore the possibilities of using 'M'. It will be recalled from the commentaries in Chapter Three, Sections Two and Three, that particularly the researcher observed that she had found some quite linear agendas (eg pronouns, adjectival agreements, direct object pronouns) to be quite manageable and satisfying to carry out by 'M' but that
 - (a) her colleagues expressed the opposite view often;

(b) her pupils, despite seeming to comprehend them, regrettably rarely applied the matters later in their own work.

4. The really difficult agenda, also the largest, most dominant and unquestionably the most important and necessary to a development of expertise targeting examination success, was that of the verbs and tenses. This had to be taught continuously and proved to be an undeniable challenge for 'M', almost defying the efforts of the teachers and probably carrying the responsibility of mutating 'M' from its state as a flexible, all-purpose ideal into a more rigid, systematised and more stilted tool strengthened for the verbs-grammar which earned Gouin's attention in earlier reform times. It was, indeed, the use of the target language which in certain difficult times kept 'M' looking like 'M' and saved the grammatical sub-content of lessons from becoming obvious.

The researcher herself, having experienced some problems with the task of teaching certain grammatical agendas implicitly, ie in the manner of the L1, has explained these at the relevant stage of Chapter Three. In spite of this, she claims to have adhered to 'M' as in M1 and M2 for her teaching in the AR, making a contrastive experiment through the implementation of grammar summary, delivered in L1 and called factor X.

Within the rationale attempted here, one must refer back to the tabulated summaries of the ideas of selected writers and respond to the provisos implied in the cases of Gouin (1880) and Wilkins (1974) and any others, not included, who perceive a requirement for clear delineation within language of grammatical content and an especially attentive and explicit approach to the teaching of particularly significant and complex issues, such as 'verbs and tenses'. The researcher's reaction to these caveats which the writers place as a part of their perspectives is three-fold, as is now explained :

1. Her own teaching by 'M' was delivered in such a way as to have been EXPLICIT to herself and IMPLICIT to her learners, the matters of the *pedagogical* grammar (the *deliberate* agenda selected, in its turn, for treatment in the lesson) being uppermost in her mind and intention as the objective of the moment. This agenda was delivered by 'M' from the vehicle of the lesson's WHOLE LANGUAGE, emphatically, from the teacher's point of view (and charged with a significant boost of *linguistic* grammar for the purpose) but as merely a constituent embedded in the teacher's talk, from the learner's point of view. Yet the matter which the teacher emphasises in her desire to afford it responsible

treatment may be seen to lodge itself to a greater or lesser degree with the learners, depending upon their engagement with it.

2. In the researcher's experience of background reading on the subject of teaching methods and their effects on the learners, and specifically with regard to the "implicit" grammar teaching methods, it seems to be largely overlooked that much implicit instruction happens for the learners outside and beyond the efforts and purposes of their teacher.

The matter which the teacher has taught - (without recourse to metalanguage) - as covertly as possible, yet deliberately as pedagogical grammar, is assimilated subsequently into the general discourse of the classroom, and especially into the teacher's talk, as a component of her own language's content of general linguistical grammar (and had probably featured as such at intervals all along, no matter how assiduously the teacher had tried to tailor her personal use of the FL to suit the needs and experience of her class) and features from that point in regular use. In addition to this the learners are exposed to a variety of materials, resources and sources, not least course-books, which are invested with the contents of the entire grammatical catalogue relating to their course. The researcher discovered, in relation to a number of the questionnaires already cited, that the majority of her pupils claimed to have made themselves familiar with their textbooks and to make use of these as a reliable resource for independent learning (vocabularies and practice exercises) as well as to aid their general studies and their tests and examinations. Whereas it might be observed that not all pupils are capable of effecting efficient self-help ie of teaching themselves in explicit terms, there can be no doubt that all learners who explore their materials must come away from their perusal with extra knowledge which they have consciously or unconsciously picked up. This tendency is a potent one which leads to many instances of confusion being removed. Clarity comes, furthermore, when the learners' minds have accepted a problem and carried it around for some time, dealing with it successfully in the subconscious, as is the natural human way. Then, and not least, the search among the experience of the L1 often produces an item which matches and explains the problem which persists for a learner in the L2. Analogies can often if not always be sought and established across the languages barriers as well as within any one language, as part of the tendency to process the L2 by referencing the L1 (Rivers 1983).

3. The factor X, which was designed as the external and recognisably explicit aid to 'M', transforming the covert mode of grammar teaching into an overt mode (satisfying, incidentally, the concerns registered by writers such as Wilkins and

Gouin) was faithfully applied by the researcher to her teaching. The evidence which unfolded in the AR write-up - (and especially in Chapter Four) - clearly denied any 'value added' results for the learners who received the factor X as part of their teacher's subject-delivery.

Many instances of conjecture about the validity of writers' and reformers' attitudes and assumptions to the case of L2 or FL teaching and learning beg to be allowed. In this section so far the researcher has used names like Wilkins (1974) as representative of writers and the name of Gouin (1880) to represent the reformers. Both of these, and the others whom they represent, have placed important caveats about careful and responsible grammar teaching in expressing their views on FL teaching and learning. In view of the outcome of the researcher's AR, in which the factor X might be explained as the matter - embodiment equating with such caveats, there is the temptation to speculate at two levels. -

1. In the first place, writers and reformers showed attitudes to language teaching which could not become wholly emancipated from the old order, as they would have wished, because, fearing the importance of grammar, they allowed it to remain obdurate within the teaching. One doubts whether their pronouncements were made with the benefits of longitudinal, lateral and comparative research to produce the outcome implying the emancipation of FL teaching generally in an identity which separated the whole concept of teaching language from that of teaching grammar, but still allowed the grammar to hold their ideal prisoner. There are three major stages of language teaching, as the following steps show:

LANGUAGE TEACHING AS
GRAMMAR TEACHING AND
LANGUAGE LEARNING
MATERIALISING IN GRAMMAR-
TRANSLATION

G

Persisting throughout
ML history : grammar
dominates instead of
language

LANGUAGE TEACHING AS
HOLISTIC LANGUAGE TEACHING
AND LANGUAGE LEARNING,
MATERIALISING IN SKILLS-
PRACTICE WITH EMPHASIS
ON SPEECH.
GRAMMAR TAUGHT DISCRETELY.

L

G

The desired product of
reformers, but they
are afraid or reluctant
to relinquish the
grammar, isolating it
as a kind of factor X.

LANGUAGE TEACHING AND
LEARNING AS A FLEXIBLE
INTEGRATED PROCESS,
TARGETING NATURAL
DEVELOPMENT OF COMPETENCE
AND PERFORMANCE IN
LEARNERS GRAMMAR -
INTEGRAL APPROACH.

L

The latest approach
to ML teaching with
grammar implied in the
whole language

2. In the second place, the factor X syndrome now goes beyond raw speculation, since it receives regular investigation as in the currently whetted debate, including the researcher's AR. Its having been faithfully applied to a section of the researcher's teaching, and the results of its use having emerged as proof of no added value, the researcher sees this outcome as begging the questions : Why was factor X not, in general terms, a value adding principle? Why did the researcher's own G-I class fare better in their skills performances in French and then, even more surprisingly, in the use they made of the grammar in mechanical exercises as well as the use to which they put it communicatively and

productively? Why did the G-I class outreach their G-E counterparts in both of these respects, and ultimately with an arguably relatively better list of French GCSE grades containing the year group's highest scores? Why were these matters the case for G-I even though :

- (a) specific to their French studies, the Set One (G-E) had the factor X to draw from;
- (b) in the final GCSE analysis, the Set One (G-E) gained better results than (G-I) in the four major subjects of their curriculum, ie English Language and English Literature, Mathematics and Science, but specifically English Language, which was taught wholly implicitly without its being invested with an implanted source of grammar-reference?

At a distance of one year from the completion of her experiment, the researcher recorded a discussion which she shared with three of her Sixth Form students, who had formerly been members of her Set One (G-I) during the time of the AR. The relevant discussion-transcript which has been referred to at a number of stages already is contained in the Appendix J to this thesis. To the researcher's question about the apparent "superiority" of the French GCSE performance of the Set One (G-I) in relation to that of the Set One (G-E), the students articulated a quite fundamental observation which for them was clearly the truth of the matter. Indeed, their perception was that the application of the factor X had imposed upon their G-E colleagues something *extra and separate* to contend with and to worry about! This "worry" was a considerable one, furthermore, since the factor X expressed matters which (because of the way English was taught ie by a kind of 'M') were not at all within their experience and could not be internalized in order to be put to use within the L2. The grammar which the G-E learners did, in fact, manufacture in their speaking and writing, and the feeling for grammar which allowed them to make sense of their listening and reading, was obtained by the G-E pupils in the same ways as by their G-I counterparts. The factor X component was an artificial adjunct that was not generally recognised as a support and therefore its potential was wasted. On the other hand, it *was* recognised as a spoonful of trying medicine, an item which the teacher insisted on applying at regular intervals despite its lack of obvious utilitarian value, a fact which allowed it to be received and perceived as something to be concerned about and irritated by and as something which had no point of reference and made little sense. The generation of some anxiety, therefore, tended to have an effect upon the pupils' states of motivation, enthusiasm and their willingness to learn, at the least upon their willingness to do something constructive with the factor X! Thus, in the eyes of the speculating Sixth Formers, who were high

achievers at GCSE in the Set One (G-I), the reinforced intention for the teaching of the Set One (G-E) by M2 might be seen as having been rather counter-productive. Certainly this speculation seems to have been borne out by the evidence of the results pattern which forms when the five major (ie compulsory) examination subjects are lined up for the two Sets One, as they were on the final page of Chapter Four and when the three year history of the AR is considered, with the performance patterns which it discloses in relation to the two teaching groups throughout!

5.3.5 Conclusion to this section : evaluating the teaching method and the principle of researching it

The outcome of the researcher's AR and its messages about the performance of the Set One (G-I) makes an interesting response to the writers, whether they have been witnessed as being for or against the principle of teaching L2 by L1 attitudes, or whether they have, as it were, sat on the fence. In Chapter Two, Zone III, the section of the literature review to which this current argument seeks directly to respond, Rivers (1983), drawing from Krashen (1975), was cited as proposing two routes to L2 learning, namely 'the rule' and 'the habit' and attested to preferring the second of these, described in Krashen as "through the pores learning". The limitations for creativity, which the writers regard as a rather penalising characteristic of this mode, do not seem to have impeded the progress of the researcher's G-I pupils at the GCSE level of their *study of French*. However, the three learners, whose views were referenced earlier in relation to the issue of the factor X, are observed in the transcript (Appendix J) to affirm the urgent need for grammar in the post-16 foreign language learning situation, perceiving that, without it, the more ambitious foreign language course to A Level, in all of its aspects, can not be satisfied and the desirable standards of attainment which pre-university students seek to target, remain elusive. This point has itself been accounted for already as a judgment made by the writers who have been consulted in respect of this discussion. It will be alluded to again at a later stage of the present chapter, however, when the discourse bridges the Zones III and II of the 'Review of the Literature'.

Meanwhile, the brief taken for the researcher's AR in contrastive teaching methods was a course of French to GCSE level. It can surely be argued, therefore, that within this remit pupils can achieve a certain amount by training to reinvent the foreign language which they have obtained through recycling strategies, through practice, through analogy-making and vocabulary-learning. However, the best candidates, those who attained grade A and arguably B - (it is

not an easy matter with the NEAB to acquire the necessary points in the higher level tests by which to secure the best grades!) - must surely have acquired the ability to generate new language, ***for which purpose they would have to have an understanding of grammar and the means to apply it.*** The Set One (G-I) contained learners who were able to do this, despite or because of their having been taught and conditioned through 'M'. Thus, any anticipated advantage or benefit afforded by the factor X when it was added to the method as the differentiator between M1 and M2, has been denied in this discussion. By contrast the value of pure 'M', the method for FL teaching, which the researcher has tried to make reflective of the natural stance to L1 teaching and learning, may be deemed to have been defended - through debate informed by practical experience - and justified. The researcher admits that there were times when she encountered difficulties in preparing and using 'M', as also did her colleagues, (the teachers' discussions and the lesson transcripts contained in Chapter Three bear out this reality), but she remains convinced that her inadvertent or unwilling implantations into some lesson agendas of unwanted grammar were not picked up and used by the AR learners (see Appendix J for Sixth Formers' post-GCSE comment on this).

The researcher is persuaded as a result of her own practical experience of the AR (1991 to 1994) that a FL can, indeed, be taught and learnt in a manner which mimics aspects of the L1, that is to say taught and learnt effectively by the 'integrated processes', referred to above, without explicit grammatical instruction, and on the understanding that the target language is put to full use by the teachers and learners involved. Her action research was a one-off, localized investigation into this very possibility, but she argues further that the result, though it was peculiar to her school context, contains interesting promise generally for the same threshold of FL pursuit. She is satisfied that:

- UG and TG were activated, that there were cases of the unconscious search for and use of grammar;
- that, using 'M', there was freedom from anxiety because there was no known subject-related threat that went beyond the parameters of the learners' experience. Thus MOTIVATION was allowed to develop and was left intact.
- Vocabulary existed for G-I and G-E as an obvious obstacle, a reality which was common to the L1 also. There was the impression (and little evidence to the contrary) that the learners relied upon their becoming naturally familiar with it as they would with their L1 word-stocks. They accepted

that it was a vital commodity, crucial to the making of meaning and to the comprehension of it (frequent questionnaire responses) and appreciating that this is the case with English as their L1 also. Indeed, one remembers their rationale that English is made up *only* of words (pupils' questionnaire no.3) implying once again that, since English is not perceived to have a grammar (*ibid*), G-E was judged to have been given an out-of-experience resource, which the pupils could not integrate into their learning and carry forward as part of their development. This is somewhat reminiscent of East's Munich/York investigation (1995), which seemed to prove that learners could not carry forward grammar information.

In the light of the discussion that has been generated in this chapter-section, the researcher is satisfied with what her experiment has disclosed, within the context in which it was enacted, on behalf of the department and the two top sets of learners whose performances animated it, and on behalf of the long protracted debate on FL teaching and learning which has been its base and background. The early stage of this chapter used the researcher's own AR in reinforcing the argument supporting the principle of in-classroom research. This present section, which has attempted to show the informing outcome of a single AR, namely the researcher's own, seeks to encourage other teaching arenas to believe that there is profit to be won also through their conducting a relevant action research meaningfully. Collective AR, of the type argued by the researcher in the last chapter-section, could provide valuable, patiently awaited responses to Hawkins' (1979) observations (pages 115 and 116 of this thesis), and re-iterated here :

1. "The debate about mother tongue and foreign language learning continues but teachers cannot wait for the researchers to produce their final answer" (Hawkins in Baer 1979 p15).
2. "The way forward is unlikely to be marked by spectacular advances" (*ibid* p19).

In concluding this chapter-section, the researcher submits that she has addressed the challenge implied by Hawkins in his two provocative declarations cited above. She argues that it would be difficult for the world of research to attempt more than she has attempted as a lone researcher taking a year group representatively through the whole of their Senior High School GCSE French course to their final French examination, designing the research model, executing, recording, monitoring and assessing it systematically and collecting, registering and processing the data in a solo-run exercise, including within the collective exercise the consideration and analysis of the GCSE examination itself as the most

objective of all assessments, the most definitive and the one which proved the truth and integrity of the researcher's project by demonstrating that it was hardy and confident enough to take an external challenge. Having been created, imposed and marked by the official external agency of the NEAB, the GCSE was beyond any potential influence from inside the research arena. The findings that it produced on behalf of the AR pupils were in keeping with those of the internal assessment procedures, which again confirmed the integrity of the AR project. The formal GCSE provided a worthy conclusion to the researcher's comprehensive exercise, and related her teaching and professional responsibilities to those of all High Schools for, whether they use the NEAB or other alternative standardised examination board for their purposes, all schools teach their pupils a course in a foreign language to examination at age sixteen.

The general outcome of the researcher's entry in the GCSE of her Sets One (G-I and G-E) of the examination-generation of 1994 may evoke interest for many who are concerned about producing their FL results in the frame of the revised National Curriculum GCSE, using the methods advocated in the policy documents for that context.

The researcher finds that, in this chapter-section more than in any other perhaps, she has argued her right to conduct research and has defended both her research brief and its outcome. She hopes that she has used her experience in order to form dialogue with the researchers and writers who have informed her background reading for the immediate purpose of this investigation, (but who also have supported her teaching efforts during the course of her career) and with ML colleagues everywhere who are occupied and preoccupied with questions of pedagogy. In order to consolidate her own position as a teacher of Modern Languages who is beset by subject problems, curriculum difficulties and issues of pedagogy which emerge from the most recent reform developments, not least those which concern methodology, she identifies with ML teachers everywhere in her concern to get to grips with the old problems and dissatisfactions related with teaching methods and translate these into a pro-active approach to finding a solution to the new equation which features grammar and TL use in a fresh perspective. She argues that her action research has been a satisfying exercise which, at the least, has prepared those who shared the teaching exercise for the reality of the National Curriculum in their teaching arena. The research produced a valuable conclusion which, though locally generated and applied, could nevertheless be given universal credence, or the credit for implying worthy possibilities for other potential research projects elsewhere.

In her action research, the researcher has attempted to capture or adapt the acquisition principle of learning for the L2 context through the application of a teaching method which aimed to imitate aspects of naturalistic L1 teaching as it occurs in our English classrooms. She tested this out within a contrastive study featuring the factor X as the differentiator in a setting which was arguably representative of the characteristic world of foreign language learners in this country. The aim was that the learning should happen by informal, largely acquisitional means and the researcher contends that, given the constraints of time, opportunity and other circumstances, this took place with a degree of success. There is a dynamic or impulse at the nub of each of the two learning briefs, L1 and L2. In the first place the remit is to learn the language for life and in the second case it is to learn the language for the relevant examination which the learner has to face. Very few pupils envisage a broader goal than this for their efforts with the L2, as the researcher's AR pupils themselves explained at times of relevant enquiry (Chapter Three, Section IV questionnaire no.3 February 1992).

In Chapter Two, Zone III (Conclusion) the world of Modern Languages is described as a tiny, pale reflection of a potent L1 reality, but the researcher argues that any hard fought L2 achievement is a potentially impressive one and measures up almost heroically against the same individual's L1 acquisition, given the conditions and the circumstances which have been discussed in this section. She ventures to add that anyone who doubts this is perhaps merely an *onlooker* on to practice and lacks the actual experience of the *doer*, as the teacher or the learner in practical form, either of whom knows with surety the difficult and complex reality of sustaining one's effort over a long period of time in order to effect a relative measure of foreign language linguistic empowerment. The researcher's AR, contained in Chapter Three, featured the long time-scale needed for the targeted language growth to occur, and suffered the full gamut of frustration and difficulties sustained by the learners, as well as the problems encountered and somehow negotiated by the teachers, over the same long interval of time, as they responsibly executed their brief by their selected teaching methods. The learners' questionnaires and the teachers' discussions open up the real world of the obstacles that had to be overcome characteristically, and the transcripts of lesson samples, given in Chapter Three, Section II, reflect that world in practice, as this chapter of the thesis has undertaken to disclose.

5.4 **SECTION THREE : Rationalising The Effects Of Explicit And Implicit Grammar Teaching In The Modern Languages Classroom**

5.4.1 **Reviewing the context**

In the previous section the researcher was concerned with making a case for the teaching of a second (or further) foreign language by inductive means, as far as possible imitating those processes of habit, exposure, immersion etc, which encourage the young individual to *acquire* the mother-tongue rather than to learn it. The argument presented in Section II emanates from the researcher's own AR and is germane to all the stages of the discussion in this thesis as a whole. At the outset, the researcher's immediate practical brief is associated with her work as a classroom teacher of main-school French at High School level, targeting the existing GCSE and anticipating the GCSE in the revised form afforded to it by the National Curriculum, using elements of the methods of teaching which have always been advocated by the NC body for the course purposes. Specifically, in clause 6 of the Non-Statutory Guidance (NCC 1992) and in the Programmes of Study (DES, October 1990) it is assumed that foreign language acquisition should be manageable without the need for the explicit teaching of the target language's grammar.

It belongs within the ML teachers' natural responsibility to trial this premise as part of their classroom remit and the researcher has done this, at the same time formalising her effort as an action research and recording its outcome ultimately in favour of the NC postulation. This being the case, the door which gives access to the long-standing polemic concerning inductive and deductive routes to language attainment stands wide open. The debate, furthermore, now centres itself convincingly in the issue of *grammar*. With this, the researcher's expedition into the heart of a teaching method for the purpose of evaluating the importance to it of specific grammar treatment can now continue its planned journey, as described in Section I, for the historical problem which will be systematically revisited is essentially that concerning the role of grammar in Modern Languages teaching. The recent developments in ML take their place in the arena with former method-related attitudes and, having been tested in the researcher's action research, are equipped to make a confident contribution to the historical debate.

Having aired her case (Section II) for L2 learning by naturalistic means, the researcher can now apply her action research experience in a response to the

issue concerning grammar teaching and use this present unit as a means of opening the discussion and anticipating the two principal sections to follow later with their focus on the place and importance of grammar in a) the context of linguistics and b) the historical context of Modern Languages teaching, (the reverse order of their appearance in the 'Review of the Literature').

5.4.2 **The researcher's response to the views of selected writers on the importance (or not) of applying prescriptive treatment to grammar delivery as a part of the L2 teaching and learning process**

This unit of discourse corresponds of necessity with the already revisited but not entirely tapped argument contained in Chapter Two, Zone III, and concentrates particularly on responding to the discussion contained in the sub-sections (IV) and (V). The writers who were selected to inform this area were referenced with regard to their views on *language acquisition* and *language learning*. A variety of other distinguishing expressions were used throughout this discourse, such as 'inductive' and 'deductive' approaches; language acquisition and 'focus on form'; 'traditional' and 'explorer/discovery' methods; 'direct' and 'indirect' teaching styles; 'assimilative' and 'mechanic' or 'radical' and 'conservative' approaches to the foreign language teaching and learning. In the discussion which follows, these are replaced by the expressions which the researcher has used throughout this thesis, as being more immediately reflective of her own remit, namely 'grammar-implicit' (or G-I) and 'grammar-explicit' (G-E) teaching methods. Using her action research as the evidence-bearing basis for her contribution to the argument about which of the named methods may be deemed the better (ie the more effective) one for promoting success for the learners of a foreign language, she now proceeds to re-examine briefly the opinions of the writers who have informed her literature review on this aspect.

1. The grammar-explicit principle

<u>Writers</u>	<u>Writers' Viewpoints</u>	<u>Researcher's Responses</u>	<u>AR Reference</u>
STORK (1976)	grammar teaching is a functional aid and a short cut to the learning of a language.	descriptive grammar can be perceived as an unnecessary hurdle and handicap to learners in their teenage years.	1. the <u>results</u> (Chapter Four). 2. the discussion with Sixth Formers (Appendix J).
CARROLL (1955) and BILLOWS (1961)	linguistic analysis explains what is being taught and leads to a useful understanding of the mechanics of language (p.90). "Children of 14 or 15 – can be very interested in analysing as a process of perceiving and recognising the language already learnt, although they may not have been able to do it as they learned it (p.168).	linguistic analysis can be understood as something separate from what is being taught and therefore not made intrinsic with the language itself. analysis in the form of explanatory grammar summary of material already practised offered no advantage to the AR learners who received it, stimulating neither their interest in the subject nor their FL performance, as far as the researcher could establish.	1. the <u>results</u> (Chapter Four) prove that separate grammar learning remained separate learning. 2. the colleagues' removal of their Sets 'Two' from the AR to a situation of <u>flexible, conventional</u> grammar teaching made no improvement (teachers' discussion 28.1.93 Chapter Three, Section III). 3. the AR learners' repeated inability to articulate the grammar learnt despite acknowledged understanding of it (pupils' questionnaires 5, 6, 7, 11 Chapter Three, Section IV). 4. Sixth Form discussion (Appendix J).

<u>Writers</u>	<u>Writers' Viewpoints</u>	<u>Researcher's Responses</u>	<u>AR Reference</u>
IAHM (1966)	grammar should be consolidated through learning after it has been treated through practice.	--- and the (G-E) pupils' work done post-grammar summary contained no evidence to prove a better consequent understanding, use and management of the L2 on their part.	1. the <u>results</u> (Chapter Four) of the general work, the exams, the mechanical exercises. 2. the pupils' <u>questionnaires</u> as above, also 1 and 2. 3. pupils' questionnaires : 1 and 3 reveal their perspective on L1, L2 parallelism.
BROWN (1971)	grammatical theory is useful to L2 pedagogy, since it provides a theoretical basis --- and takes the strain off the learner's memory by allowing them to work some things out by means of formulae and an understanding of the rules.	--- the theoretical basis meant little to these (G-E) learners due to their not having been given its equivalent in their experience of the L1 --- Thus the FL grammar summaries, though delivered in the L1, were arguably a wasted resource, the more so if they were coated in any <i>degree of meta-language</i> .	4. teachers' discussions (eg October 1991 and Christmas 1991). 5. teachers' discussions in thesis sections 3.3.9 and 3.3.11.
VALDMAN (1974)	grammatical error-making prompts the organisation of the aims and objectives of instructions.	the principle of the FL learnt for communication excuses error-making if the message is clearly transmitted; learners will arguably make errors with grammar they cannot identify with in the L1 (pronouns, adverbs, semantics and idioms).	1. advice of ML officer (NEAB). 2. NEAB's essentially communicative syllabus, section 3.3.7 of the thesis ie the teachers' 3rd stage discussion.

<u>Writers</u>	<u>Writers' Viewpoints</u>	<u>Researcher's Responses</u>	<u>AR Reference</u>
WILKINS (1979)	<p>the acquisition of grammar enables true linguistic creativity -- and the inadequate knowledge of the grammar leads to serious limitations on the capacity for communication and a grammatical syllabus must ensure that the grammatical system of the FL is properly assimilated by the learner (p.66).</p>	<p>self-evident, since grammar is intrinsic to language --- however, the AR evidence emphasises <u>acquisition</u> of the grammar rather than <u>learning</u>.</p> <p>-- At the level of the GCSE pursuit there was less limitation on capacity for communication for those pupils who were not exposed to discrete explanations of the L2 grammar --</p> <p>-- there is at least as much (and arguably more) evidence of assimilation of grammar in the case of Set One (G-I).</p>	<p>1. the <u>results</u> (Chapter Four).</p> <p>2. the frequent relegation of grammar items to vocabulary lists and their assimilation as implicit material therefore, (the large agendas defined in thesis section <u>3.1.7</u> were partly absorbed in this way).</p> <p>3. CREATIVITY rather than REPRODUCTION is arguably present with Grade A GCSE learners. In the AR, there were 3 - all from the grammar implicit Set 1.</p>
HYAMS (1986)	<p>the child must uncover the FL's system of rules --- which comprises the grammar of the language; ---- insight will be acquired through focus on syntax; --- the control of complex sentences requires the learning of aspects of grammar which itself implies explicit grammar teaching.</p>	<p>as in the case of Set One (G-E)---this seems to suggest that (although Hyams is cited here for the grammar-explicit argument) the child's uncovering of a system of language rules can, to the required extent and within the context of childhood and adolescence, be done by the child's own means of acquiring, via exploring WHAT is considered correct and recognising HOW and WHY this is the case.</p>	<p>1. the <u>results</u> (Chapter Four).</p> <p>2. <u>the AR teachers' experience</u> that more grammar teaching does not equate with more grammar awareness. (The results bear this out).</p> <p>3. pupils' responses to the questionnaires eg 4, 6, 10, 11 (Chapter Three Section IV).</p>

<u>Writers</u>	<u>Writers' Viewpoints</u>	<u>Researcher's Responses</u>	<u>AR Reference</u>
STEVICK (1982)	grammar is the path finder and the quality maker of the language taught by the teacher and the language learnt by the pupil even when the principal objective is communicative competence; the L2 is procured by more conscious means than the L1 ----- awareness of grammar and grammatical understanding and competence generate the power to use language creatively.	-- therefore, as the AR has shown, the more success the learners have in focusing on the matters of language which enable the correct use of it, the more they will extend their own comprehension and production skills -- the L2 is by definition <u>more consciously procured</u> than the L1 for, however much it is treated in the same vein as the L1, it is for most learners only an external area of experience which has very little time and authenticity allotted to it -- no teaching/learning mode changes this, and the grammar-descriptive mode least of all arguably, for the grammar itself demands time and attention and displaces the language learning opportunity.	1. the results (Chapter Four) demonstrating some extra grammatical content in the FL work of the Set One (G-I) and better outcomes in all the four skills ie production and comprehension. 2. thesis section 3.4.14, enquiries 4, 6, 10, 11 also previous pupils' questionnaires eg : 3.4.12, 3.4.5, 3.4.2 (qu.4).

2. The grammar-implicit principle

<u>Writers</u>	<u>Writers' Viewpoints</u>	<u>Researcher's Responses</u>	<u>AR Reference</u>
HOOD (1994)	-- there should be a natural attitude to L2 teaching and learning by discovery -- learners have the need to move towards understanding and knowledge --- the teaching must be framed to this end --	-- the AR Sets One both learned French by the researcher's designated implicit method : 'M' -- G-I discovered the grammar 100%; G-E discovered it 90% approx. -- the teaching was framed to convey it, however, making it explicit to the teacher and implicit to the learners.	1. the AR definition - 3.1.2; 3.1.3a and 3.1.3b 2. by definition (see above) also : the AR teachers' confessed difficulty in subduing the grammar.
WILKINS in BAER (1976, 1979)	- the learning of a FL, including its linguistic and grammatical structures, should be achieved through the learner's exposure and immersion in that language.	-- the researcher's method 'M' claims to have catered for this via : * exposure to the target language and then the * banishment of English except as factor X; * grammar kept covert except as factor X.	1. the AR definition - 3.1.2 3.1.3a and 3.1.3b.
NAIMAN et al in BRUMFIT (1984)	FL learning is best achieved through a holistic approach targeting engagement and communication -- -- the learner will come to grips with language as a system and will meet the effective demands of language learning.	'M' was designed to allow a holistic approach from point of view of the learning but was a very structured teaching programme. -- the learners were enabled to master the system sufficiently well to execute their responsibilities to the course and their exams as a communicative brief.	1. the thesis - section 3.2 demonstrating the AR teachers' lesson samples. 2. evidenced in the outcomes throughout, not least the GCSE 1994. 3. pupils' response to questionnaires eg 3.4.5 (enquiry 4 points 7,8) and 3.4.6 (enquiry 5, point 3).

<u>Writers</u>	<u>Writers' Viewpoints</u>	<u>Researcher's Responses</u>	<u>AR Reference</u>
HATCH (1978)	-- grammar should not be practised ahead of discourse -- the skills of verbal interaction are conditioned first and from this syntactic structures are then developed.	-- the method 'M' made no provision for the overt explanation and practice of grammar ahead of discourse, or at all, in fact; -- the factor X was not in this category of feature --	1. the outcome of the AR, which represented the antithesis of 'grammar-prefacing', would suggest Hatch's assumption to be valid.
HAWKINS eg in KING and BOAKS (1994) with the influence of Comenius (1657)	'percept before precept' = the induction process of FL teaching and learning --- learning from examples, learning from practice. -- grammar awareness must develop, but implicitly, as part of the learning process. --- there should be a <u>visual</u> emphasis (an appeal to learners' VISUAL MEMORY).	-- similar to the ideas of Hatch (1978) -- the researcher used the devices of examples and practice to develop grammatical awareness within the learning process of her pupils, at the same time as underpinning the discourse with grammar, emphatically.	1. as above. 2. as in the case of the researcher's own teaching, which, although delivered in the TL, was grammatically articulate. 3. grammar awareness did not develop when grammar was taught by three teachers in the AR. 4. learners attested to the visual memory principle in their questionnaire responses in Chapter Three, Section IV.
ROBERTS (1993)	- grammar awareness is necessary for the creation of meaning, especially that which is independently generated ie new -- the learners should arrive at this state of awareness through their personal involvement with the language and by internalizing the grammar ---	-- the better and best performers, who, for example, ultimately achieved the most successful GCSE results (grades C, B, A) had clearly involved themselves with the course agenda, taken it on, engaged with it, internalized it, comprehended it and ultimately put it to new use (and G-I more so than G-E).	1. the <u>results</u> , namely those of the GCSE 1994 highlights three cases of grade A outcomes among G-I learners. 2. the three learners express their opinions on grammar in Appendix J.

5.4.3 The essential differences between the grammar implicit and the grammar explicit teaching and learning approaches in the L2 practice, with some observations from the action research

The writers whose views have influenced the foregoing charts were selected as adherent representatives of the argument under discussion. One senses a rather moderate articulation of their stances, which is not simply due to the researcher's annotated summary of them. More rigorous accounts of the contrastive pedagogic styles in question here (eg *deductive* and *inductive*) are given in sub-section (iv) of Zone III, Chapter II, referencing a selection of essentially non-partisan but comparative appraisals of the two methodologies and their differentiating features from works written between 1967 and 1993. For the purposes of this immediate discussion, however, the writers' attitudes to the inductive and the deductive methods will be considered separately and in the respective order just given, since the inductive approach is arguably more closely allied with the researcher's own AR method 'M', whereas the deductive mode, in its complete sense, is less germane to the AR (even to M2) and to contemporary (communicative) Modern Languages teaching than it is to the formal (grammar translation) teaching which characterized much of the classroom practice of the past.

1. The inductive (implicit) mode of foreign language teaching

Writers	Writers' Viewpoints	Researcher's Responses Based on the Action Research
DODSON (1967) CORDER (1973)	<p><u>The learners' responsibilities</u></p> <ul style="list-style-type: none"> * grammar is NOT taught but rationalised by the learner then acquired (from teacher's texts, discourse materials); EXPOSURE 	<p>by definition of 'M', this requirement was met; (the teacher managed her discourse and effected to make the grammar available)</p>
SHARWOOD SMITH (1981)	<ul style="list-style-type: none"> * grammar may be deduced as <u>structures</u>, <u>patterns</u> and <u>specific rules</u>; IMMERSION 	<p>↳ this process was relied upon; some grammar was made a component of vocabulary and cluster vocabulary;</p>
KRASHEN (1982)	<ul style="list-style-type: none"> * the emphasis is on cognition through the processes of generalisation; classification; association; imitation; analogy; the learners' use of their UG; some learners' use of TG; the conversion of comprehension into production ultimately 	<p>↳ this scheme of learning seemed to apply in the cases of the Sets One (G-I) and {G-E} as a development over time; it showed in their course- and exam-work, enabling comprehension and production in the communicative context, but it denied many precision exercises per se</p>
STEVICK (1982) McARTHUR (1983)	<ul style="list-style-type: none"> * SUMMARY : the learners learn the L2 as they use it imitating their experience with L1 	<p>↳ this is the researcher's general claim, despite occasional difficulty with 'M', and reservations regarding the effects of factor X</p>
ELLIS (1984)		
RUTHERFORD (1987)		
PECK (1988)		
WIDDOWSON (1990)	<p><u>The teachers' responsibilities</u></p> <ul style="list-style-type: none"> * to <u>let go</u> so that the learners may <u>take hold</u>; 	<p>↳ by application of 'M' and exclusive use of TL this was effected</p>
HALLIWELL (1993)	<ul style="list-style-type: none"> * to NOT <u>teach</u> the grammar * to specifically NOT <u>lead in</u> with the grammar; 	<p>↳ this was adhered to ↳ at the most, with G-E, grammar summary <u>followed</u></p>

Writers	Writers' Viewpoints	Researcher's Responses Based on the Action Research
<p><u>METHOD</u> <u>DESIG-</u> <u>NATIONS</u></p> <p>acquisition inductive implicit assimila- tive direct explorer/ discovery natural- istic acquisi- tive unstruc- tured radical holistic commun- icative</p>	<ul style="list-style-type: none"> * to leave the grammar in its normal context and not create a sequence; ↵ * to allow the grammar to remain an embedded process but use psychology and tactics to render it accessible and deducible to the learners; ↵ * to safeguard the real communicative principle by focusing on message and meaning ie <u>function</u>; ↵ * to articulate the teaching method in an authentic ie relevantly appointed classroom ↵ 	<p>this was intended; the use of course-books did <u>not</u> imply teaching by levels of difficulty;</p> <p>this point has already been noted, but it is important to emphasize that grammar, which is intended for implicit consumption by the learner, though integral in the discourse, is often exposed as TL by the teacher;</p> <p>this is the unavoidable remit of the teacher of GCSE ML, in which the practice of the communicative skills dominate the classroom agenda</p> <p>the classrooms of the researcher's department are well equipped as teaching bases and cultural islands</p>

2. The deductive (explicit) mode of foreign language teaching

Writers	Writers' Viewpoints	Researcher's Responses Based on the Action Research as Representative of her Communicative Brief
<p>DODSON (1967)</p> <p>CORDER (1973)</p> <p>SHARWOOD SMITH (1981)</p> <p>KRASHEN (1982)</p> <p>STEVICK (1982)</p> <p>McARTHUR (1983)</p> <p>ELLIS (1984)</p> <p>RUTHERFORD (1987)</p> <p>PECK (1988)</p> <p>WIDDOWSON (1990)</p> <p>HALLIWELL (1993)</p>	<p><u>The learners' responsibilities</u></p> <ul style="list-style-type: none"> * to receive the taught rule, learn it and drill-practise it for use in exercises; * to eventually apply the taught grammar points in prose translation and compositions in which precision earns marks; * to consciously learn the rules and apply them * to respond to the teachers' corrections of errors made; * to consciously learn vocabulary and verbs (tenses) * to deliberate over sentence-making; * to spend more time writing than speaking or comprehending <p><u>The teachers' responsibilities</u></p> <ul style="list-style-type: none"> * to teach the FL grammar explicitly, (using formal metalanguage) and dictating notes; * to require a technical, accurate performance from pupils 	<p>↔ the converse of this happened ie the learners went out to meet the grammar</p> <p>↔ the grammar was found embedded (not always with precision) in the pupils' exercises of guided writing and role play and conversation; grammatical awareness aided comprehension;</p> <p>↔ the most engaged learners deduced the rules and applied them;</p> <p>↔ teachers' corrections of grammatical errors is only minimal and representative;</p> <p>↔ it remains wise for learners to engage with vocabulary and clusters of words;</p> <p>↔ they compose sentences with confidence, holistically</p> <p>↔ conversely, pupils currently concentrate on speaking, listening, reading and writing, practising speaking in TL throughout</p> <p>↔ no explicit grammar explanation, no metalanguage, no dictated notes (except in factor X)</p> <p>↔ accuracy not per se but sufficient to support meaning</p>

Writers	Writers' Viewpoints	Researcher's Responses Based on the Action Research as Representative of her Communicative Brief
<p>METHOD DESIG- NATIONS</p> <p>learning deductive explicit mechanic indirect trad- itional sequenced taught (formal) struc- tured, conserv- ative sub- divided</p>	<ul style="list-style-type: none"> * to impose paradigm-learning and vocabulary learning; * to foster a practice based on mechanical, de-contextualized exercises * to make judgements about the learners' abilities on the basis of their mechanical accuracy and sense of grammar * to compel and direct the pupils' learning * to stage largely irrelevant courses in largely sterile classrooms 	<p>↔ no paradigm-learning encouraged; vocabulary learning useful</p> <p>↔ integrated perspective is upheld; everything done in context; no dislocations</p> <p>↔ learners' work is judged on their communicative skills (decoding and encoding) these entail some acquired linguistics</p> <p>↔ teachers now <u>guide</u> and <u>facilitate</u> ie <u>empower</u> and <u>enable</u></p> <p>↔ courses are now extremely germane to the foreign cultures; they and the classrooms effect this relevance convincingly.</p>

5.4.4 A perspective on the relationships between teachers and learners and their responsibilities to their tasks

In discussing the FL learners' journey to competence, the writers who have contributed to this overall study, and the researcher, who has designed and carried out the action research specifically, combine to generate a discussion on the issue of grammar teaching, which they place centrally to a number of other practice-strategies which are crucial to the success of the classroom business, whatever the selected plan for the grammar teaching might be. In other words, certain important stabilities must be in place before ever the teachers' attention can be focused upon the specialist agenda of the foreign language grammar and its articulation within the formula of the determined method for use. The lack of a substantive conscious experience of the native grammar has been perceived to mean that the L2 learners effectively encounter the *unknown*, in the form of the FL grammar. Consequently they may experience it as a threat, a further difficulty to add to their already existing curricular problems, a cause for anxiety unless well handled.

In order to minimize these dangers for the purpose of the smooth running of her action research and the preservation of the states of self confidence of her pupils, the researcher was obliged to address a number of concerns :

1. to keep the learning process and the needs of the learners at the fore, acknowledging that the fact that the learners learn is more important than the fact that the teachers teach, since no amount of teaching on its own can make the product (the knowledge) happen for the learners (as in Ellis 1984); to this end the researcher screened the minds of her pupils by applying the device of the AR-related questionnaires at regular intervals;
2. to monitor the state of the morale in the learners' camp at the same time as accepting her responsibility for its production and maintenance. To this end she cultivated positive and cheerful relationships with her groups, sustained the dynamic of her approach and her own dynamism within it, and monitored the levels of motivation with each questionnaire, whether or not the questions were directly phrased to enquire into this issue. Also the teachers' discussions were a revealing talking shop for these and related matters. Without a doubt, the action research demonstrated the truth in the writers' assumptions, as implied for example in Ellis (1984), that the learners have quite daunting responsibilities in connection with the tasks before them and the objectives which they target (here the GCSE) but the accountability of the teacher as the facilitator, motivator and psychologist is crucial, arguably, to the well-being and welfare of the learners and the project with which they are involved. The idiosyncratic nature of the teachers' attitudes and approaches to managing their briefs (Ellis 1984) was fully endorsed in the action research (teachers' discussions in Chapter Three Section III) in which the participating teachers were seen to have different attitudes to their work in their classrooms, different perceptions of the AR remit and different approaches, therefore, to interpreting the method formulae in practice. The discussions disclosed also that the teachers themselves had different levels of tolerance of their own difficulties as well as different levels of tolerance of perceived low morale in their classes, and different levels of expectation and requirement that they believed they could impose on their pupils. The researcher's colleagues were quite systematically disconcerted and diverted from their action research activity through reasons such as :

- the worsening malaise which they perceived among their learners; their systematic capitulation to their pupils' show of disgruntlement and dissatisfaction;

- their concern that they could be placing their pupils at a disadvantage by employing an inflexible teaching method;
- their own difficulty in executing their work in the manner and strict conditions of the agreed teaching method : 'M';
- their own frustration over the lack of logic in the learners' routes to learning and their own consequent inability to anticipate their attitudes with plans of action and psychological approaches; their inability, therefore, to address and effect the conditions of good teacher/pupil relationships and encourage the circumstances acknowledged (eg by Schräder-Naef 1978) as being compensatory to the potential erosion in learners' morale and supportive of their efforts in targeting successful learning;
- their problem with the arrangement of the GCSE's grammatical agenda, which organised items to be taught at times when what was required to be done was out of sequence and unsuited to the learners' natural state of readiness (or not) to cope with those stages; this situation corresponds with the correlation (perceived by Corder 1973) between the learners' intelligence and emotional and psychological development. The teachers' discussion after the completion of the work done on Unit Two of Tricolore 3 (see thesis section 3.3.6) strongly emphasizes that there are "wrong" times for the teaching of certain grammatical agendas; at such "wrong" times the learners simply cannot master the agendas in question, no matter how carefully or intensively they are taught.

Whereas the researcher was sufficiently confident and determined to adhere to the action research plan for the teaching of grammar to her French classes, her colleagues were anxious to return to their autonomous use of well tried, safe and flexible methods, which permitted them to take short cuts to target via the explicit teaching of grammar, enabling their pupils for their part to take, in theory, short cuts to competence, since the conditions of time and experience necessary for the development of intuitive feelings about the correct and acceptable use of the FL were not in generous supply (after Sharwood Smith 1981). Teachers instinctively appreciate that learners need to be able to discern and measure their subject development with some degree of satisfaction and feel encouraged in the knowledge that some progress is being made. This enactment of explicit consciousness raising (as advocated in Sharwood Smith, 1981, and in Rutherford and Sharwood Smith, 1985) becomes a component of a paradoxical situation, for, on the researcher's own side of the AR equation, the

explicit short cuts which were offered through the application of the factor X consolidator did what is indicated in McLaughlin (1978), namely overburden the learners with too much "mental baggage", which then became wasted. This has been seen in the analysis of the AR outcomes in Chapter Four, echoing and validating the views of Krashen (1982), that grammar learning seems not to be carried forward. However, the fact of her loyal adherence to the AR method principle did not prevent the researcher herself from adopting a degree of consciousness raising in her teaching for certainly there were times when she gave emphatic and explicit treatment of the grammatical agenda on a flow of target language discourse. This provided no short cut to understanding for her pupils, however, whose capacity to understand the FL did not sufficiently match the TL discourse in which the grammar was embedded (refer to the researcher's discussion with Sixth Formers in Appendix J).

There is no doubt in the researcher's mind, as a result of her experience of the AR, that explicit, L1-contained grammar teaching is an unsuitable method or, at the least, not an imperative requirement for learners of the main school age ranges, although other modes of CR - inductive, flexible, persuasive - are manifestly appropriate and beneficial. Further, on re-examining Mohammed's ideas (1993), (p.135 of this thesis), in terms of which he associates himself with a variety of other writers, such as Rivers (1981) and Van Baalen (1983), referenced in the same chapter-section, the researcher reiterates her lack of conviction regarding the importance of or the need for analysed or explicit grammar knowledge, but agrees that there is a knowledge that learners discover for themselves and that they have a natural quasi-metalinguistic instinct. This is borne out by the developments of the AR, and in particular the FL maturation of the Set One (G-I), in their performance in the skills and in the grammatical content of their work, which manifested itself as though by osmosis at every stage of the course's structure and ultimately in the final analysis - in the mechanical as well as the non-mechanical contexts. The G-I group is mentioned ahead of the G-E group with respect to the matter of its use and delivery of the foreign language grammar, because it is the group of the two which usually interpreted and used grammar more, as is revealed in the grammar logs and grammar comments given in Chapter Four. Their competence seemed to develop as a result of their exposure to the foreign language as the teacher presented it and to the influences and effects of their tasks and training.

The G-E group was similarly exposed to the FL, which was delivered to them in the same way as to the G-I group, and then the factor X was offered as a potential reinforcement device. It will be remembered from the results-analyses detailed in Chapter Four that the Set One (G-E) accumulated higher grammar counts than the Set One (G-I) only in Year 9, with a small number of spasmodic minor "wins" at later stages, and gained the upperhand in general subject performance only in the context surrounding the "mock" examinations which took place in Year 11. This difference might be argued to imply messages about the relative outcomes of the relative degrees of exclusive ie uninterrupted exposure to the foreign language as the general work medium as well as the actual specific subject agenda. One recalls Ellis's emphasis of the importance of exposure to the learning, regardless of the teaching methods used for the subject delivery (Ellis 1989, p.211). It ought not to be overlooked, meanwhile, that the two Sets 'Two', on their retirement from the AR method into a teaching/learning régime which gave methodological freedom to their teachers, (who then ceased to exploit the target language and were not prohibited from discussing the grammar in English) made no better inroad into their studies and no improvement to their performance (teachers discussion of 28 January 1993, thesis section 3.3.12).

It is only at this present time of her enquiry into grammar-teaching via her background reading and her empirical research, that the researcher is able to claim, as she has done twice already in this sub-section, that she is persuaded that the process of successful ie effective foreign language learning, in the case of learners of main-school years, does not rely upon explicit grammar teaching. Before her experience of the research, she never made, nor would have been able to make, such a claim. Furthermore, the claim itself is only valid as an incentive to discussion in the context of methodology which relates with the communicative language teaching for the future, of the present time and possibly reflecting the objectives of the last decade, namely the Joint 16+ and the earlier CSE. The earlier GCE, with its significant grammar-translation component would have required - and in its time did, in fact, receive - different treatment in the form of major explicit grammar teaching which played the principal role in the subject agenda and was itself by definition examined and assessed. The researcher and her two French teaching colleagues who contributed to the first half of the AR, had all taught French in the days and in the ways of the GCE, therefore they had all taught French grammar explicitly and had stood accountable for satisfying its crucial role in the syllabus and for

enabling its vital contribution to learners' examination success up to age sixteen and again later at Advanced Level.

So, for teachers whose experience formed in the grammar-translation times, grammar teaching engraves itself as an imperative not to be denied upon their teaching drive. It has been a most difficult feature of the teachers' current brief to relax with grammar, to let go, so that the learner might take hold (as in Krashen 1982); teachers do not easily or confidently believe that their learners will do so. In the teachers' discussions of their efforts in this direction (eg of October 1991, section 3.3.1a; of Christmas 1992, section 3.3.11) they articulated their difficulties of leaving behind the old familiar ways, safe and straightforward as they were, in preference for the new ways, easily perceived as risky and far from straightforward, but rather enigmatic, potentially amorphous and demanding of considerable management based in flexibility, ingenuity, imaginative craftsmanship, resourcefulness, careful planning and provision - and much faith! The problems which the researcher's colleagues perceived in this connection have been seen to dominate that area of the action research to which they contributed and to have indeed been the reason for its collapse as a collaborative project and for its continuation and completion as a single-handed venture. The colleagues' articulation that old habits die hard (teachers' discussions eg of Christmas 1991 : 3.3.6), evoked McArthur (1983), already cited in Chapter Two, Zone III, Conclusion, whose words are important and explain the difficulty for the AR just alluded to :

"A teacher's view of grammar is crucial to how he or she will teach" (p.103).

5.4.5 Conclusion to the section : a perspective on implicit grammar teaching and learning

From his position on the threshold of the communicative developments, McArthur (1983) alludes to the sort of grammar for teaching and learning that the researcher and her colleagues strove for in their wish to furnish the AR method formula, but which proved to be elusive, problematical and not at all as immediately viable as the writer makes it seem :

"---it can be fitted in implicitly in the gradation of material that superficially appears to be grammar free" (p.104).

McArthur's vision of the two poles of grammar teaching, the explicit/conservative and the implicit/radical is illustrated on page 132 of this thesis.

One step further into the communicative scene of languages teaching, Rutherford and Sharwood Smith (1985) explain the options for the treatment of the grammar in a number of stages which clearly and coincidentally not only represent but also almost structure the researcher's own attitudes to her AR grammar teaching task :

1. the use of informally expressed grammatical rules as instructional aids (the researcher's factor X);
2. the implicit reference to a grammatical feature through calculated exposure of the learner to crucial pre-selected data (the bulk of the AR teaching by 'M');
3. the strategy to ignore a grammatical feature altogether. There were occasions in the AR when this decision was taken (eg regarding agendas which were absorbed as vocabulary and larger agendas which were by-passed, eg the IMPERFECT TENSE see section 3.3.10) either because such items of grammar were too difficult for some learners and superfluous to their real needs for the GCSE, (ie could be done without and not be missed), or because they could, indeed, be convincingly passed off as lexical items.

The argument concerning the fusion of explicit and implicit grammar knowledge in the case of the learner's developing competence is shared by Rutherford and Sharwood Smith, Corder, Krashen, Ellis, Widdowson, who have all featured in this section's discussion. The point which claims that each grammar (explicit and implicit) translates itself into the other, generates no easy dialogue in terms relating with the researcher's AR, apart from the fact that grammar appeared in the G-I learners' work, despite its not actually having been taught to them in a recognisably explicit way. Speculation on *how* grammar appeared there might not at all centre on ideas to do with the process of fusion or the transformation of one kind of grammar into another kind of grammar, the collective process which enables the learner to graduate from a reproductive to a productive use of language. After all, the researcher has not purported to have put the two modes of grammar in place in the experiment with this possibility in mind. (Indeed it has been argued throughout that the factor X should not be understood as anything more than its original definition as a summary in L1 of grammar that has been encountered in the teaching, and not as a full teaching programme in its own right).

Speculation on how grammar appeared in the (G-I pupils') work might centre more readily on the effects implied by the processes alluded to earlier in this

section : *immersion* and *exposure*, resulting in **acquisition**. This is arguably all the more reasonable an explanation if the grammar patterns which the materials and lesson designs contain (McArthur 1983) are heavily emphasized, raised to the learners' consciousness, (to borrow from Rutherford and Sharwood Smith a now familiar expression), and made easy items for the learner to harness (after Halliwell 1993). The researcher identifies fully with Halliwell on this and claims that it was the clear demonstration of the objectives (grammar patterns) that enabled the AR learners to process ie internalize the grammatical content of the teacher's input and incorporate it representatively into their own, despite its being conveyed to all intents and purposes implicitly, and in the target language. Indeed, the process of *subjecting* youngsters to language and the patterns it contains, natural to the acquisition of L1, would surely seem to be the key to developing the L2 or the FL. The researcher's AR seems to provide evidence to substantiate this surmise.

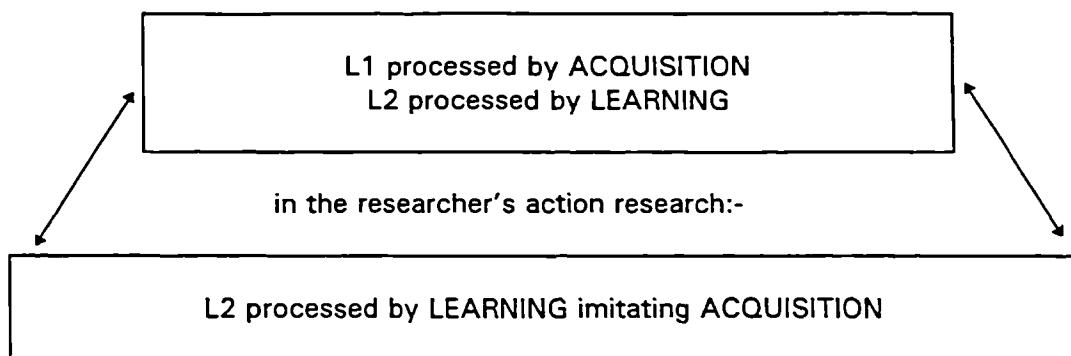
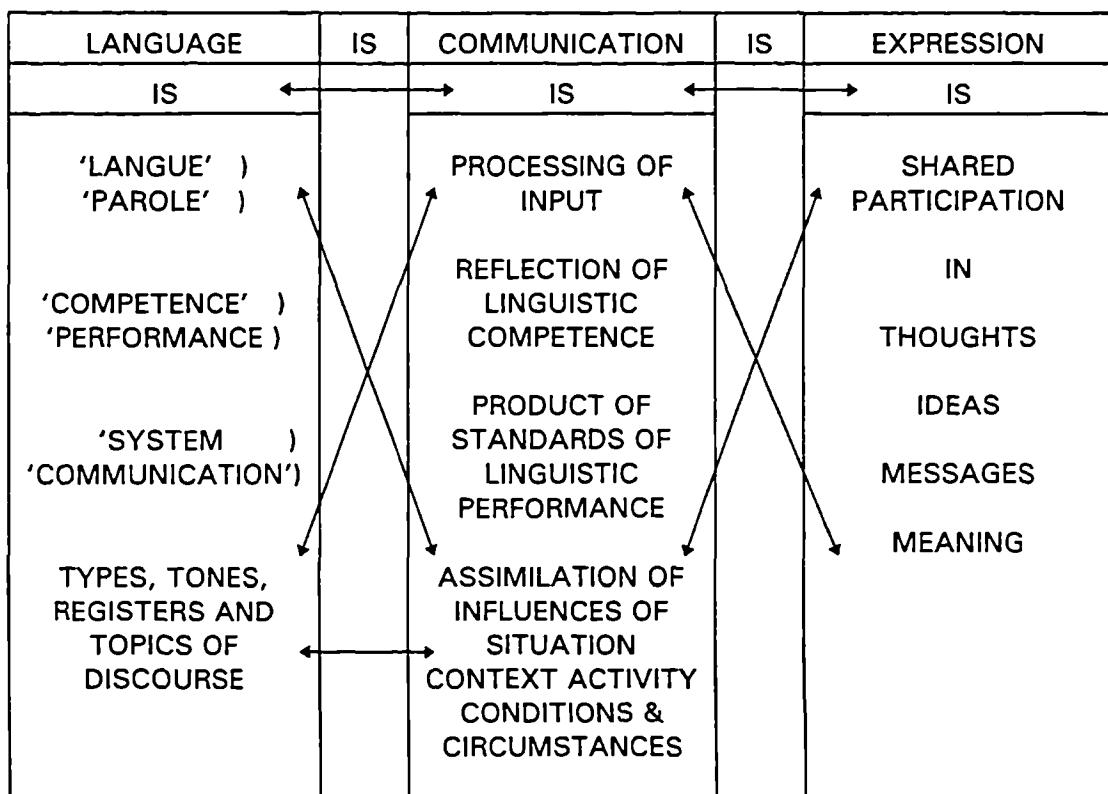
The discussion has now reached the point from which it can proceed into the area of discourse on the place and importance of grammar in the **LINGUISTIC SCIENCES** and examine the developments which took place in the action research in the light of the pertinent collective theory explored earlier in Chapter Two, Zone II.

5.5 SECTION FOUR : The Place And Importance Of Grammar And Linguistics In The Theory And Practice Of Language

5.5.1 Introduction : reappraising the concepts : LANGUAGE, LINGUISTICS and GRAMMAR

As a part of her enquiry into the nature and function of GRAMMAR as the force which is central to this thesis, and into its importance to the process of teaching and learning a language, the researcher structured the Chapter Two, Zone II around the question : 'What is --?' in relation to LANGUAGE, LINGUISTICS and GRAMMAR itself.

In the early discussion contained in this zone, LANGUAGE was revealed as COMMUNICATION, in which human thoughts, ideas and meanings are negotiated. The developments in the perceptions placed upon language as a concept implying language as a system, and as a user's reality, ie as 'langue' and 'parole', in Saussure's terms (early 20th century), together with the ideas of later writers and researchers, eg Bloomfield and the structuralists of the 1940s and 1950s, on the human being's relationship with his language, were discussed also: the notions of competence and performance (Chomsky 1965, 1971); the language activity and the effects upon it of situation and context of conditions and circumstances, of topic, type, tone and the register of discourse (Wilkinson 1971; Kingman Report 1988, Edwards and Westgate 1994) and the influences of origins and circumstances upon the processing of language, establishing the processing of the L2 or FL as different from that of the L1 and determining these as 'learning' and 'acquisition' respectively (Krashen 1983). The equation which is suggested by these contributors may be sketched as follows, indicating in its analysis the design and the purpose of the researcher's action research :



For the purposes of the researcher's AR, and to focus upon the process of L2 learning as a process possibly imitating L1 acquisition, it is the concept of 'Universal Grammar' (UG) which provides an important perspective on discussion, for, arguably, without such a medium the described target could not be achieved. Such discussion is immediately influenced by Chomsky himself, but it has many strong supporters, not least Cook (1986) who, after accepting that there are unlimited possibilities for the acquisition of both the L1 and the L2 from "reasonable success" to "complex knowledge", ultimately, "underdetermined by the input data" (p56), concedes that there is much less provision of natural data in the case of the L2 (or FL). It is in this circumstance that the difference lies between what one

accomplishes in the one context as opposed to the other. Moreover, the one circumstance of the data implies the whole context (non-native) in which the data are generated. For the majority of people, it might be argued, there is not the necessity to acquire any foreign language to the same degree of proficiency as the mother tongue, hence the end product's being commensurate with the input data may form a comprehensible and an acceptable situation. So it is in the case of learners at school, whose conditions and circumstances in the FL learning arena have already been discussed, found minimal in relation to the product aspired towards, namely **COMMUNICATIVE ABILITY**, and rationalized accordingly. Whatever the constraints experienced by the researcher, she has produced an outcome to an action research, which supports L2 learning by quasi-acquisition (the result of 'M') and suggests that it may have been the mobilisation of the UG principle among her learners (G-I) and G-E), which helped to make this possible.

Where the question of the function of the TG in the FL context is concerned (as promulgated in Hymes 1971, Brumfit 1984 and Devitt and Sterelny 1987), the researcher would claim that her research shows that the adolescent learners of the L2 or FL of the 13 to 16 age range are not ready to articulate their TG upon their work, in pursuing the second or foreign language by 'naturalistic' means. Even if one had expected the best GCSE candidates to owe their Grade A awards to their ability to distinguish their performance by producing foreign language of the quality which suggested the application of the TG, the researcher's GCSE "star performers" repudiate this in their statements on grammar later (Lower Sixth conversation, transcript contained in Appendix J). From their positions of involvement with their 'A' Level courses in French and German, the three Sixth Form girls regretted their lack of what they perceived to be grammar, ie. explicit knowledge of the FL grammar, recognising this as the missing connection between their having ideas and having the actual ability to articulate them. In other words, in the context of their work with the foreign language, their TG was dormant, not yet in use, but they recognised that they had reached a stage in their development when they needed a sense of grammatical patterning for both language production and language comprehension, in order to satisfy their more ambitious parameter settings and move beyond their development of an intuitive judgment (UG) which informs them of what is acceptable or good foreign language into a state of being able to knowledgeably describe and design through TG the foreign language as acceptable or good. So, within the compass and need of the adolescent's occupation with a foreign language, for communicative purposes one returns to the idea of the UG as being the relevant linguistic grammar.

As a result of having worked through her action research, the present researcher now feels equipped with sufficient insight to acknowledge some understanding of Chomsky's assurance that universal linguistic patterns are present in all languages. If this were not the case, no-one could "pick up" (or inductively acquire) a second or foreign language, as the researcher's pupils did. Non-native languages would need to be instructed and explicitly delivered as analytical systems rather than as modes of communication. An extension to the researcher's brief might be profitably made in a subsequent exercise, in which the native speaker's development of the L1 experience is studied, analysed and mimicked in detail as a teaching/ learning approach applied to serve the purposes of L2 acquisition. As it was, the researcher took her cue from the early National Curriculum policy clauses for MFL, selecting the advice on the use of the target language and the exclusion of the L1, with the grammar delivered within 'M' in its natural state, that is integral with the language and not separated from it. This principle was contained within a policy of quasi-exposure and immersion. The contrastive application of the factor X on one side of the experiment, and the related lower status outcome proved the point sufficiently, arguably, that natural(istic) methods are viable in the area of foreign language teaching and learning. Even so, the processes and psychology of L1 acquisition remain largely unexplored in this thesis and further relevant research would undoubtedly benefit Modern Languages education in schools now and for the future. To this end, the *mentalistic theory* of language would have to be examined in the form of the linguistic sciences. The native speakers' competence rather than their performance would be expected to contain the evidence of their L1 development process and this evidence would inform researchers on the matters to be initiated in applying natural, grammar-implicit L2 or FL teaching.

Although the L2 is at a disadvantage to the L1 in its relationship with the learners' efforts to master it, the native-speaking children's L1 knowledge being in certain ways in advance of what they can be taught (McIntosh 1969), there is consolation and compensation in the case of the teaching and the learning of the L2, that the methods involved are in any event arguably better than those employed in earlier times (Saporta 1968; Wallwork 1969 and Roulet 1976). The researcher agrees in particular with Wallwork on this and quite specifically with the writer's explanation of the improvement as being one based in :

- (i) learning valuable lessons from the experience of former times;

- (ii) learning from the insights afforded by the growth of the linguistic sciences and of linguistic awareness generally, attributable to more modern times;
- (iii) actively applying to the current teaching methods the benefits won from the two areas of experience named above;
- (iv) understanding the effects upon language teaching of a better insight into the psychology of the language learner, empowered with LAD, UG and the potential for TG, and the availability of the L1 experience as the referencing criterion for their developing L2.

There is a difference in the attitudes of teachers when they are divided by the presence or absence in their teaching approaches of the knowledge of linguistic theory and the implications of this for the learners and the latters' application to their task of acquiring the language which they target. Many teachers have made an identical journey through their Modern Languages career to the researcher's own, at most stages recognising and discretely treating a discrete grammatical agenda before re-embedding it into the language in the hope that the learners will cope with it in the same way, first as a separated agenda, then as an integrated one. Having become accustomed to this approach for the grammar-translation purposes of earlier decades, there was a very difficult transition to make into the teaching modes needed for the communicative era. What a difference it makes for the outlook, the planning, the expectations and the confidence of the teachers, however, to understand that the learners have the equipment - Chomsky's LAD, (LASS), UG, TG and arguably also Krashen's MONITOR (1977, 1982) - with which they move towards language and start the processing of the language syllabus, which is the programme of linguistics, for internalization, verification and application! The researcher's action research disclosed this reality of the learner's self-achieved assumption of the L2, proving that the syllabus of applied linguistics could be *overtly and specifically* or *covertly and specifically* mapped out, with the linguistics and grammar made discernible through their being disembedded then re-embedded on the one hand and kept indiscernible and embedded on the other, with the latter option emerging as the more profitable one, arguably.

The question : What is GRAMMAR? features here again as it featured earlier in its allotted place in the 'Review of the Literature', Zone II. Then, it was denied that LINGUISTICS and GRAMMAR were synonymous with each other, although the researcher finds that they evoke the same or similar or related points for discussion. Reference to specialist writers like Crystal (1969, 1992) and Aitchison (1992) helped to clarify GRAMMAR as a significant constituent of LINGUISTICS, within

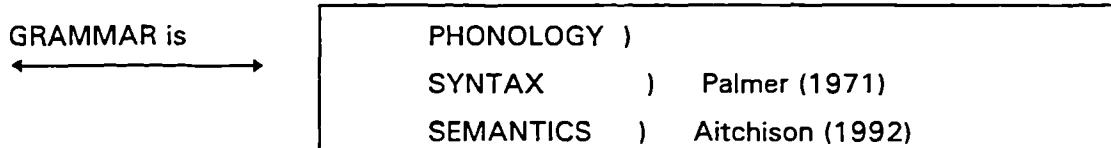
which capacity, however, it generates some of the discussion that has already been made on behalf of the whole concept.

Palmer (1976) and Brumfit (1984) perceive GRAMMAR as the central dynamic of language, transforming static language, ie lexis, into interconnected communication. It was interesting that the action research pupils (by which is meant those of the researcher's own two top sets, studying French) were able to develop their use of the foreign language from a state of disconnected lexis to grammar-informed meaning. The grammatical content of their messages correctly reflected elements of the grammar syllabus that they had been served, yet incorrectly addressed other elements and ignored yet others. On the positive scale, some of these elements were gleaned as grammar or structures and others were assimilated as lexis. One may assume that the UG device was successfully operated in some areas of the foreign language learning activity because those areas held similarity with the L1, and could not be applied in other areas, perhaps because these bore no similarity with the L1 and could not be referenced or, alternatively, were more complex, in comparison with their counterparts in the L1. The following table itemizes some examples to illustrate this assumption :

Grammar Taught Implicitly/ Explicitly	Grammar Learnt and Applied Yes/No	Grammar Picked up as Vocabulary Yes/No, Other	Similar to English Concept Yes/No	(MS or HS) Middle School or High School Agenda
Definite Article	Yes		Yes, as 'the'	MS
Indefinite Article	Yes		Yes, as 'a'	MS
Present Tense	Yes	later becomes lexis		MS
Future Tense	Yes		Yes, as idea	HS
Perfect Tense	Yes		Yes, same but more complex in French	HS
Imperfect Tense	No	Most frequent parts learnt as lexis	Yes, but too abstract and complex in either language	HS
Negatives	Yes	Yes; in fact its variety is vocabulary	Yes, as an idea; more complex structure	HS
Questions	Yes		No, too complex; only easiest form used	HS
Adjectives	Yes		No	HS
Adverbs	No	Yes, some items	English concept not recognised	HS
Pronouns	No	Yes, in part	Yes, superficially; structure too complex	HS
Possessive)	(((
Demonstrative)	(((
Interrogative)	(No	(Yes, in part	(No, this	HS

Adjectives &)	(((grammar not	
Pronouns)	(((known in L1	
Partitive Article)	(No	(Yes, as du; de la	(HS
Locational)	(No	(etc	(Yes, but not	HS
Prepositional)		(Yes, as au; à la	(formally under-	
Pronouns)		etc)	(stood as	
			(grammar	

Explanations of the composition of GRAMMAR were found to coincide in the perceptions of some of the writers who featured in Chapter Two, Zone II, eg :



or :

GRAMMAR IS SYNTAX, in a simplified equation

Crystal (1969) and SYNTAX is FORM and FUNCTION ie

Turner (1979) and FORM means MORPHOLOGY

McArthur (1983) FUNCTION means STRUCTURES

Wallwork (1969)

GRAMMAR may, therefore, be seen as the keyboard of LANGUAGE, the mechanism which allows the expression to be activated and generated from the triggered interaction of the constituent elements, namely PHONOLOGY, PHONETICS, SYNTAX, MORPHOLOGY, SEMANTICS. (Aitchison 1992).

In the action research all of these grammar features played a role. The aim of the teaching was to condition the pupils to communicate meaning, ie to encode and decode messages via the four language skills. GRAMMAR was the yeast that allowed the dough of their language to expand, to use a metaphor which is to be found in the researcher's departmental jargon, acknowledging it as the relatively small, finite element which, when added to lexis, determines, enables and mobilises language in its full sense, its full potential and its full, unlimited dynamic variety (eg in Brumfit 1984), as the language of :

for the purposes of narrow and broad scale
use in the following modes :

- CONATIVE
- AFFECTIVE
- COGNITIVE

(as in Billows 1961

← (· the individual
(· the household
(· the street
(· the community
(· the region
(· the culture etc and

with the notions of :

- **correct** as opposed to **accepted** grammar;
- the user's responsible application of grammar, in order to create a specific meaning (= external application);
- the recipient's responsible application of grammar, in order to comprehend meaning (= internal application);
- the need for shared communication to witness the externalized and the internalized grammar as being one and the same, so that the message received corresponds with that which was emitted and becomes, therefore, a communication, a meaning and not a number of disconnected lexis or idiosyncratic "word salads", such as in Aitchison (1992).

At all the levels named above, GRAMMAR is crucial to the structure of and to the sharing of meaning (as eg in Brown 1984). Palmer (1971, 1976) was clear on its power over words, its ability to transform sounds and symbols into information. Hymes (1972) described its significance to communicative competence, and to the exercising of meaning in linguistic performance. Halliday (1975) perceived it as the means by which language is idealised. GRAMMAR, therefore, has been shown repeatedly as the axiomatic truth and the physical activator of language. Several of the researcher's AR pupils were able to sense or imagine this fact. Admittedly, grammar was not a concept of which many of them were explicitly aware, their having little association with or perception of the L1 grammar. Some were aware that they had heard the term "grammar" used in their Middle Schools, mostly in the French classrooms there. Very few (2/161) could attempt a definition of it, as the sense-maker of talk and writing, when asked to do so (Chapter Three, Section IV, 3.4.2, questionnaire of October/November 1991).

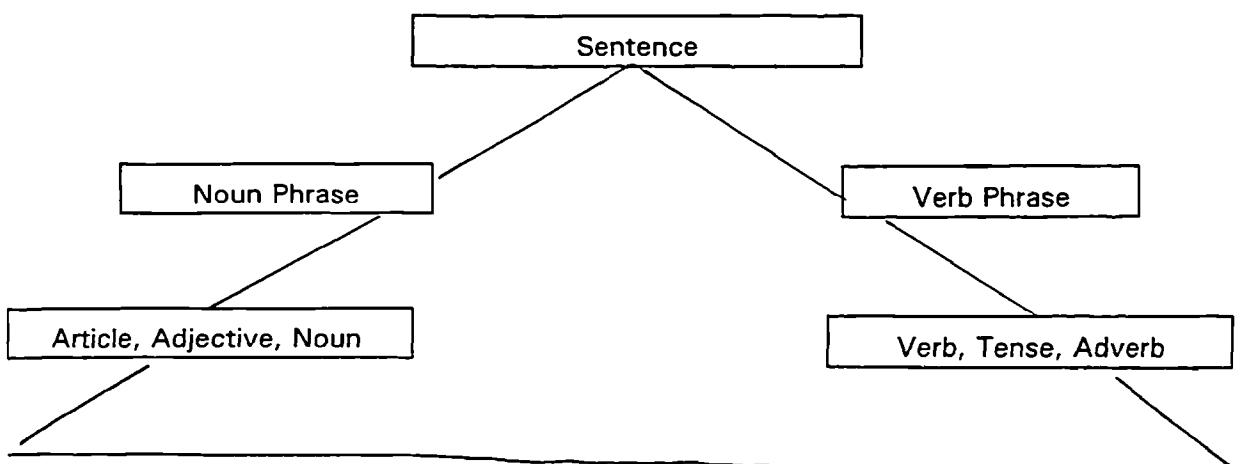
5.5.2 From linguistic theory to linguistic practice in the real, if relative, context of foreign languages pedagogy

In the context of the researcher's work, the field of applied linguistics as well as that of mentalistic linguistics must be seen to describe the classroom business generally and the AR as a particular unit focusing upon it and framing it, aiming to capture the notions of 1. the nature and functions of language; 2. the differences between spoken and written forms, as these are transacted as meaning to be shared in communication (specifically phonetics, structure, semantics) and 3. the processes of

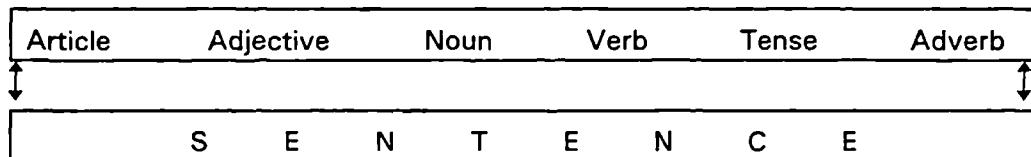
externalising and internalising the inherent grammar performed by the teacher and the pupils respectively. In this regard, the influences of Chomsky throughout (linguistic universals) and of other writers, for instance, Morris (1983) on *pragmatics*, *semantics* and *syntax* have already been referenced, particularly in Chapter Two, Zone II (2.3.5) but also in this present revisit. In the former text, the development of the influence of linguistics was observed to change from explicit mode (E) to implicit mode (I), in the idiom used in this thesis. At the outset, the language-perceptions of the period from the Middle Ages to the early twentieth century emphasised the importance of LATIN and GREEK studies and, as it were, TAXONOMIC LINGUISTICS (term borrowed from Crystal, 1992). The conversion from the 'E' stage to the 'I' stage, ie to DESCRIPTIVE GRAMMAR happened between the 1920s and 1980s through the influence of the Structuralists and then Chomsky's rationales on UNIVERSAL GRAMMAR and GENERATIVE GRAMMAR. The importance was perceived of language as an 'ensemble'; of the completed sentence as a linguistic unit; of speech as the prime skill (therefore the need for phonological understanding) and of awareness of the significant functions of morphology and syntax as the sentence binders.

The development indicated here corresponds with the changeover from the 'top down' to the 'bottom up' approach to language teaching, described by linguists (eg Aitchison, 1992) and experienced by languages teachers of, let us say, the researcher's career time, which has witnessed both approaches and which has culminated in practice based on the second approach, featuring the learners' encounter with and their processing of language as a formed and sense-making mass, rather than as loose fragments awaiting analysis and conscious application as expression.

(a) **TOP-DOWN APPROACH (E) :**



(b) BOTTOM-UP APPROACH (I) :



The above analysis corresponds with McArthur's definition (1983) of GENERAL GRAMMAR as having two important divisions, notably SECONDARY and PRIMARY GRAMMAR, cited here in this sequence, in order to match the order of language processing approaches shown above, to which they belong, the SECONDARY grammar being the analytical or conscious variety (E) and the PRIMARY being the natural, subliminal or non-conscious grammar (I). It could be argued that the 'secondary grammar', implied by McArthur as a mechanical and efficient implement for the encoding/decoding process, has more to do with the learners' developing competence, ie. the growth of their *potential* for having and using language, rather than their actual application of it. On the other hand, the primary grammar is implied as a more natural acquisition which facilitates performance and is put into use as it is experienced.

It might be argued that the researcher's AR featured both of these grammars within the dynamic of its study of contrastive teaching strategies. Certainly some use was made of 'secondary grammar' as the factor X (grammar summary given in English) applied in G-E as M2. But also in the delivery of 'M', common to both G-E and G-I as M1 and M2, there featured some difficulty on some occasions for the teaching by 'M' in its intended pure form as 'primary grammar', and an amount of 'secondary grammar' surely encroached into the other, as a consequence. Devitt and Sterelny (1987) and Chomsky (1966) judge the over-supplying of formal grammar to be a characteristic feature of the concerned, idealistic languages teacher, but the researcher attempted to preserve 'M' at every stage of the AR and kept any aberrations to a minimum. However, she repeats here what she has already explained in Chapter Three that a difficult agenda, delivered explicitly in high grade target language, was not necessarily perceived as explicit by the learners. On the other hand, as has equally been observed earlier, learners who are sufficiently engaged with their task of learning move towards their object and mentally analyse, rationalise and clarify parts of it of their own volition, thus combining the general premise of I (M) with instances of E.

In this connection, the researcher refers to the outcome of her action research which, having featured the changeable demonstrations of the AR groups in terms of their articulation of the grammatical agendas of their course, tests, practice and examination, showed the Set One (G-I) to be marginally more grammar confident than its counterpart, as well as its being also the marginally superior marks-scorer. The evidence contained in Chapter Four of this thesis *either* supports the argument that 'primary grammar' (I) is more important than 'secondary grammar' (E) as an influence upon results in the languages teaching/learning business *or* it confirms the idea of the cross-over of 'secondary grammar' into 'primary' as is explained in the Hutchinson's encyclopedia *or* it re-iterates the view of the three Sixth Form students (given in the Appendix J), who perceived the 'secondary grammar' administered to the Set One (G-E) in the form of the factor X to be a curse rather than a blessing, an impediment to be overcome in their process of internalising the L2 and, ultimately, a detracting agent or 'block' to the development of competence and its articulation in levels of performance. (Here one recalls Brumfit, 1984, who associates an over-emphatic focus on grammar with a loss of real and meaningful L2 or FL acquisition, p25). This seems to mitigate against the expectations of the Bullock Report of 1975 (recalled in Crystal, 1992), and against writers like Billows (1961) and Wilkins (1976); against prominent FL researchers like Mitchell (eg 1988) and against the researchers mentioned in Chapter Two, Zone IV, with regard to their action research projects, most of which concluded with an argument representing the advantages to be found in the application of some 'secondary grammar' (E).

The very recent inquiry into the principle of Knowledge about Language (KAL), by Brumfit, Mitchell et al advocates the development of language awareness as a measure to sustain and enhance the learners' developing linguistic ability, but only speculatively, for one suspects that a discussion which has featured the different influences of Palmer, Chomsky and Krashen on the issue of grammar, as well as writers like Wilkins, Rivers and Crystal (1971, 1983, 1983) advocating language development as the result of shared interaction and natural human behaviour, and the appearance intermittently of instances of practical research into such issues, will remain open indefinitely.

In Chapter Two, Zone II, the notion of 'applied linguistics' as the resource of the languages classroom developed to become the agenda shared by the teacher and the learners, therefore as the subject-syllabus itself, whose content is composed of the teacher's designed teaching materials; the lesson plans; the spiral curriculum project; the assessment structure; the aims and objectives; the teaching methods,

styles and strategies and the techniques for encouraging the learners' participation, their active involvement and their effective learning. All of the features just listed have occupied the explanation of the action research process, given in Chapter Three of this thesis. It may be recalled at this juncture, however, that the process and procedure of the action research were based for the purposes of continuity and uniformity upon the set structure and defined syllabus of a course book as preparation for the targeted defined examination at GCSE. Where grammar was made explicit, this may have been seen as being incrementally and accumulatively sequenced, but the conscious treatment of grammar is only a relative truth when the syllabus is of a notional-functional design (as explained in Wilkins 1976) or a communicative one (as in Littlewood 1981).

Roberts' (1993) insistence, however, that the question of grammar can not be by-passed, whatever teaching approach is employed, is positively responded to by the researcher's production of evidence from her action research (see Chapter Four), in the form of grammar counts for the G-I class as well as the G-E. Quite literally, grammar cannot be by-passed, however much the teacher attempts to *appear* to do so. The teacher, of course, in dealing implicitly with the grammar (as, for example, in the case of 'M') has only apparently side-stepped the grammatical agenda, which, though not directly and discretely perceived by the learners, has nevertheless been trawled by them, in whole or in part. The researcher's action research has vouched for this as the processes described in Chapter Four explain at two levels :

1. the study of the learners' application of French grammar and the associated grammar counts;
2. the development of the learners' communicative ability in the terms of 'Listening', 'Reading', 'Speaking' and 'Writing', it having already been established in this chapter section and in relevant areas of Chapter Two, that an awareness of grammar and the ability to apply it are crucial to the negotiation of meaning, whether the individual assumes the role of the giver or the receiver of the message involved.

For the above outcome to have been possible, certain processes must have been activated by the learners in approaching their L2 task. Indeed, they have invested their L1 experience, their LAD, LASS, UG, their MONITOR, their parameter-setting mechanisms and their "natural syllabus" based in their expectations and requirements, for learners could not realistically approach a task of active learning without an anticipation of some kind of outcome. Chapter Three of the

researcher's thesis (specifically the section 3.4, dealing with the pupils' attitudes towards their work) demonstrates the researcher's use of questionnaires to monitor such expectations and requirements. All of the eleven questionnaires which feature explore some of the aspects which can be associated with the learners' expectations, requirements and, to some degree also, their parameter-setting. For example :

Questionnaire Reference	Learners' Reactions
3.4.2 : 1st questionnaire	<ul style="list-style-type: none"> the perceived clarity of the lessons the possible requirements regarding the teaching pupils' awareness of textbook layout pupils' perceptions of what was 'easy' or 'difficult', implying the need to upgrade or clarify, accordingly
3.4.3 : 2nd questionnaire	<ul style="list-style-type: none"> pupils' perceptions of difficulties the implications of recall; LTM/STM further requirements regarding the teaching pupils' assessment of lesson features pupils' state of self confidence as a result of their expectations being satisfied
3.4.4 : 3rd questionnaire	<ul style="list-style-type: none"> what the pupils knew most about what the pupils knew least about
3.4.5 : 4th questionnaire	<ul style="list-style-type: none"> whether the pupils revised for tests whether they learned vocabulary whether they would truant what suggestions they would make for the improvement of <ul style="list-style-type: none"> (a) the teaching, and (b) the learning
3.4.6 : 5th questionnaire	<ul style="list-style-type: none"> whether they could define their progress what course aspects they relied upon revisiting in the spiral curriculum which grades they targeted for the GCSE
3.4.7 : 6th questionnaire	<ul style="list-style-type: none"> what special language knowledge (implying grammar) they would expect to know by this stage whether they made conscious efforts to learn whether they could be expected to perform certain specific tasks
3.4.8 : 7th questionnaire	<ul style="list-style-type: none"> whether they could assess their progress whether they felt satisfied with their progress
3.4.9 : 8th questionnaire	<ul style="list-style-type: none"> whether they felt the need to recommend changes in the teaching method and strategies to assess their level of concentration to describe their kinds of memory
3.4.10 : 9th questionnaire	<ul style="list-style-type: none"> to assess their powers of recall to describe their types of memory to assess their language skills requirements to measure the level of their accountability to their overall learning task to assess the strength of their motivation
3.4.11 10th questionnaire	<ul style="list-style-type: none"> to analyse the lessons they learned from experience (eg of the 'Mocks') to describe their plans for the coming stages of the work to estimate their GCSE examination grades
3.4.12 11th questionnaire	<ul style="list-style-type: none"> to estimate their future performance to analyse some improvements for the teaching process to analyse features that would support the learning and attaining processes to analyse their own concerns to analyse their present revision strategies and those they would put in place for the GCSE

It is clear from the foregoing analysis of the selected examples of the pupils' direct and indirect expectations and requirements that the researcher was engaged in a number of processes in applying the questionnaires :

1. she was monitoring the learners' situation in a straightforward way as a measure consistent with her sense of responsibility towards them and of her interest in their outlook and welfare;
2. she was, by repeating the investigating principles, ascertaining the cognition and opinion curves suggesting 'change' or 'no change' among her pupils, so that she could respond appropriately, as necessary;
3. she was, by repeating the investigating principles, actively, albeit discreetly, prompting her pupils to respond to their overall task, answering challenge with challenge and setting their parameters consistently;
4. she was, by encasing the same investigating principles collectively in the final questionnaire, attempting to consolidate the exercise and prepare her pupils with a sense of expectation and requirement in relation to the ultimate challenge of their GCSE;
5. she was gleaning information on their expectations and requirements as a measure relevant with her need to inform her research.

Having alluded, in the points placed above, to the AR learner's work challenge, contained in the GCSE course and culminating in the final examination at age 16 (in 1994), the researcher wishes now to examine the relevant NEAB syllabus and final examination report in order to appraise the commentary afforded to the role of grammar within the collective agenda. In addition, having received on loan from the NEAB the examination scripts of her AR pupils for her perusal (at a point in the time interval occurring between the completion of the marking stage and the appearance in schools of the report) the researcher has had the opportunity to gather *some* evidence of her pupils' reactions to the grammatical requirements which their test papers made of them. Having made her selection of points demonstrating their performance *prior* to her receiving the report, she did not consistently choose those that the Board included in its analysis. The following section bases its discussion on a representative selection of the grammatical features of the GCSE of 1994, therefore preserving at the same time the notion of the comparative performances of

the two top sets taking part at the end stage of their three year teaching programmes by the contrastive methods M1 and M2 respectively. Finally, the researcher will bridge the imminent observation of the examination-related grammar with the foregoing discourse of this section in a brief conclusion, later.

5.5.3 A representative sample of GCSE French language performance from the examination year 1994

The source of the information supplied in this sub-section is the NEAB's examination report pertaining to the French GCSE of 1994. The report, the examination papers and the AR pupils' results charts are contained in the appendices to this thesis (specifically, Appendix H).

In the previous chapter (Chapter Four) the researcher described the search for and measurement of the results which had taken place over the duration of the three year run of the action research. This included the measuring of the AR pupils' articulation of grammar within their work, contrastively, even though the differences which were perceived and recorded cumulatively were often almost infinitesimal as differences separating the Set One (G-I) from the Set One (G-E), and tiny, furthermore, as individual averages. Such observation demonstrated that :

1. the two Sets One were performing fairly equally in real terms and the cumulative "superiority" of the performance of the one as opposed to the other was a mechanical or academic feature necessitated by the nature of the contrastive methodological exercise and
2. in real terms, the small and sometimes *very* small individual average grammar scores indicated that some awareness of the foreign language grammar and structure was being put in place only at the top end of a group's population and that, within each group, the less productive learners (the larger group-section in each case) were sharing the scores gained by their more competent peers. Typically, Chapter Four contains the summary of the AR (Sets One) pupils' GCSE grammar scores. However, several of them may be re-iterated in the following matrix-commentary, enabled largely by the 1994 examination report:

MATRIX A: LISTENING

LEVEL	QUESTION NO	EXAMINATION PAPER: QUESTION or STIMULUS	EXAMINATION TEXT GRAMMAR TESTED NB ITEMS MARKED * ARE COMMENTED ON IN RIGHT HAND COLUMN	EF: EXAMINATION REPORT OVERALL POPULAR REACTION	G-I		G-E		Items marked* as individual score if known	
					G-I	G-E	Misconception shared ? ✓ or x	G-I	G-E	
Basic	4b	What else does he say about his plans	(On va passer cinq jours au bord de la mer.) Immediate Future * Phonological/semantic or lexical grammar/difficulty : mer	"Many thought he was going out with his parent (mother!). "Mère" was understood for 'mer'.	✓	✓	✓	*	0.85	0.72
Basic	6b	What does he say Hélène will do?	(Hélène va te montrer comment ça marche, la douche.) Immediate Future * Phonological/semantic or lexical grammar/difficulty : marche	"Interpreted by many as 'going for a walk', or going to market". 'Marche' (walks) or 'marché' (market) were understood for 'marche'	✓	✓	✓	*	*	*
Basic	12	What does she ask you about the shop?	(Il ferme à quelle heure ce soir, ce magasin?) Phonological/semantic or lexical grammar difficulty : magasin	'Magasin' was interpreted by many as 'magazine' and provided, therefore, the wrong meaning	✓	✓	✓	*	0.17	0.13
Higher	3(iii)	What condition does her mother make? - (as part of the plan to go out for a meal)	(Un de vous va aller faire les courses.) Immediate Future * Phonological/semantic or lexical grammar difficulty : Courses	'Courses' (shopping) was interpreted by many as 'cours' (lessons) and provided therefore, the wrong meaning	✓	✓	✓	*	*	*
Higher	6b	What does the receptionist say?	(Les chambres sont réservées jusqu'à dix-huit heures ...). Phonological grammar	Characteristically rapid French diction reduced 'dix-huit heures' to 'huit heures' for many candidates and spoiled the meaning for many.	✓	✓	✓	*	0.17	0.13
Higher	7	What is the solution (to the problem)?	(Une grève de quarante - huit heures ... Il y a un départ ce soir à vingt-trois heures trente). Phonological grammar	Rapid French diction reduced the numbers again (from 48 to 40 or 8 and from 23 to 20 or 3), spoiling the meaning for many candidates	✓	✓	✓	*	*	*

MATRIX B : READING

LEVEL	QUESTION NO	EXAMINATION PAPER: QUESTION or STIMULUS	(EXAMINATION TEXT) GRAMMAR TESTED	REF: EXAMINATION REPORT OVERALL POPULAR REACTION	G-I		G-E		G-I Items marked* av. Individual score if known
					G-I	G-E	Misconception shared ? ✓ or x	✓ or x	
Basic	3	Sign on a shop window. What does it say?	(Soldes). Lack of vocabulary. or Semantic grammar concept	Many examinees translated this as "sold".	✓	✓	✓	✓	
Basic	4a	Where is the camp site?	(Centre Ville). Careless use of vocab; interpreting picture not text.	Many examinees translated 'ville' as 'village' even though they know the French: 'village'	✓	✓	✓	✓	
Basic	4b	What other information are you given?	(Ouvert du 01/05 au 15/09) (Tel: 99 46 20 04) Incautious interpretation of above textual items. As with 4a, examinees neglected to use their personal internal grammars to analyse things exactly.	Many examinees inferred that the campsite opened after 1 am, and closed at 3.09 pm. Thus the dates were used as times. An over-hasty reaction. Careless decoding. Listening without hearing. Jumping to untested conclusions.	✓	✓	✓	✓	* du etc. au 0.67
Basic	6	What does the sign tell you?	(Sortie de stade) Lack of vocabulary OR a too hasty reaction to 'stade'.	Many examinees confused their French and German 'stade' (French) became 'Stadt' (German)	x	x	x	x	
Basic	9c	What kind of penfriend would Ximena like?	(Je désire correspondre avec un garçon qui a la même passion que moi.) Semantic grammar or haste.	Many examinees answered to this question with "passionate boys" and/or "waiters". A rushed interpretation which provided the wrong meaning.	✓	✓	✓	✓	
Basic	10b	What does he say about judo?	(Ça fait six ans que j'en fais.) Idiomatic grammar (Je pratique ... Vendredi soir) Lexical items.	Few candidates understood "Ça fait" and many were confused about the days of the week. Wrong meanings, therefore					

Higher	6	Explain the story line by answering qu's, a, b, c, d.	Story made available in text and in cartoon picture series. Extensive reading by-passed for comic representation.	Many candidates followed the pictures, making wrong conclusions. Over-hasty reaction.	✓	✓	* prep position avant 0.03
Higher	9	Explain the info. in the leaflet: What is it telling you about Mont-St-Michel	(Il faut plus d'un jour pour en faire le tour.) Careless examination of text fragments grammar analysis.	Examinees who by-passed "plus de" failed to score the mark. Over-hasty search for meaning.	✓	✓	*idiom 0.14 : il faut 0.06
Higher	11b	What apparent contradiction do you notice between the right hand section and the rest of the article?	"Contradiction" implies a real grammar challenge ie. careful analysis and the application of linguistic knowledge, with care!	Only the best examinees (= the upper grade contenders) would go to the trouble to deal with this text.	✓	✓	*posi ives and negat ives 0.17 0.10
Higher	12	What points does the main section make? Why is New York mentioned in the right-hand column?	This text is in higher order lexical and grammatical terms. Real grammatical competence is needed here.	Most learners (other than the "elite" mentioned above) would not immerse themselves here.	✓	✓	
Higher	14	What seems to be the most important part of Sarah's life? Give your reasons ...	This page from a letter asks for extended reading of a detailed account and a summary response after some deliberation and interpretation.	An open-ended question which asks for grammatical and lexical understanding and careful reflection. Most would not comply.	✓	✓	

MATRIX C : WRITING. Basic Level

MATRIX C : WRITING. Higher Level

(Applies to)

Qu.	Task	Stimulus	Report Comment	G-I	G-E	Qu.	Task	Stimulus	Report Comment	G-I	G-E
1	1	Give your name, age and country.	Confusion between Anglais and anglais. Confusion between "avoir" and "être".	✓	✓	1	2	Give a full account of how you spent last weekend.	The Perfect Tense causes some difficulty. Added difficulty sustaining task.	✓	✓
1	2	Say you have been playing tennis for five years.	the idiomatic grammar of time with "depuis" + present tense is very difficult.	✓	✓	1	3	Describe the personality --- of a friend ---	Too abstract to be well done; calls for good vocabulary. Disappointing.	✓	✓
1	3	Say you would like to play after 7 o'clock.	many learners cannot differentiate between après and avant/ devant.	✓	✓	1	4	Say when your summer holidays are -	Problems with tenses here, as also with time vocabulary and grammar.	✓	✓
1	6	Say you are in the -- caravan opposite the shop.	"magazine" used for "magasin" - a very common lexical error.	✓	✓	1	5 and 6	Ask if Dominique can come and stay and for how long.	Problems with tenses inherent here. "Pouvoir" caused problems also.	✓	✓
2	6	Ask for a map of the region and some brochures.	(often "une mappe" is used for "un plan" or "une carte", or is influenced by German word for "school bag").	✗	✗	2	3	Give a full account of how you spent your money last week.	The Perfect Tense was needed here and this caused problems particularly when some variety seemed to be required.		
2	7	Ask what there is to do in the region.	Confusion with "Qu'est-ce que?" and "Est-ce que?" Question grammar is found difficult generally.	✓	✓	2	5	Say how you will spend the 500F, if you win the prize.	The Future Tense was required and this caused problems. Many pupils saw 500F as a huge sum for large scale spending.	✓	✓
The Board's General Comment at Basic Level		"Across the whole paper this year, it was not vocabulary which determined success but rather use of verbs" (p13).		✓	✓	General Comment at Higher Level		Despite the difficulties which the tenses typically produce, they were better coped with this year (not the Present, however!)	✓	✓	
The Board's General Comment at both B&H Levels		Overall, a larger population of learners take the "Writing" tests at Basic Level than at the Higher Level. Tense work features in the "Writing" as the most dominant grammar and is crucial to determining meanings. At Basic Level, the larger population finds the tenses more of a problem than they are found at Higher Level by the smaller population. Performance in the Present Tense is poor. It cedes the priority attention to the Perfect and the Future, since these are the tenses concentrated on in the High School.						✓	✓		

ROLE PLAY		ROLE PLAY				Report Comment		Stimulus		Report Comment	
Task	Stimulus	Report Comment	G-I	G-E	Task	B	Using the receipt	opposite explain what	the problem is.	G-I	G-E
B	Say you have no change Say it opens at 8 o'clock	The lexis for "money" and "change" is always difficult. Verbs of opening and closing regularly produce problems.	✓	✓					The fact that there was no definitive instruction meant that examinees were confused as to whether to talk about the 2 items or only one. Their indecision hampered their talk.	✓	✓
C	Ask if they have any pears. Ask if your penfriend wants to come to town with you. Ask if you can phone your parents.) The grammar of questions is always very difficult in French.	✓	✓					Say you will tell them this evening. Say you will ask your parents if they have any good ideas.	✓	✓
D	Ask what is "La Sainte Geneviève". Say it is in your uncle's garden.	The grammar of pronunciation (bound with that of phonology) makes much difficulty. The grammar of possession is a very stubborn problem in French.	✓	✓					Say "a -- boy -- turned left." Ask when the Open Day starts and finishes.	✓	✓
E	Ask the attendant to fill the tank. Ask if the attendant can check your tyres.	An indirect order made difficulties for many. Putting a question repeated the problem found above in C.	✓	✓						✓	✓
CONVERSATION AT BASIC & HIGHER LEVELS											
Examinees find it difficult to develop and sustain conversation, due to a lack of the appropriate grammar aids needed for this, viz verbs and tenses; link features; topical and thematic vocabularies which support semantics; questioning strategies; pronouns; adjectives and adjectival phrases; adverbs and adverbial phrases; the lexical and structural resources which allow descriptions to be made, expansions to be attempted, the initiative to be taken, points to be clarified, narrative to be spoken; conversation to be shared.											

Some remaining commentary on the 1994 GCSE performance, reported on by the NEAB in relation to the majority of entrants generally (and the researcher judges the bulk of the two Sets One to fall into the category) include the following points :

1. In the LISTENING and the READING, the responses are made in English, and the report comments on the *surprisingly poor quality of youngsters' use of English*. This generates the temptation to speculate on the relationship between their chances of learning a foreign language well from such a poor start at L1 level.
2. VERBS-AND-TENSES work seems to be confirmed in the report as the most important item of grammar, and the most difficult one to master and marshal. (The researcher of necessity made this work the most important feature of her AR).
3. Youngsters seem to be intent, for the most part, on matching FL phrases and structures literally with the English counterparts, rather than to learn the foreign ways of expressing things or to take the trouble to work matters out, eg question-techniques, possession, idiomatic features, negatives etc.
4. If a written text is supported by illustration, they are easily diverted from their task of interpreting the written text and tend to interpret the illustrated support-matter instead.

Clearly, young learners are not by any means all conditioned in the skills of effectively using their memory and subject training, their experience, therefore, and their powers of discrimination, of searching beyond the levels of gist comprehension for deeper, more detailed meaning in the COMPREHENSION skills, nor in the discipline of attempting to supply more detailed matter in the productive WRITING and SPEAKING skills. This lack of curiosity about language, this wide-spread linguistic complacency, possibly begins in the context of the mother tongue and it may have its cause in the world of instant gratification in which young people seem increasingly to live. Indeed, it might be argued that very few youngsters any longer read material in terms of quality or quantity. Their tendency to concentrate on misleading illustrations instead of detail-filled written text (despite their teachers' warnings) is a symptom of this situation.

Finally, there seems to be at least a degree of difficulty and perhaps a considerable reluctance, which sometimes borders on arrogance, on the part of English teenage

learners of a foreign language to address the foreign (different) ways of expressing ideas or of even acknowledging those foreign (different) ways. Hence their tendency to supply counterpart meanings literally. One suspects that this is the case for a number of reasons. For example, they perhaps are unable :

1. to think and learn in terms of figurative abstracts at this age;
2. to be interested or committed enough to bother to attempt to bridge the differences;
3. to apply their memory faculties (STM, LTM) to such a complicated area of the work;
4. to understand the character and the sophistications of their L1 sufficiently well to allow them to appreciate the independent reality of a second or further foreign language;
5. to be aware of the relevance and value to their own lives of the conscientious study of a foreign language. And so on ---.

The researcher's thesis - section 3.4 discloses a number of representative examples of learners' attitudes to their FL learning task, as revealed, for example, in their responses to the eleven questionnaires which were put to them during the three year course of the action research. The responses to the third questionnaire (3.4.4) sheds some light on the pupils' perceptions of the relationship between the processes of learning and using the L1 and the L2, and the differences which divide those processes and the languages themselves. For example, 83% of the AR pupils (both 'factions' combined) found the learning processes different and 70% of them rejected the idea that the learning of the one language might have an influence over the learning of the other. Some of the perceived differences noted here from the relevant section generalize on these points as follows:

* English is easy and logical	* French is hard and different
* English is given much time and is not restricted to school	* French is given little time and is restricted to school
* English is "got" naturally in natural contexts	* French is "got" unnaturally in unnatural contexts
* English is like a human skin that is a part of you	* French is artificial, outside of you, not a part of you
* English is learnt at first hand	* French is learnt at second hand

- * You don't think about English as you use it
- * English is an ocean of language
- * You think about French and often get stumped
- * French is a drop in the ocean of language

The AR pupils' discussion continues in this vein in the section 3.4.

5.5.4 Conclusion and summary to this section : evaluating the importance of linguistics and grammar to the learner's L2 (FL) development

In Chapter Two, Zone II, Wilkins (1971) was observed to find the Sapir/Saussure idea of 'langue' and 'parole' important to the individual's use of language, therefore to the teaching/learning process also. It has been established that these expressions equate with the concepts of 'system' and 'use' and evoke the idea of the two levels of language mastery associated with the learners, namely their 'competence' and their 'performance', the first being more expansive than the latter. The ideas which are contained in such linguistic science and theory have been exemplified in the researcher's action research, in every category of it, in fact, in which the vast potential of linguistics and grammar is indicated in the FL context in contrast with the narrow vision and small use that the learners respectively have and make of it. (Similar comment might be made also with regard to their relationship with the L1!).

Indeed, teenage learners for the most part do not seem to know how to take advantage of their opportunities for the learning of a foreign language. Some of the obstacles which may block the process have already been contemplated, and one must reflect again about the role played or not played in the process by their LAD, their LASS, their UG and TG. Undoubtedly, in some of the criticisms of the candidates' performances made by the NEAB in their 1994 report, these devices seem not to have been used by the majority of the candidates. If they had been applied, the READING and LISTENING texts would have been more efficiently accessed for information, the stimuli provided for the SPEAKING and WRITING would have been more sagaciously (re)-employed in support of the responses which the candidates generated for their contributions in these areas, and their personal experience of the target language study would have been more confidently and more profitably applied. Such observations as those made in the 1994 GCSE report, which has helped to structure the argument of this section, seem to epitomize the experience of the researcher in relation to her AR teaching groups and their shared experience over the three years leading to the very GCSE examination challenge which has just been appraised and which, with the three year course which preceded it, was a calculated component of the action research scheme.

In applying the theory contained in Chapter Two, Zone II, to the practice of the action research and to the larger matrix of the NEAB's GCSE report (1994), the focal feature of this thesis - GRAMMAR - has been discerned in all its aspects :

1. as a property of LINGUISTICS with PHONETICS, PHONOLOGY, ORTHOLOGY and LEXICOLOGY;
2. as subdivisions of itself, ie as MORPHOLOGY, SYNTAX and SEMANTICS;
3. by its presence or absence as UG, structural linguistics or TG, ie as contexts for the roles of grammar;
4. potentially in position, ready to be taught and learnt via prescriptive/descriptive; deductive/inductive; explicit/implicit; top-down/bottom-up (etc) methods;
5. as provenly the knowledge that "people must have in order to speak and understand language" (Slobin, 1974, p6), therefore as provenly the force which turns words into communication, in which those who share in it understand the same meaning.

In this area of discussion learners have been observed at work, representatively, in terms of all the linguistically analytical levels which were taken into account in the relevant section of the 'Review of the Literature' (Chapter Two, Zone II). It now remains to revisit Zone I of Chapter Two and re-assess the discussion made there originally on the subject of the historical tradition of Modern Languages teaching and the enduring issue concerning the scale and method of grammar teaching which is at the heart of it. The contrasting emphases of explicit grammar teaching conveyed in the L1 (E) as opposed to implicit grammar teaching kept integral with the L2 (I) will be familiar ground when it is trodden again in the forthcoming section, not only because it was the first area to be experienced in the study as a whole, but because this whole thesis, and not least the account of the action research, has been dedicated to the question of the role and importance of grammar, to the method for the teaching of it and the extent to which it should dominate the target language teaching/learning agenda, or not.

In the story of the development of the linguistic sciences (Chapter Two, Zone II) it was observed that the 'explicit' and 'implicit' modes for the application of linguistic intelligence featured as a debate, in which the 'implicit' mode was eventually afforded the preference. In an ever alternating sequence of development, the same

pattern of preference resulted on behalf of the inductive (implicit) teaching/learning method. The researcher stated the hypothesis for her PhD study at an early stage and it is recalled here as an appropriate measure to proceed to the next section : *"Is grammar (qua linguistic description) necessary to a programme of L2 teaching as a force to be overtly taught in native language terms?"*. The researcher's AR results and the concluding statements will be recalled from Chapter Four, but, meanwhile, the discussion is propelled by recalling Catherwood who, as far back as 1932, denied that explicit grammar learning was of any general help in effecting correct language usage, and Macaulay (1947) and Heath (1962) implied that there was not necessarily a correlation between the receiving of formal tuition and the accepted correct development and use of language. In this, these writers argued contrary to the ideas of, say, Krahnke (1985), later (in Terrell, 1991).

The researcher now carries her AR results and these impressions forward to the final phase of the argument detailed for this chapter.

5.6 SECTION FIVE : Aligning The Current Action Research Module With The Historical Tradition Of Modern Languages Teaching

5.6.1 Introduction : re-stating two related experiences

Writers like Hawkins (1981, 1994), Robins (1967) and Mackey (1965), among others, have opened up the vista on to the historical reality of Modern Languages teaching, declaring its development since its known origins and enabling a professional perspective for the teacher who desires to travel the road of her own practical involvement and consolidate knowledgably her experience of it as a part of the whole context. With some already established awareness and with much more to be gained, that teacher adds to her study an article of action research relevant to the newest design for Modern Languages teaching. This action research becomes 1) a statement of her own search for insight about what is good practice, 2) a small contribution to the large quest for such enlightenment, offering a tentative validation or contradiction of many of the relevant statements or speculations offered by writers and researchers over the course of time and 3) an arguably fitting means by which to conclude the reflection on practice, and specifically on methodology, which this thesis contains.

5.6.2 Looking back at the developments leading to the 'communicative' solution to language teaching.

Hawkins (1981, 1994) informed the first stages of the researcher's inquiry into the past traditions of Modern Languages teaching when this inquiry was encapsulated in the first zonal section of Chapter Two. That zone is called up again for the appropriate revisit on which this present chapter section is structured. Hawkins and other writers and researchers such as Mackey (1965), Radford (1967) drafted their perspectives on the Modern Languages teaching tradition, articulating the swings of mood which accompanied the changes brought by the general development of the Modern Languages pedagogic movement and by the episodes of reform which punctuated that movement at only a number of stages since its inception in early medieval times:

1. seventeenth century (Comenius, John Locke, etc.);

2. late nineteenth century (Viëtor, Gouin, Marcel etc. the Great Reform Movement in Modern Languages);
3. 1960s and 1970s (the educational AL/AV movement);
4. 1990s, the extension of the above (the government's National Curriculum movement).

Always, the argument which has incited dissatisfaction leading to reform has been one centred in poor standards of practice on the part of teachers and disappointing/unsatisfactory levels of performance and achievement on the part of learners and the irrelevant, unacceptable contexts and conditions applied to their learning package. Right at the heart of the matter was the METHOD of teaching and this was isolated for scrutiny and treatment as the perpetrator of the continuous malaise which was discerned in Modern Languages teaching. In its turn, the malaise was perceived as having its origins in the role and importance ascribed to linguistic matter, summed up as grammar.

The history of Modern Languages teaching, specifically French, is suggested in Chapter Two, Zone I, as an eventual extension of the teaching of Latin and Greek, a natural replacement made for the 'Classics' when they themselves went into a phase of decline. It seems that, in standing side by side with them or in standing in for them, the Modern Languages were viewed as understudies for the part played out traditionally by the Classical Languages and suffered the same methods in being taught, however great and vital the difference was that separated them, their being "living" languages and the classics being "dead" languages. The fact that the latter were accessed and further managed by their grammar implied the use of grammar-translation or textual reading-and-translation as the methods of teaching and learning which later featured for the purposes of satisfying the Modern Languages syllabi also. Sadly and quite ironically, the associated study of the relevant cultural backgrounds was arguably more pertinent and applicable in terms of the classical languages than of the modern languages at those times.

Without a doubt, the influence of Latin as the international language of the western world and the sole language of learning in its time had great implications for the European languages. The more one knew about Latin, the more one was

aware of one's native language and its potential for use. Much of this linguistic influence and power had disappeared, however, and for many or most of the generations of learners presently occupied at their school desks, it has never existed. However, the influence is undeniable. Radford (1985) makes the teaching of Latin a tradition covering eight centuries of time up to the 1960s and 1970s. Within this long history, the developments affecting Latin teaching were echoed in the case of French teaching also :

- the work of grammarians, echoing the influences of Varro (in Latin) and Priscian (in Greek) and revisited, for example, in the work and influence of Sapir and Saussure in the first half of the current century
- the development of the grammatical model structured on eight parts of speech has lasted since the grammarians of Greece and Rome, remaining, in all modern languages as well as in the classics, the very grammatical agenda which is served by the subject syllabus, which is examined ultimately, nowadays discreetly, and which, for example, structured the action research attached to this study
- the emergence of dictionaries and grammar manuals, originally the first textbooks; these now remain as important as originally they were perceived to be.

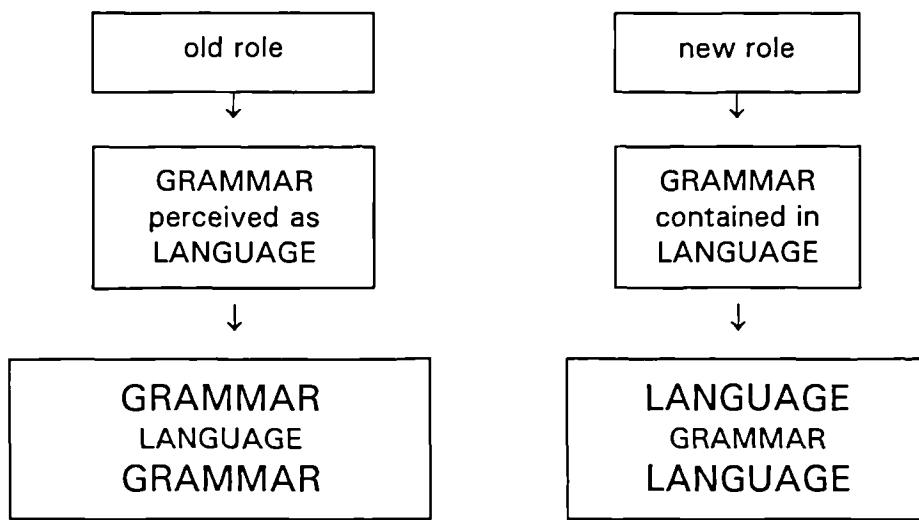
Significantly, it seems to the long serving practitioner, whose service has bridged an experience of the old uncelebrated ML teaching methods and the unfolding new ones, which have developed out of a long cycle of pupation between stages, that the search for acceptable, relevant and meaningful methods only became a practical reality rather than a philosophy at the point at which the schools' Latin and Greek curricula were given a reduced perspective and withdrawn, indeed, during the past two to three decades from many establishments, like the Senior Comprehensive School, in which the researcher works. With the removal of the old methods associated with the old languages, the forum was cleared for the purposes of Modern Languages revitalisation and the implementation of courses and methods which acknowledged the growing need to facilitate large scale communication, using communicative methods, in order to satisfy the implications for the people of Britain of the European Economic Community and the challenges which were emerging to affect the lives

of ordinary people everywhere : trade and commerce; travel and tourism; the world of work and leisure, of national alliance and interpersonal relationships; but also, increasingly : the whole infrastructure of national and community life, involving matters of social care and provision, matters of economy and matters of constitution and legislation. If the government was justified in serving a policy in its schools of "A Modern Language for All", to be in place uncompromisingly by 1996, affecting many children belonging to educational ranks not previously included in the Modern Languages arena, it was all the more urgent to approach the task from a different, more applicable and altogether a less theoretical and academic perspective.

The 'Communicative Method' has been practised in schools since the inception in 1987 of the GCSE, at least. It was in preparation for some time before that, as the earlier 'O' level course and examination (the GCE) and its less grammar-reliant partner (the CSE) were phased out. The interim feature of the Joint 16+, lasting a very short period of time, is scarcely remembered and not at all missed, even though it provided a move in the desired direction, building an examination course for all learners on the user-friendly style of the Certificate of Secondary Education (the afore-mentioned CSE). By the 1990s and the appearance of the refined National Curriculum GCSE, supported by the emphatically advocated communicative method, there has occurred such a turn-about in Modern Languages teaching and learning of the dimension sought after by the early lobbies and reformists, all activators at the different stages of the long-protracted methodological contention.

The descriptive label : COMMUNICATIVE LANGUAGE TEACHING has as much to do with syllabus content as with method, ie the descriptor affects first LANGUAGE, then TEACHING. In the first instance, there is probably no doubt that good results have been achieved by the attempts to perfect the syllabus design. In the second place, the principle of *the communicative teaching method*, as envisaged by the National Curriculum, is so far arguably laudable but not yet demonstrated widely and convincingly as practicable. Time and experience will decide on these matters. In the meantime, both sides of the equation, ie the LANGUAGE AGENDA and the TEACHING METHODS are haunted by the factor from which there is no escape and which has bedevilled

the humour of Modern Languages teaching all along : GRAMMAR. Since it is irrevocably a matter of language, it is also undeniably an issue for the teaching, even now, in spite of the application of so much treatment and adjustment through the reform. Particularly now, when efforts are being made to relegate it to a less obvious and more subtle role, the difficulties with grammar persist and multiply, because there is little experience of tackling it in this form. The earlier and later perspectives on grammar as a content of the languages teaching agenda and the teaching method may be perceived in the sketch which follows :



Modern Languages teaching is caught up in a spiral of time and experience. It would imply some satisfaction in current terms if teachers could hold it still and enjoy an opportunity of sampling and evaluating the new design : the courses based on culture and relevance, featuring modern languages as the full reflection of the targeted societies; the relationship existing between the L1 and the L2 and the FL cultures within a broader, shared community; the method of teaching and learning (highly supported technically and made relevant with the learners' world) which seeks to come close to immersing the learner into a deeper experience of the foreign language. This would imply :

- * the more meaningful in-class relationships which classroom business can generate and the potential, consequently, for broader-based inter-personal relations;

- * an improved outlook for the learner onto Modern Languages as a school subject;
- * a balanced language curriculum, in which grammar is perceived to be only a constructive part and is aided and abetted by the learners' human language sensors (LAD, LASS, UG) which pre-empt the need for a lot of external, artificial input of grammar, in the mode of the researcher's action research.

The fact is, however, that the classics may be returning, intentionally reintroduced to the High Schools' curriculum, in order to upgrade learners' language awareness and their learning standards. In addition the dissatisfaction (post-Dearing) with the contemporary standards of English in this country has produced the intention of returning to the English teaching rooms the explicit teaching of English grammar with some implications for Modern Foreign Languages, to be appraised in the course of time.

5.6.3 Weaving some remaining threads in the rationale

The 'Review of the Literature' devoted its first section to the history of Modern Languages teaching, specifically French. The story that was told speaks for itself, stands upon its own structure, is factual and has been faithfully assembled and reported further by language historians. There is little to be gained for this present discussion by going through the matter of the history again here. Indeed, on the matter of the Zone I, it suffices here to comment that its major importance lies in the disclosure of the range of the methods which featured for the teaching of French during the three hundred years of its existence as the concept we acknowledge, of the consolidation of methodology into two principal departments each featuring a different perspective for grammar (tabled as E and I in Zone I). The development was shown to feature the two method options and their alternating focus over time, according to the pressures prevailing in their respective times until, in modern times, governmental legislation has specified preferences which all teachers of foreign languages are expected to address in their practice. These preferred teaching methods are not unfamiliar since they have been canvassed for at intervals throughout the history of languages teaching, in the long and frustrating search for the ultimate viable and valid

method which would satisfy in practice the criteria which the theoreticians knew to be good. It is precisely this legislation which makes the most recent reform different from any other previous and less official reform. If its requirements were to be observed by teachers in their classrooms after a period of time its effects and results should permit some relatively reliable evaluation.

The lurches of the methodological pendulum (to borrow that phrase from Hawkins, 1981) from the teaching of a foreign language, emphasising grammar in the E form, to the teaching of a foreign language, underplaying grammar in the I form, may well soon balance out, as the experience of the I form increases as a result of the general, sustained practice which should be carried out in this country's schools. The evidence will be gradually forthcoming on which to determine the worth of the target language delivery of the grammar-implicit approach to the teaching of a foreign language. In the meantime, the researcher offers her action research as a small contribution towards the assembling evidence. Its effects and results, having been systematically discussed in Chapters Three and Four of this thesis, are known, and may assist at least in arguments concerning the issue of implicit and explicit grammar teaching, that being the argument which has occupied this study.

The question whether one will be able to anticipate lasting good effects from the application of the new scheme for Modern Languages in schools thus remains to be seen as the National Curriculum policy is implemented and sustained over a period of time. If a realistic evaluation of the new method, ie the updated communicative method, is to be made, teachers will need to make every effort to put it into practice with integrity, consistently observing the effects and the measurable results which are perceived to relate with it, and monitoring their own but particularly the learners' attitudes to applying it. It is necessary to evaluate what is now happening in Modern Languages teaching without assuming that a state of perfection has been reached. There still remains much confusion about what languages are for, despite the developments which have occurred since the perception of Modern Languages education as having a mind-training function, then a utilitarian purpose and later again a more generic aim, and so on.

5.6.4 The way ahead : a mixed prognosis

From her personal experience of giving herself the task of staging and sustaining an action research designed to incorporate the methodological attitudes favoured by the reformers, the researcher feels qualified to offer a response to the question : Why did the grammar-structured (grammar-translation) methods of teaching a foreign language until recently persistently return to oust the more flexible, more grammar-free methods which were deemed more virtuous?

In reality, it is very difficult to sustain the implicit or "free" methods. The teacher is placed with the full responsibility and accountability for their effectiveness at every stage of the way and for their success in the final analysis. The problems attached to the preparation of the agenda are manifold, since such an implicit agenda needs careful handling and very skilful transaction.

There are implications regarding :

- * the preparation of ideas and materials;
- * the resources themselves;
- * the imagination, the stamina and the personal resourcefulness of the teacher;
- * her ability to be flexible and to adapt;
- * her knowledge of her subject;
- * her dedication and commitment to her work;
- * the amount of time at her disposal, or the amount of time she is willing to invest in her task;
- * her own disposition, her sense of self confidence and her confidence in the teaching method.
- * her ability to sustain good, consistent (also subtle, persuasive and manipulative!) relationships with her pupils, in which they remain well motivated and engaged in their task.

Quite particularly important is the teacher's ability to sustain a performance that is not visibly and measurably structured yet must be controlled in itself and designed in such a way that it controls and shapes the learning and directs the learners' course vitally through the process of experience which enables the acquisition of knowledge necessary for the development of the learners'

competence and its outlet in performance. (This implies that the teacher is in constant empathy with the learners in her charge and is virtually their psychologist as well as their subject teacher).

Apparently undefined in its external appearance, (and the more so since, in NC terms, there should be no deliberate gradation of linguistic agenda, and the all-purpose employment of the target language makes such gradation arguably impracticable anyway), the teaching plan must be more adroitly and more deliberately structured and focused than ever before. As the researcher's action research showed:

1. the teaching (by 'M') took courage and fortitude which not all the AR teachers had equally; unlike the researcher, they were not driven by personal motivations to overcome the difficulties of their methodological remit and take the risks involved;
2. it required stamina, of which not all of the teachers had a sufficient supply, not surprisingly since they were in charge of the lower status teaching groups;
3. it required teaching ability, implying flexibility and adaptability, which not all of the teachers produced in equal terms;
4. it required self confidence, which was not equally enjoyed, and confidence in the method 'M', which only the researcher was prepared to guarantee;
5. it required, as a vital priority, certain levels of linguistic agility, class management, syllabus design, resourcefulness and powers of creativity, which not all of the teachers displayed in equal terms, or appreciated equally how to articulate in a teaching situation which potentially rendered the role of the learners more than usually passively receptive and the role of the teacher more than usually active and accountable;
6. it implied frustratingly slow progress for the learners of the FL and much insight on the teacher's part into the learners' relationship with the subject.

For teachers in the past, the teaching of a foreign language as A GRAMMAR-AGENDA by the application of translation methods was traditionally much easier, because it was more overtly structured, conveyed on the medium of the L1 and more easily accessed and shared by able learners. The researcher and her AR colleagues had all had considerable experience previously of the pre-communicative language teaching methods and found it difficult to refrain from isolating the grammar for treatment during the action research. However, all the teachers concerned understood their responsibilities towards the updated GCSE, the need to teach young people relevant foreign languages courses in a meaningful way, in an era of political and economic change, in which the old attitudes towards the learning of foreign languages no longer can prevail, even though English remains a world language.

Chapter Two, Zone I made it clear that the method of delivering a foreign language in the classroom has been a two-sided coin. One face of the coin has featured the **E** reality of grammar-translation in the style of the classics. This became popular because of its inherent undeniable advantages for a clear, readily 'serialised' teaching structure and in providing a well defined way forward for learners. It implied a clear cut, defined syllabus, good classroom discipline and class management, the use of the L1, the more apparently equal roles of the teacher and the learners, etc. Also, there was the cardinal difference that the classics were 'dead' languages, used to *affect* rather than to *effect* communication in certain levels of society and in certain circumstances, as opposed to the modern, living languages, which were and are potentially accessible to all society in whole circumstances. The latter were treated originally by the same methods as the former because they were in the hands of the same teachers and by definition, therefore, they were taught by grammar-defined methods, until the influence of the reformists brought waves of pressure to systematically bring about change. Accordingly, the new liberated methods, so long pioneered, are the flip side of the analogical coin of FL teaching method, which governmental law has finally advised as the method to be put into practice, having so far only been preached or periodically experimented with.

Yet already there are rumblings of mal-content, carried on a developing dialogue which features, among other subjects, the already mentioned mooted return of

Latin to the schools' curriculum and strategies to effect improvements perceived to be required in the provision of English. Where Modern Languages are concerned, there is evidence that the subject is again to be appreciated as an intellectual stimulant, in the way described in Hawkins (1981, p98). The new NEAB syllabus for GCSE French in 1998 alludes to the provision of "intellectual stimulation" through FL learning (p3, 3.8, see Appendix K). Moreover, on the matter of GRAMMAR, which is the focus of the enquiry of this thesis from both the historical and the practical points of reference, the current NEAB syllabus for French (consistently relevant to the researcher's work and therefore also to this study) declares its position to the 1998 NC - directed GCSE examination where the issue of grammar is concerned. Namely, their course-syllabus aims to develop communicative competence enhanced by:

1. an understanding of the grammar of French (p3, 3.3) and
2. an understanding of the nature of language and language learning (p3, 3.4).

The use of the target language as the medium of the classroom work remains the course ideal (DFE, 1995) and remains also the focus of the grammatical agenda, which now is again endowed with a raised profile, as just explained.

In spite of all of these instances of restlessness, however, the official methodological imperative for the teaching of Modern Languages can be made a reality in the course of time, as the action research has demonstrated. Yet the difficulties, already appraised in this section, are in themselves a reality which teachers must face in degrees of seriousness relevant to the nature of the classes they teach. In reflecting and speculating upon the problematic situation which is implied here, and with the equivalent of the researcher's first hand experience of the NC method in practice, one cannot help wondering whether the ML teaching fraternity will sustain its efforts in this methodological department, or whether there will be more developments to influence the alternating patterns of E and I, by which, in Chapter Two (Zone I), the researcher characterised the changing face of grammar in its course throughout the history of Modern Languages teaching.

If it is agreed by writers and researchers (eg Billows (1961), Brumfit (1984) that grammar is an inescapable fact of language which should be acknowledged in the teaching of a language, the NEAB has taken this into account, defining a graded system for accessing and developing it from the learners' perspective. This was already the case at the time of the researcher's action research and the examinations of 1994, which she used with her AR pupils. It is, however, equally the case for the preparation of the 1998 examination in its capacity as the first National Curriculum GCSE, described in the NEAB's 1998 syllabus (pages 8 to 11). It was first described in anticipation in the DFE document of 1995 also, however : Modern Foreign Languages in the National Curriculum. In this paper, the Attainment Targets (ATs) are addressed in terms of a conical development in language competence, implying an associated parallel growth of grammar within the developing foreign language. At the apex starting-point of the cone of progression is the single utterance which systematically expands to become the foreign language discourse that learners can comprehend or produce at age 16. Such growth in language awareness, control, manipulation, management, exploration, experimentation, resourcing and application cannot be effected by the learners without an (arguably critical) awareness of language and, more precisely, without a knowledge of grammar. The example of the 'Writing' skill (AT4) is representative of this and the researcher here encases it in the conical form alluded to in order to demonstrate the sequence of language growth. (Within each AT, not least AT4, there are 8 plus 1 described levels of attainment, DFE 1995, p9) :

Attainment Target 4 : WRITING

LEVEL	WORDS SHORT PHRASES SMALL BASIC SENTENCES
1	
2	SHORT PHRASES SET PHRASES; SIMPLE SIGNS INSTRUCTIONS; SMALL SENTENCES APPROXIMATE SPELLING
3	SEVERAL SMALL SENTENCES AS BEGINNING OF DISCOURSE PERSONAL RESPONSES, WRITTEN REACTIONS SPELLING UNDERSTANDABLE and IMPROVING
4	SMALL PARAGRAPHS DRAWING ON MEMORISED LANGUAGE AND USE OF ANALOGY. MEMORY AIDED BY USE OF DICTIONARY AND GLOSSARIES
5	WRITING CONVEYS INFORMATION, OPINIONS, PLANS, EXPERIENCE, ACCOUNTS OF ACTIVITIES; CONTAINS EVIDENCE OF DEVELOPING GRAMMATICAL AWARENESS AND GROWTH OF LEXIS ETC
6	WRITING IN PARAGRAPHS, DESCRIPTIVELY AND WITH REFERENCE TO TIME PRESENT, PAST AND FUTURE; INFORMAL AND FORMAL STYLES; VARIETY OF STYLES; CLEAR MEANING DESPITE SOME GRAMMAR ERRORS
7	WRITING IN A VARIETY OF LENGTHS ON REAL AND IMAGINARY SUBJECTS. DEMONSTRATES USE OF LINK MECHANISMS AND STRUCTURING TECHNIQUES, EDITING, REDRAFTING, REFERENCING, ETC FOR GREATER ACCURACY
8	WRITING EXPRESSES IDEAS, OPINIONS, PERSONAL POINTS OF VIEW, EXPLORING OTHERS' VIEWPOINTS. DEVELOPED CONTENT. LONGER SEQUENCES DISPLAY IMPROVED GRAMMAR USE, A LARGER LEXIS RESOURCE AND MORE MATURE STYLE WITH VERSATILITY
* EXCEP- TIONAL PERFORM- ANCE	A MORE SOPHISTICATED VERSION OF LEVEL 8, WITH MORE EXTENDED SCOPE, MORE EFFECTIVE APPLICATION AND GREATER ACCURACY IN THE WELL TAILORED, CAREFULLY EDITED LANGUAGE

The foregoing language development chart - and the DFE (1995) descriptions reflect similar level gradations for the remaining three language skills or attainment targets! - shows that learners' growth with their language (in this case the L2 or the FL) depends upon their levels of awareness of and use of grammar. Whereas the levels-chart gives the impression of an uneasy marriage of formal and functional concerns with the former evidently dominant, it endorses the fact and the power of 'grammar' in its relationship with language, since language cannot exist meaningfully without it. The issue of grammar in language teaching and learning has to be addressed and methods of transacting grammar as an important component of any language course have to be found and applied. This is precisely the subject that this thesis has been concerned to discuss at each of its two points of departure :

- the long historical route of trial and error : the quest for an appropriate, ethical and effective method for Modern Languages teaching and learning and
- the action research which attempted to prove the value of the latest precept : the updated communicative method carrying the government's National Curriculum standard.

In Zone I of Chapter Two, Widdowson (1990) and Hawkins (1994) seemed to indicate that there might be a triumph for the National Curriculum, and therefore for today's method-makers, in terms of its restoring grammar to the heart of Modern Languages teaching and learning without its becoming a threat to the real language learning task, the object and objectives, and to the desire to be fruitfully progressive and not turn back the clock. The researcher's AR results tend to support this argument. The action research developed the National Curriculum method in practice and its outcome now allows it to fall into line with the historical debate, representing the new methodological perspective, which itself supports the methodological case for I.

However, any optimistic pronouncements regarding the action research in its best effect must be matched with the cautious reminder that part of its plan, that part which affected the less academic and less well motivated learners occupying the Sets 'Two', was ultimately removed from the operation of the AR.

Taking into account the considerable logistical difficulties of putting the NC remit into action with all that this implies for the testing of the skills and the resilience of the teachers, (already analysed in this section), one must speculate on the possibility that alternative courses and methods will need to be put in place for learners of the Sets 'Two' (and the Sets Four!) categories, which represented lower status and mixed ability characteristics in the AR. Indeed, the business of teaching in and through the target language - this re-emerging hangover from the Direct Method - appears dogmatically now and may be perceived by some teachers to make any form of grammar-explicit teaching more difficult to address and structure, quite particularly for the lower sets equivalent to those just mentioned. Without alternative provision with these special needs in view, the laudable aim of the National Curriculum body to establish improved standards of competence and performance for its clientèle in the new era of "A Modern Language for All" might well result, instead, in the frustration of that aim and a further period of poor practice in our schools, of the type reported by Radford (in Goodson, 1985), repeating that indicated in Hawkins (1994) in terms of the 1960s and 1970s. Indeed, a new initiative, perhaps a strategy equivalent to GOML, will be required in order to combat the issues which will arise to test the reserves of both teachers and learners and to redress the balance in the outlook of both parties, when sinking motivation levels affect all concerned in the classroom business and the inappropriateness of the agenda, of the methods and of the examinations take their toll in the course of time, and grade-blight costs hard working departments much credibility and respect.

In the researcher's department, the experience of the action research has demonstrated the potential of the National Curriculum in French for the learners of her school. She and her colleagues have explored the course and, most importantly, the method, and have empowered themselves with the knowledge of hindsight so that they are able to plot their National Curriculum remit to match the abilities, temperaments and subject needs of their pupils. The department structures its NC courses on the premise that the National Curriculum and the clientèle coincide as a three field terrain, graded according to its FERTILE; MIDDLE RANGE and POOR soil. The National Curriculum GCSE will be applied judiciously and, where applicable, it will be off-set by the vocational modular courses associated with the GNVQ, which have been controlled by the

Languages Lead Body, with the agreed national languages standards in place, to correspond with and satisfy the communicative ideology of the National Curriculum at Key Stage 4. They are significantly invested with vocational relevance and are much kinder in their perspectives on the methods to be applied in the teaching and the learning, which itself implies a more flexible approach to the issues of the use of the target language and the application of the grammar. The units of vocational language proficiency (Royal Society for Arts), which the researcher's department will target for a section of its learners in Year 10 and Year 11, will provide a useful starting point to the GNVQ studies established in the post-16 context and give the department a course and qualification alternative to the GCSE in the main school, meanwhile.

Clearly, the messages of the writers (eg Richards and Rogers, 1986) referenced in Chapter Two, Section I, concerning the difficulties which methods imply for the teachers and the learners involved with them, are eternally relevant. Certainly, the judgment, earlier, of Rapaport and Westgate (1974) on the difficult nature of foreign languages teaching in English classrooms remains as true now and for the future, arguably, as it was true of its own contemporary setting and of the past. Where methods are concerned, however, one must necessarily transcend the formulae and look to the teachers as the authors of their success. Mackey (1965) represents those writers who focus their theoretical priorities upon the quality of the teachers, the teachers' understanding of and sympathy with the learners and the learners' state of motivation and participation in the agenda. The researcher's action research validates their thesis and allows its experience and evidence as live research to accentuate the most important encouragement which seems to be articulated by Modern Languages writers (eg Mackey, 1975; Rapaport and Westgate, 1974; Hawkins, 1976; Hornsey, 1983), namely that if the learners' state of motivation survives, the method will survive. In its turn, Modern Languages will survive and retain its extended role as a subject-component of the educational curriculum. If one supposes that the policy makers have designed good courses and described winning methods, then it rests with the teachers of ML to operate these intelligently and seriously, offering feedback in order to effect viable enhancements, and teaching with the will to make a success of the nation's Modern Languages education plan, effecting a satisfying current instalment in the history of Modern Languages

teaching. Perhaps the new millennium will occupy a worthy place in the storyline depicted in Chapter Two, Zone I, built on the efforts made in developing a COMMUNICATIVE METHOD in the decades leading up to it, and the crystallising process of the National Curriculum Modern Languages design, which ushers in its arrival.

5.6.5 Conclusion : investing hope in the future for Modern Languages pedagogy

The methods developed over the last two or three decades for the teaching of foreign languages in schools may either be seen as inadequate to their purpose or as implemented without skill and enthusiasm by practitioners. The poor situation of Modern Languages education in schools can be seen as the result of poorly defined aims or of poor practice which equates with bad teaching methods or bad teaching. By the time it is rationalised as bad teaching, the buck for the failure of Modern Languages as a school's subject has been placed squarely with the teachers. *The researcher repeats, therefore, that, on the evidence of the present AR, if teachers are to meet this challenge they need to attempt the following, at least, to restore their credit :*

- with integrity, test out and agree (or not) the design of any curriculum plan involving FL courses and teaching methods, raising their collective voice according to the judgments they make and the extent to which they desire to take ownership of the policies on their own and their pupils' joint behalves;
- having once accepted the policies affecting courses and teaching methods, ensure their success through demonstrations of their skills, their ingenuity, their commitment; through INSERVICE, the use of ML associations; through ML subject-research; through appropriate reflection on practice; through belief in themselves and in their abilities - in other words through their uncompromised RESOLVE and a PROACTIVE APPROACH to their task.

One returns to the questions which were placed provocatively at the end of Chapter Two, Zone I, for they may still be perceived to require an answer :

- * Why do methods remain unsatisfactory?
- * Why is there a problem with grammar?

The first question has already received some attention in the foregoing reflection on the potential for the greater effectuality of the teacher, to be won through in-classroom action research. This matter has already been treated in greater depth in the last zone of Chapter Two and the early section of the present chapter. In any such discussion, however, one may confidently reference Palmer (1968), who in retrospect seems to have been a prophet presaging the current Modern Languages situation, possibly because, until the issue involving teaching methods and grammar has found a solution, the teaching of Modern Languages remains inherently problematic now as before.

Palmer implies that methods have no base and structure and, because of that considerable difficulty, grammar, which is a base and structure and can be analysed and turned into a structuring mechanism, has been used in order to meet the need. Erroneously, over the course of ML history, the foreign language has been accessed and studied by the route of its grammar, which has consequently become the *raison d'être* of Modern Languages teaching and learning, producing an entrenched approach which, in the communicative era, is very hard to discard. Grammar should be perceived as an element of the content being treated, not as the structure of the method for treating the content. This confusion is currently being clarified to the advantage of the new era of Modern Languages teaching. The definition of "a complete and ideal language method" (Palmer, 1968), cited in this thesis in section 2.3.8, could well be the ideal which, when once articulated in the National Curriculum sense, will sustain the efforts of teachers and learners in current and future times, despite its genesis in Palmer's terms three decades earlier and its only tentative course to fruition in the present time as the communicative ideal for the teaching and learning of Modern Languages.

In summary, if teachers start to find their feet with the new ML approach, they will enhance their outlook with the following insights :

1. a confidence in their teaching methods and in themselves as the skilled controllers of them, including the confidence to keep dogmatic assertions such as those governing the use of the target language in perspective;
2. a patient understanding that naturalistic methods take time and require persistent effort to effect the progress targeted for the learners;
3. a knowledge of the status of grammar as an *implied* component of agenda to be treated *implicitly* via the teaching method (as the researcher's action research has suggested as a valid and viable expectation);
4. an understanding of the relevant needs and of the psychological development of the learners in relation to their needs, in the context of the learners' education;
5. an understanding of the psychological development of the learners in relation to their learning strategies, specifically in the context of their foreign language education and its evolving multiplicity of goals;
6. a perception of the difficulty implied for teachers in fleshing out the new methodological skeleton, but of the potential value to be perceived in persevering.

Ultimately, the Modern Languages practice that has evolved and continues to evolve in this country may well prevail against all the odds that have stacked against it : the history of poor practice and failed methods; the lack of a national incentive, because of Britain's former world status, to learn other cultures' languages when those cultures already knew English and needed English in order to access and transact business in the rest of the world, and so on. Perhaps in its newest form, Modern Languages practice will transcend its early, unavoidable difficulties and emerge with the power to surpass its earlier versions with the ability to satisfy the most relevant and pressing requirements of its learners. Therewith it will answer the requirements of the reformers and critics of the past and of the present who have so seriously reproached or railed against the unacceptable Modern Languages practice, which they perceived to prevail in schools in their various times, invariably disappointing the needs and expectations of the learners there.

From their two pole-positions over a century apart, which were defined in the section 2.2.8 of this thesis, the following changes of heart might be imagined :

1. Viëtor (1880) might find that "rules and sentences" for their own sake are once and for all dead and
2. Roberts (1994) might be satisfied that the communicative method stands every chance, at least, of enabling real and valid communicative competence for foreign language learners everywhere.

Time and experience will place a perspective on these hopes.

6.0 CHAPTER SIX : AN EVALUATION OF THE RESEARCH

6.1 SECTION ONE : Recapitulating The Research Purpose

The reasons which motivated the researcher to do her research were explained in Chapter One as being of both a personal and a professional denomination. By conducting research in an as far as possible 'pure', ie. unmixed or uncompromised, teaching method she has enabled herself to focus her attention on her work-activity, uncompromisingly, and so gain an incomparable insight into her teaching-environment, her teaching task and the psychological world of the learner at work in the Modern Languages classroom. She has conducted her research according to the vision outlined in Cohen and Manion (1989), cited in Chapter One, enabling a unique experience of her métier prior to her retirement from it.

The researcher's focus was on a TEACHING METHOD as part of the study of FOREIGN LANGUAGES TEACHING METHODOLOGY. She has given herself the challenge of measuring the extent to which a component of explicit grammar teaching, administered in the L1 in an otherwise wholly implicit L2 setting, may be seen to enhance the potential for successful foreign language learning and the linguistic performance of teenage learners in their three year involvement with a foreign language (FRENCH) culminating in their GCSE examination at age 16. She has used her research as a window onto the world of the Modern Languages classroom and the business which is conducted there as a matter of routine, but also as a stage for the enactment of the National Curriculum plan for Modern Languages teaching, the most recent attempt made through educational reform to reconstruct Modern Language's practice and effect a positive development in its historical tradition. Through her hands-on experience in this context, the researcher was able to look critically at her own performance and at that of her colleagues who shared the research opportunity during the first half of its course. Significantly, moreover, she was in a position to make an informed judgment, through her immediate experience of the process and the product, on an educational reform affecting Modern Languages,

imposed by outside agents upon the people who articulate that curriculum in classrooms.

6.2 SECTION TWO : Recapitulating The Research Context

The researcher's professional agenda and her personal relationship with it have evolved between the years 1960 to 1996, the latter being the present time of writing, and drew from her experience as a learner at Grammar School and at University between the years 1949 to 1960.

As a teacher of French and German she has been involved in the changes which were repeatedly implied for subject delivery by educational reform and educational fashion. The current communicative era in Modern Languages education is now firmly established, having been upgraded and refined for the National Curriculum as this has evolved, in the Modern Languages context, from the earliest statements of October 1990, to the post-Dearing decisions of January 1995, with the new National Curriculum Modern Languages education taking effect at Key Stage Three in September 1995 and at Key Stage Four in September 1996. Post-Dearing (DFE, HMSO 1995), there is the need to build "communications" (a productive aim in itself) and "creativity" into the regular contexts for foreign language work and conduct the work through an interactive skills-orientated approach which is applied to an unsequenced linguistic content. This whole attitude removes the emphasis placed formerly in the GCE on grammar taught as a graded and sequenced syllabus and since then, in the GCSE, arguably compromised or circumnavigated through strategies epitomised by the application of prescribed phrases as the principal content of the skills of 'Speaking' and 'Writing' (Roberts 1994). Under the current new GCSE, prescribed phrases should count at most as only the corner stone or as an element of the framework of a learner's agenda, with analogy perhaps encouraged as the logical extension of this and as the initial stage of a learner's ability to create new language for the purposes of creative communication, promoted by a developing awareness of grammar. These elements have been a part of the train of discussion presented by this thesis.

Chapter One has already alluded to the aim of the National Curriculum which is to encourage the production of an improved language acquisition for foreign language learners. In relation to this, one recalls the importance of grammar and structures which, when added to lexis, ignite the potential for unlimited language production (eg Holmes in King and Boaks, 1994; Chapters Two, Three, *passim*). Grammatical structure is confirmed again and again by the writers referenced in this thesis as the power behind language. Accordingly, the researcher has recognised this reality as part of her remit to look at grammar in this sense in the position which it has assumed historically as the authority which has, by analogy, structured the foreign language teaching method. Her study has then heralded the National Curriculum era of Modern Languages teaching by focusing the action research on the issues surrounding grammatical analysis as a component of teaching content and teaching method and structuring it on a number of ML policy clauses (eg 9.18 and 10.8, HMSO October 1990). Her research easily assumed the contrastive constitution which has been its structure throughout.

6.3 SECTION THREE : Appraising The Research Outcomes

The outcome of the researcher's action research with 13 to 16 year old learners, *indicating that an explicit grammatical agenda in native language delivery is not imperative to the teaching of a modern language when the target language is fully employed in the teaching/learning process*, suggests that the National Curriculum plan for Modern Languages, conveyed on the vehicle of the revised GCSE courses and examinations, can proceed as a valid and viable collective agenda for application in Modern Languages classrooms in the years ahead. If full justice is done to the preparation and practical interpretation of the teaching methods which it implies, there may emerge a positive, optimistic response to the concerns of the reformers who have featured in the historical study contained in Chapter Two. The reformers' concerns about Modern Languages teaching methods have been centred in the domination of GRAMMAR CONTENT over the whole ML teaching syllabus and the method of its delivery. The more that grammar teaching was dominant, the stronger the reformers' protests became, as they perceived the whole structure of Modern

Languages pedagogy to fall victim to a serious lack of structural and curricular proportion and congruity.

Modern Languages teaching has often been perceived to be a lie, ie when it, though representing living cultures, simulated the teaching of Latin and Greek in the form which applied to obsolete worlds, or when it did *not* emulate the teaching of the mother tongue which must be considered a more appropriate and relevant model to refer to. Throughout the history of Modern Languages teaching, it has proved extremely difficult to respond productively and for long term purposes to the exhortations articulated by the reformers to teach languages more naturally, providing in the teaching the appropriate conditionings to set the learners off on their routes to communication, knowing how to *use* the foreign language of their pursuit rather than merely knowing *about* that language. Despite this century's witnessing bold and respectable efforts to correct the persistently erroneous and failing methodological representations of Modern Languages teaching by subduing and sublimating the grammar content, subordinating its rank as an element of the language course agenda, rendering it subliminal, the infrastructure of language teaching rather than the superstructure of it, the deep concerns articulated by Viëtor (1882) reverberate still in the dissatisfactions expressed by modern writers. Roberts (1994) is one such writer who has discussed the communicative method of language teaching, its development and its perceived shortcomings, in anticipation of its application as the method to accommodate the National Curriculum policy for Modern Languages teaching at Key Stages 3 and 4 from September 1995.

One might argue that the *nadir* of Modern Languages teaching had been uncovered in theory in the Great Reform, that the Direct Method had pioneered a road to better practice, and yet by the mid 1990s the *zenith* of Modern Languages teaching, that vision of learners' plentiful acquirement of communicative competence and performance still seems beyond reach. As a matter of reality, however, the researcher's action research has demonstrated that a measure of success through the application of the National Curriculum communicative method of foreign languages teaching and learning is, in fact, an attainable target. Not only that, but the process, by which the product or

outcome is conditioned and targeted, is found by many learners of both genders to be acceptable, even enjoyable. Boys no longer necessarily feel excluded from this subject arena by their ineptitude or their relative lack of language awareness at this age. Much less often than before is the adjective "boring" used to express pupils' feelings about the subject and their work in it. (However, as the eleven questionnaires analysed in Chapter Three, Section III confirm, learners continue to find their ML subject "hard"). Foreign language learners currently approach their subject from a set of updated principles :

- The subject package now targets competences which can be put to realistic use as the learning occurs. The package relates to real life, real cultures, real purposes, and allows the learners to identify a place for themselves in an acknowledgable reality which meanwhile, for them, is virtual and in all senses, therefore, topical.
- The grammatical agenda has been rendered less intense and less conspicuous, (but without its immanent importance to language ever being denied!) as eg Hawkins (*passim*), among others, has advocated should be the case, and as the researcher's action research has demonstrated is possible.

6.4 SECTION FOUR : The National Curriculum Communicative Method : The Current Reality And The Prognosis For The Future

Modern Languages teaching is currently in a *communicative phase*, which has been in preparation for a number of years to date. Matters of GRAMMATICAL ANALYSIS are now taught communicatively as a natural and integral part of classroom interaction which itself is conducted in the target language. The grammar of a language is respected as a natural and essential feature to be picked up, internalized and used to produce creative speech and writing by the learners and to enable them to decipher meaning contained in higher order texts. The National Curriculum insists that grammar will neither be ignored and bypassed, nor that it will be too seriously prioritised, as in former times, but that it will be given enough emphasis within the teaching to enable learners to "understand and apply patterns, rules and exceptions in language forms and

structures" (HMSO 1995, 3.f.p3). Between the pre-NC/GCSE and the actual NC/GCSE, the place and importance of grammar has been reassessed, its function as the facilitator and animator of language has been established, its value is acknowledged and its reality is not side-stepped. Yet it is kept in its relative place as a cog in the machine of language and not mistaken as the machine itself, where the teaching of foreign languages is concerned.

If the new prospect proves successful, it will be because of a concerted effort which will have been deployed to sustain a method which is demanding to teach and because learners find that they can relate with it. If it fails, it will be because the teachers' effort that was needed to activate it was not invested and sustained, or because it did not prove conducive to good learning and because, therefore, pupils' efforts to command the foreign language were frustrated, or because it was not designed as a necessarily *interactive* method, in the manner understood in Mitchell (1988) and signalled by Rivers (1990) as follows:

"The continual use of language in interaction with others is basic to successful language learning and teaching. For effective language learning in the classroom, we need an interactive approach, where emphasis is placed on the whole fabric of language ---" (pv).

In approaching the close of this discussion, the researcher finds the seal to her own enlightenment on FL teaching method and to her treatment of it in this thesis in Rivers' rationale, namely the honing of the concept of a communicative method into an essentially interactive/communicative method. Better thus defined, this is the method which makes sense of the all-purpose use of the target language (the natural carrier of its own grammar) as *the* means of targeting linguistic competence and communicative performance for learners, developing their abilities for the current GCSE and enjoying 'en route' a holistic experience. This is surely the perceived vision of language teaching which was born of enlightened minds in history and is now contained in the updated National Curriculum orders for Modern Languages (January 1995), expressed in the Programme of Study, Parts I and II :

- learning the target language through using it;
- combining and integrating the language skills;
- facilitating interactive communication in a variety of activities;
- considering wherever possible, that the hierarchical grading and sequencing of content is not relevant to the TL agenda.

It will be interesting in the course of time to witness the outcome of the National Curriculum reform in Modern Languages, in order to assess the answers to a number of questions which a study of the history of Modern Languages makes irresistible, even, one might say, unavoidable or imperative:

- * How successful will the interactive/communicative method be?
- * How long will the “new” mode last?
- * What will its strengths and weaknesses be perceived to be?
- * Because of the difficulties which it will certainly imply for the classroom work, will it follow the example of its forebears and fall from grace to become the relic of an era in the struggling history of Modern Languages teaching in this country?
- * Will teachers have the confidence, the subtle ability and “the emotional maturity to settle for indirect leadership”, like the kind of leadership perceived by Rivers (1990, pvi) to be essential to the new teaching methods?
- * Or will they disappoint the hopes of the new era by weakening in their efforts and resolve and by dominating their classrooms again, frustrating the interactive and genuinely communicative ambience and dynamic which needs to be generated there, and which the researcher’s action research trialled as a complex method from the teachers’ point of view, difficult to access, structure and resource and easily made vulnerable and fragile (Chapter Three, Sections II and III)?

Once the new generations of Modern Languages learners become trained as teachers in the methods by which they were taught and enter the system as practitioners in their own right, there may be a flow of

interactive/communicative teaching to anchor the method for a period of time. In any case, the value of the interactive/ communicative method remains a matter for future judgments. The jury will be out where this method is concerned for some time to come. Indeed, the feedback after consideration and reflection might be positive, the antithesis of the judgments made in the 1970s, when reform was sought in order to lift the black gloom of Modern Languages teaching attributed at the time to the need to cater for a Modern Languages curriculum in terms of the broader ability-scope of the Comprehensive Schools, then to the systematic advance of the principle of "A Foreign Language for All"; to the frustrations implied in mixed ability classes; to the lack of real importance and value attached to the subject by educational managers inside and outside of schools; to an overall "infectious lack of interest", and so on (Phillips and Stencel, 1983, p2). At least one is no longer faced with the litany of complaint at one time found frequently in the Times Educational Supplement and the Times Higher Educational Supplement, for instance as follows:

1. "No miracle cure for ills of language teaching" (THES, 12.11.1977); or
2. "Can language teaching avoid the rocks ahead?" (THES, 17.6.1977); but particularly
3. "Most language teaching is a waste of time." (HMs in TES, 18.3.77).

6.5 SECTION FIVE : Consolidating The Research Experience And Assessing The Proceeds

At this point in this concluding chapter, the researcher feels the need to take stock of the task which she set herself five years ago. In the first place she judges it to be as complete, arguably, as it could realistically be expected to be, given the time-scale and the conditions which attended it. Secondly, she can sincerely describe the research in all its parts as the journey of enlightenment and consolidation which she had wanted it to be, at all the levels of investigation that structured it -

1. Unit for unit, she has addressed the points of her brief as these were declared in Chapter One.

2. She has tapped three levels of research as a means of illuminating the essence of Modern Languages teaching method, to her own and possibly to others' advantage. Her work embraces :
 - * an action research, providing a unit of honest reality as an island in a sea of theory and speculation
 - * an historical research, providing a perspective on the evolution of ML teaching methodology and particularly on the implications of the new reform, from a personal standpoint and pragmatically
 - * a linguistic research, investigating language itself as the subject and target of the instruction method.
3. She has tested the notions of the presence and absence of pedagogical grammar as an overt principle of agenda in relationship with the method of agenda delivery.
4. She has worked through the National Curriculum format for teaching, respecting the NC advice on the implicit ie covert delivery of grammar and the all-purpose use of the target language. She has demonstrated the potential, the viability perhaps, of this format in the setting of her own school. She has prepared her departmental colleagues for their encounter with the National Curriculum design for Modern Languages teaching. Through their anticipatory experience, they can work out their strategies with greater understanding of their brief and of their self-discovered strengths and weaknesses, methodologically.
5. Through her action research, the researcher has submitted to a process (and described it as a GCSE teaching reality), which has occupied the maximum period of time allocated to the GCSE course in the Senior Comprehensive School. Together with the analyses of pupils' reactions (Chapter Three) and the full report on their learning in the form of regularly charted results (Chapter Four), the researcher believes that her action research is strong in its integrity and that it contains insights of a

universal value, as well as matters of interest for her own and similar establishments.

6. Through her research the researcher has gained mind-altering insights. Principally, the historic dragon that has prevailed over teaching method and now lies dead in the researcher's understanding is the one which she set out to test at the beginning, when she focused her research proposal. That dragon had been generated out of the confused perception that grammatical analysis, having such a powerful influence over language, should have an equally powerful and explicitly articulated role to play in the teaching of it. The essential insight that not by any means all of the grammatical content that is internalized by the learner is grammar that has been explicitly taught (or needs to be explicitly taught, or is at all *consciously* taught) by the teacher belongs to the most valuable insights that the researcher has gained in her own mind and understanding and for her own teaching as a result of her research involvement.
7. In using the opportunity to do research in Modern Languages teaching methods, the researcher of necessity visited the other side of the classroom, the side occupied by the learners, and came into empathetic contact with the frustrations which had been observed to characterize the ML learners' relationships with their foreign language pursuits. The researcher confirmed these as a reality, of the kind that implied that subject-progress was hard to achieve rather than that the learners were emotionally frustrated, in the sense of unhappy. Whereas she did not have the occasion to invent and administer a cure for the situation, she established it as a matter of fact, and through applying the device of eleven questionnaires requiring responses from circa 60 learners each time, consistently the same ones, she has come away from her investigation with much evidence which could form the base and structure of an appropriate treatment-response for the learners' frustration, in its association with the process of the classroom business, the learners' prospects for good attainment and the quality of their results, finally. Furthermore, the researcher can add to this the evidence

of the AR teaching team's discussions concerning teaching method. In the end, and by exploiting such first hand information, both sides of the teaching/learning involvement can be referenced in the search for more appropriate Modern Languages experiences for learners. This is at the heart of the brief of the Modern Languages learners themselves and of the teachers who administer the subject to them.

Having referenced her action study (Chapters Three and Four) against her analysis of foreign language teaching (Chapter Two) by returning it through the eye of the needle of time and drawing the thread of cross-reference back along the groove of the history of Modern Languages practice and the linguistic sciences associated with it, the researcher has reached the point at which she may account for her decision to do research and for the choice of subject which she selected for its appropriateness for this task. Indeed, if she were placed back in time with the same decisions to make, she would make exactly the same decisions again! The researcher is confident that her research has, indeed, satisfied the hopes and purposes which she invested in it at the outset, on each level at which the investment was made:

- A. On a personal level, she has surprised herself that, by actively articulating her action research as the expression of the National Curriculum plan for Modern Languages teaching, she has been able to **consciously and physically** explore the reality of it (making herself aware, in doing so, of the implications and ramifications which it seems to hold in store for classroom work). At the same time, she has been able to make a mental journey through Modern Languages history, returning to examine some methods which were part of her own teaching experience, from her début in teaching in 1960, itself the outcome of her emergence as a serious student of Modern Languages in the 1950s. To put it simply: she now understands the business in which she has been so long employed much more clearly and can see the subject in current times in its relationship with the past. This awareness enables for her a more resolute and a better informed approach to future efforts in Modern Languages teaching. Within this time of examining teaching method past and present, and for the reasons just explained, the researcher has enjoyed her mental participation in

the apparently untiring debate on (Modern) Languages teaching methodology, which has been opened up to her by the background reading which informed the 'Review of the Literature' (Chapter Two). This has provided the researcher with a learning process, enabling her to convert her formerly largely unreferenced judgments into informed understanding. There would never have been an opportunity *to stand still* and take stock of the teaching activity, but taking stock "*on the hoof*" proved a more profitable way of doing it!

B. On a business level, the researcher is satisfied that also her professional need to understand teaching method - the new method in its context with the old - has been met and served at this important stage of her career, so that she can move forward with the new times, able to do justice by the new régime, instead of perhaps malingering as an imminent retiree, displacing the need to change her own management of methods by persisting with some old out-of-date habits. More importantly, her departmental colleagues, whose careers are in their earlier-to-mid-stages, have had the opportunity of using the action research as a means of gaining a preview to the National Curriculum world of Modern Languages teaching in which they will henceforth - and until the next reform - place their efforts and help to access for their subject an exciting if hazardous future (after Page 1990). With the experience that comes from hindsight, they will know how to make their National Curriculum start in real terms a much more emphatic one, and their approach a more optimistic one, than those reported in Chapter Three, Sections II and III, when the hardship of the process seemed to subsume all other considerations. Although the AR team remains aware that success with the NC communicative methodology will be relative to many conditions and circumstances which may prevail in classrooms or invade and infect classrooms, it expresses confidence that a constructive Modern Languages plan, based on communicative methods targeting communicative goals, has, indeed, been drawn up, indicating a healthy prognosis for the present and for the future of Modern Languages practice in senior schools. However, the experience of the team is such (and this is borne out in the report given in Chapter Three, Sections II and III), that *they know beyond any personal doubt that Modern Languages success, (which means success for learners), will depend on teachers' reliable interpretations of the curriculum plan, the genuine*

investments which they make in it and the degree of integrity with which they put it into action. They are prepared to share the researcher's belief - and at the least they hope! - that such a concerted national commitment will be rewarded by the subject's successful development in a favourable climate which allows Modern Languages teaching to finally come to maturity.

6.6 SECTION SIX : Rationalizing A Perspective For A Teaching Method With The Learner As Its Focus.

Having been satisfied with her research in terms of its process and its outcomes, for the reasons described in this chapter so far, and happy with the insights into practice which she herself has gained, the researcher must apply a perspective at this juncture and concede that Modern Languages teaching preserves its enigma and continues to guard a number of method-related mysteries in unprobed recesses. This research has been a localised exercise which, through its design as a contrastive study of methods, has made a point and, in so doing, has arguably prodded and provoked the riddle of the "best" teaching method, which has mocked the earnest quest that has taken place for it over the course of history, inside and outside the classroom practice arena. Whereas it is clearly known by teachers, researchers, writers and theoreticians that continuous efforts to discover the "best" way for all to learn or the "best" way for all to teach foreign languages have never been successful (Rivers 1990, p.v), the researcher suggests that the search for a good method or a better method may be mobilised by taking a cue from the indicators which studies like her own action research are able to uncover.

In the first place the learners' success or failure in attaining good results in their Modern Languages courses has been attributed to how the teaching is done, whether it is perceived as effective or ineffective. The history of Modern Languages teaching has emphasized failure as a convention, customarily attributing it to poor, unenlightened teaching methods. Study of the history has highlighted the stage by stage movement for new and better teaching methods to replace the old, failed ones.

Richards (1990) explains methodology as something which "can be characterized as the activities, tasks and learning experiences selected by the teacher in order to achieve learning". With this, Richards has perhaps accounted for the *teaching content* or the *teacher's agenda* rather than the teacher's techniques and strategies for delivering that content to the learners. It is those elusive techniques, strategies, *methods* which have been the underpinning focus of this research. There is, therefore, something lacking in Richard's explanation. One could immediately begin to challenge him on his rationale by picking up his words: "*selected by the teacher in order to achieve learning*!" Clearly, Richards makes the teacher the director of the pupil's learning, the one of the pair in the negotiation of the learning who, in this example, is given the authority, the autonomy, of which, presumably, none goes to the learner.

Richards has been cited here as an example of many writers who take a similar stance in defining teaching method and in making it responsible for the learning. For too many people, learning is merely the spin-off effect of teaching: the teaching takes place and the learning happens. The researcher submits that the teaching should be shaped and planned *according to HOW the learning is perceived to occur*. Therefore, the learning should be studied ahead of the teaching and should inform it. The researcher's colleagues, whose ideas, opinions and reactions concerning teaching method are reported in Chapter Three, Sections II and III, frequently concurred with what Heafford had already queried in the Language Learning Journal (March 1990): Teachers may teach but do learners learn?

The two processes, the teaching and the learning, do not, indeed, necessarily go hand in hand. Rée, cited in Phillips and Stencel (1983), writing on the Modern Languages crisis of the 1970s, used the expression that learners were "wearing the wrong mind" where their ML studies were concerned. In the researcher's opinion, Rée has put his finger on the key to successful teaching. Teaching can be considered successful only if the learning itself is successfully achieved. For this to happen, learners must "wear the right mind" and teachers must be concerned enough to find the way to ensure that it is allowed and

helped to happen, to recognise it when it does, to make themselves familiar with it as a manageable concept and to gear their teaching methods in harmony with it. This confirms what has several times been suggested as a common-sense consideration in this thesis: that good, effective teaching depends first and foremost upon the teachers' understanding of the psychology of the learners and knowing in what ways they can be involved in multi-lateral good (ie. constructive) CLASSROOM RELATIONSHIPS, in order to be motivated, enthused and made self confident and persuaded to sustain their motivation, enthusiasm and self-esteem for the longer term. On one level this can be done by the teacher observing them from an external position, through undertaking to reference psycho-educational studies, (ie. through reading), through encouraging the learners themselves to disclose their thoughts and attitudes on their Modern Languages experiences, on their learning experience generally, on their strategies for bringing about their learning, (then on managing this when it happens), and on the matters of practice which from their point of view facilitate the most effective learning carrying the most favourable prospects for results. On another level it can be done by the teachers themselves, through careful engagement with their learners, through applying empathy and through recall of their own experiences as learners, therefore through reflection on learning, including, perhaps, some structured in-classroom research on the matter. In the researcher's opinion, confirmed as a result of her action research, the teacher's method of subject delivery, whether this be a self assumed method or a nationally imposed method (and it will surely always contain something of each type) must responsibly be based on a knowledge of learner's psychology, relevant with the age-range to which the learners belong. Teachers must avail themselves of opportunities to study this psychology and the opportunities to do so must, in turn, be made available to them.

Meanwhile, observations on the matter of referencing the learner's mind in the preparation of the teaching method already exist in the literature on Modern Languages teaching. Hawkins (eg. 1976, 1981, 1994); Rivers (1964, 1983, 1987, 1990), Littlewood (1989) are among those who spearhead the ways of bringing attention to the concerns of the Modern Languages subject, its teachers and particularly its learners. Their views have repeatedly been

consulted in this thesis. Some representative views of other writers on ways of motivating learners to approach their task of learning, positively and creatively, and to engage with their Modern Languages curriculum, with their parameters set in accordance with the objectives which that curriculum determines for the study plan (and which they themselves recognise, understand, accept and are pleased to react to), are set out as follows:

1. Where the handling of the agenda is concerned, Heafford (LLJ, March 1990) advises the following WORK PROGRAMME for effective ML learning:

- * listening to the foreign language
- * using the foreign language
- * asking and replying to questions in the foreign language
- * engaging in dramatic activities
- * increasing active/passive vocabularies
- * reading silently
- * relating the language to its social/cultural context
- * doing written work of an error-avoiding nature

*NB! banning GRAMMAR EXPLANATION and TRANSLATION

The fore-going list of methodological/content-affects coincides with a teacher's work within the context of the National Curriculum plan for Modern Languages and with the researcher's methodological intention carried in the structure of her action research. The elements borrowed from Heafford relate with the essentiality of the ***communicative/interactive*** teaching philosophy. However, from the experience of her action research, the researcher makes the urgent addition of a VISUAL content as an affective filter of the kind discussed in Krashen. She refers the reader to the pupils' questionnaire-responses (Chapter Three, Section IV), which articulated at first hand their messages to their teacher, that lessons containing a VISUAL show and variety as the carrier of the agenda were valued and appreciated. It was felt that the impact of these lessons was long-lasting.

2. On the matter of designing a METHOD (eg. implying TL delivery; a naturalistic mode of executing the agenda; embedded grammatical content with no "drip feed" of sequenced/graded elements etc.) and articulating it - as a "hands on", active method with an emphatically visual appeal - against a background of accessing and understanding the learner's mind, Skehan and Ducroquet (1988) define clear priorities in the following principles:

There must be APTITUDE in language learning.

This aptitude must be encouraged, conditioned, cultivated, if it is not naturally there from the start. Otherwise, the learning will not happen because it makes claims upon the learner's independent spirit.

Closely linked, therefore, is ATTITUDE The learners must cultivate a positive attitude for learning, "wear the right mind", and sustain a positive yet compliant approach to their remit. This leads to the development of the learners'

COMPETENCE and their articulation of this in terms of PERFORMANCE.

In order that the developments detailed above may mature the following key-motifs must be in place and sound:

RELATIONSHIPS

SELF ESTEEM

MOTIVATIONS

REWARDS

WISELY SPACED, RECOGNISABLE
TARGETS

WELL DEFINED, RECOGNISABLE
OBJECTIVES

TRAINING

MEMORY
DEVELOPMENT

ANALOGY CAPACITY

TECHNIQUES

Then, the teachers' and learners' *shared* INVOLVEMENT, *shared* RESPONSIBILITY, *shared* AUTONOMY, *shared* OWNERSHIP etc should ensure that POSITIVE PROSPECTS and SUCCESS for the learners take shape.

In the researcher's opinion, no Modern Languages teaching method (and this caution must apply to the dogmatically expressed National Curriculum plan) will become the commonly approved languages teaching method until teachers' attitudes to their positions in their classrooms as directors of the teaching have been reappraised and with this their relationships with their pupils, their understanding of their pupils' psychology generally and their direct/indirect appeal to it and use of it, their appreciation of learners' strategies for learning, and their respect for the youngsters' right to follow a subject activity via a teaching method which takes them and their stages of cognitive and psychological development into account, catering for their requirements accordingly. Too many teachers, it might be argued, tend to pitch their teaching abstractly over their pupils' heads, past their receptors and into a wasteland beyond their province of learning. Also, their designed agenda may be too ambitious and obscure or not ambitious and challenging enough, so that it falls on stony ground in a similar way. Much careful investigation must be done into all the areas indicated here - and more - in order to learn the WHAT? and the HOW? of learning methods in association with the development of good teaching, with learners' success in Modern Languages in view.

The discussions in sections 2.5 and 5.2 of this thesis explored the need and the entitlement of Modern Languages teachers to reject the principle of performing their teaching by methods which have apparently traditionally been prescribed for use in their classrooms, therefore imposed upon them, unexplained, by outside agencies. The researcher has argued that the teachers' own interests in this field must be more directly served and that practical in-classroom research would provide the route to an understanding of appropriate and rewarding teaching methods. By analogy, the same argument applies on behalf of the Modern Languages learners in schools, and quite emphatically so, since they, indeed, are the people who must make the final responsible step of converting the teaching/learning process (which implies the agenda and the method of its delivery) into an outcome. This will be more effectively done if an

understanding of the learning process has informed and directed the classroom work. The researcher's action research offers itself as an example of an attempt to study this, as the Chapters Three and Four witness. The learners' questionnaire-responses, specifically, are the evidence that learners know best what works most effectively for them as a teaching process.

6.7 Conclusion : Issues For Future Research

Where ought one to proceed from here? The researcher's current enquiry, reported in this thesis, may terminate at this point but the discussion of the central and circumambient issues continues. Indeed, the way is clearly open to further investigative work on issues concerning the communicative teaching mode. Indeed, a modified re-run of the present action research is, in the researcher's view, an immediately tempting proposition. The research design, featuring the application of 'M' (Method) and implying through the discriminatory use of the factor X a contrastive study of M1 and M2 (as has been pursued throughout this current study) would remain the focus of the re-run. However, interesting modifications to the research could be managed in any one or more of the following ways:

- by using the same school setting and a better year group than the one which featured as an untypical intake;
- by using a different school setting which could offer more linguistically able pupils;
- by using a variety of teaching contexts in a number of schools and one research co-ordinator;
- by using different (narrower) time scales and smaller teaching agendas.

And so on.

However, there is also the need to examine a number of other important matters which have been encountered in the researcher's present study of Modern Languages teaching methods, eg:

1. *the psychology of teenage learners, affecting the ways in which they learn language, specifically a foreign language, and how teachers'*

understanding of this can and should influence the teaching methods which they employ

and

2. *the two phases of foreign language learning experienced by High School learners of the pre- and post- 16 divide; a comparative study of their learning attitudes and specifically their strategies for internalising and applying the grammatical content; the implications for teachers of such insights for the planning of effective agendas and teaching methods.*

The issues just described are a part of the researcher's legacy from her present informative research on foreign language teaching methods. She looks forward to applying her remaining career time and classroom-based opportunities to the study of these concerns. The present research, as an action exercise supported by systematic and collateral reading, has, of itself, generated an abundance of data and evidence to initiate such further projects as those just described and so extend this enquiry into areas of Modern Languages teaching which are worthy of, or in need of, attention at the present time.

In the meantime, if the study has shown anything at all in addition to the perspective on the usefulness of grammar-summary, discussed in Chapter Four, then it has shown the very distinct argument that it would be simplistic to expect too much of a specific teaching method, without investigating the matter of the 'alchemy' which makes the teaching and learning approaches mutually responsive and turns the classroom effort into successful practice.

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APPENDICES A TO K

Appendix A : Peck's Consultancy for the ML Department at Hirst High School.

Appendix B : A Selection Of Four Practical Exercises, used as diagnostic of learners' developing grammatical awareness.

Appendix C : The Staffordshire Tests in Computation.
The Edinburgh Tests in Comprehension.

Appendix D : Interview with the KS4 Co-ordinator/Pastoral Head of Years 10 and 11.

Appendix E : The Quality Of Student Learning (QSL) questionnaire results for 1994.

Appendix F : The 'Aiming High' Data of Hirst High School.

Appendix G : The GCSE French examination papers for 1994 (NEAB).

Appendix H : - The NEAB's GCSE French examination report for 1994.
- The 1994 French results-sheet for the school.

Appendix I : The University of Newcastle Data-Service t-test report on the 1994 French results (4 skills) for the two Sets One.

Appendix J : The researcher's transcribed discussion with three Six Formers, formerly action research pupils.

Appendix K : NEAB's GCSE syllabus for French for 1998.

APPENDIX A

Peck's consultancy for the Hirst High School Modern Languages Department

TEACHING GRAMMAR COMMUNICATIVELY

CONSULTANCY

FOR

HIRST HIGH SCHOOL

1st November, 1993

TEACHING GRAMMAR COMMUNICATIVELY

The talk will follow the headings beneath.

Notes:

1. The need to teach grammar.
2. References in the National Curriculum to grammar.
3. Unconscious grammatical knowledge.
4. Conscious grammatical knowledge.
5. Implicit, or covert grammar teaching. (Oral Practice)
6. Explicit, or overt grammar teaching. (Grammar Teaching)
7. The Inductive Method.

8. The Deductive Method.
9. Arguments for the Inductive Method.
10. Arguments for the Deductive Method.
11. A compromise position, eclecticism.
12. Grammatical terminology.
13. Teaching Grammar in the foreign language.
- *14. How do teachers teach grammar?
15. Teaching grammar communicatively.

*If there is time.

A.J. Peck

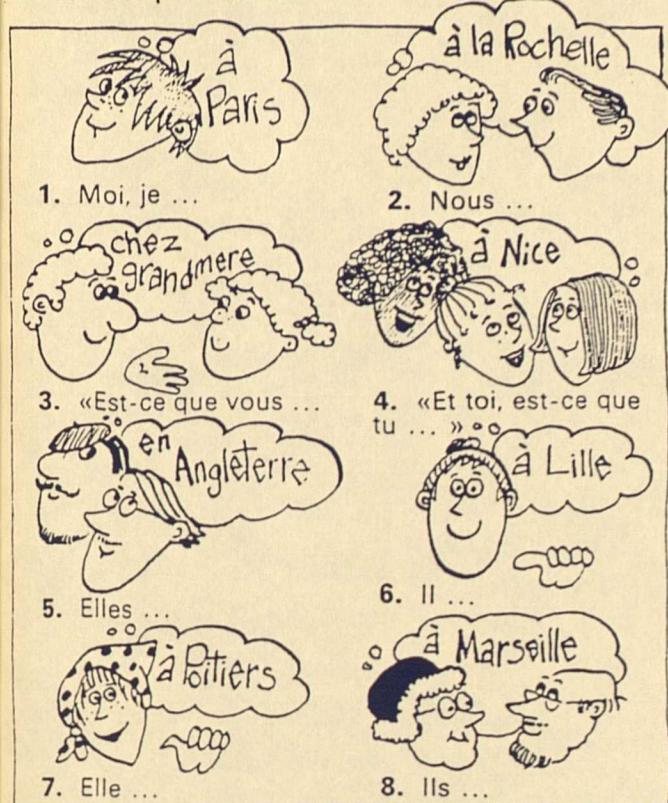
REFERENCES TO GRAMMAR IN THE NATIONAL CURRICULUM

- AT1 (7a) Understand and respond to a wide range of speech which contains both simple and complex sentences and some unfamiliar material.
- AT2 (8a) Initiate and maintain conversations where the situation has unpredictable elements or the people are unfamiliar.
- AT2 (9a) Discuss a range of material and topics, both factual and non-factual, varying vocabulary, structure and tense in order to match language to purpose and context.
- AT3 (5a) Understand and respond to texts which include some complex sentences, and some unfamiliar language.
- AT3 (8c) Understand a range of structures and idiomatic expressions, using some of these in their own speech or writing.
- AT4 (5c) Apply basic elements of grammar to new contexts and generally adopt correct word order.

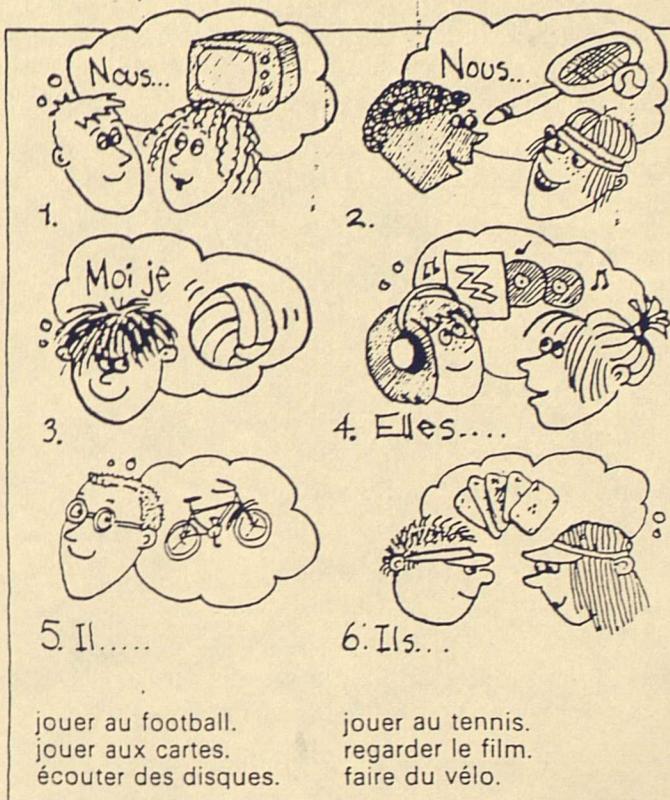
Developing language learning skills and awareness of language.

- * increase their awareness of different language forms and registers;
- * use knowledge about language (linguistic patterns, structures, grammatical features and relationships) to infer meaning and develop their own use of language. *

Où est-ce qu'ils veulent aller?



Qu'est-ce qu'ils veulent faire?

Exercise to practise paradigm of vouloir,
in topic of saying where one wants to go.Exercise to practise paradigm of vouloir
in topic of 'hobbies'.

TRICOLORE 2

2 COMMENT VIVAIT-IL?

Imaginez les habitudes de vie de cet homme.

parait d'habitude



1. Qu'est-ce qu'il faisait quand il rentrait chez lui?

.....

2. Où est-ce qu'il prenait ses repas?

.....

3. Où lisait-il son journal?

.....

4. Qu'est-ce qu'il faisait le dimanche?

.....

5. Où est-ce qu'il promenait son chien?

.....

ESPACES 2

Einführung des Possessivadjektivs

Exercice 3

Vous rencontrez Mathieu. Il aime jouer au football et aux cartes. Il aime faire du ski et des promenades, etc. Il adore le sport.

Vous rencontrez Madeleine. Elle n'aime pas nager; elle n'aime pas faire du cheval et elle n'aime pas jouer au tennis, etc. Elle aime seulement les activités qu'on pratique en salle. Proposez des activités à Mathieu et à Madeleine. Voici quelques exemples des conversations.

Vous: Mathieu, on joue au foot?
Mathieu: Oui. Bonne idée.

Vous: Madeleine, on fait du cheval?
Madeleine: Non, je ne sais pas faire du cheval.

Proposez à Mathieu:

- a) de jouer au football
- b) de faire du cheval
- c) de jouer aux cartes
- d) de jouer au tennis
- e) d'aller à la piscine

Proposez à Madeleine:

- a) d'aller danser
- b) de faire du ski
- c) de jouer aux cartes
- d) de jouer au football
- e) de regarder la télévision

Communicative i.e. meaningful exercise on à vs. de in topic of 'ho FRENCH NOW

René,	c'est	le	frère	de Nicole?
Oui,	c'est	son	frère.	
Nicole,	c'est	la	sœur	de René?
Oui,	c'est	sa	sœur.	
Pierre,	c'est	l'	ami	de Christine?
Oui,	c'est	son	ami.	
Christine,	c'est	l'	ami(e)f	de Marc?
Oui,	c'est	son	ami(e)f.	

		F		D
		René sucht Nicole sucht	sa revue. sa revue.	René sucht Nicole sucht
				seine Zeitschrift. ihre Zeitschrift.

frère	soeur	ein Besitzer		
		Ich	Du	Er/Sie
frère	soeur	ma	la	seine
enfant	ami	mon	ton	ihre
ami	amie			

Introduction to the Exercises

A. The following words are NOUNS:

Apfel	Adresse	Haus	Anfang
Anorak	Besucher	Lieselotte	Hobby
Bett	Einladung	Herr Schmidt	Hoffnungen
Boot	Gesicht	Eltern	Kleinigkeit
Dusche	Gegend	Freundin	Kompliment

B. The words underlined are called ADJECTIVES:

- a. Das ist der Marktplatz. Oh! Der ist aber schön!
- b. Das ist der Aussichtsturm. Oh! Der ist aber hoch!
- c. Das ist die Burg. Oh! Die ist aber groß!
- d. Das ist die Hindenburgstraße. Oh! Die ist aber lang!
- e. Das ist deine Suppe. Oh! Die ist aber heiß!

- f. Das große Auto kostet viel Geld.
- g. Alte Schlagsahne schmeckt nicht gut.
- h. Hungrige Hunde bellen laut.
- i. Ein rotes Licht heißt „Halt!“
- j. Mein linkes Bein tut weh.

Write out the following sentences and underline the adjectives with a straight line:

- k. Meine Schwester ist ein modernes Mädchen.
- l. Graue Wolken bringen Regen.
- m. Wo hast du dein blaues Hemd gekauft ?
- n. Deine Kaffeekanne ist sehr elegant.
- o. Die Zwiebeln sind aber stark!
- p. Das schmutzige Geschirr steht in der Küche.
- q. Die leeren Bierflaschen liegen unter Wolfgang's Bett.
- r. Der berühmte Filmstar kommt bald an.
- s. Ihre weiße Bluse gefällt mir gut!
- t. Die erste Lokomotive in Deutschland fuhr zwischen Nürnberg und Fürth.

Look at the 10 sentences which you have written out. Underline the nouns with a wavy line.

FIVE CATEGORIES OF GRAMMAR TEACHING

Identification is when a teacher focuses the attention of the students on certain rule markers, so that they can be dealt with to the exclusion of other grammatical or lexical phenomena. Examples might be directing attention to verbs occurring in a certain tense, prepositions co-occurring with a certain case, or typical regularities of pronunciation, e.g. 'liaison'.

Classification is a means of distributing and arranging the grammatical features of a foreign language. It can mean naming given forms and functions so that they can be gathered together, like with like, or so that they can be distinguished from each other. It can mean putting structures under headings so that similarities and differences can be adequately treated. Examples of classification could include arranging nouns by gender, or verbs by conjugation, or sentences by syntax.

Systemisation is a means of bringing observed grammatical features under a rule, and thereby reducing them to a system. It is the demonstration of a principle, or set of correlated principles, in operation, which can result in some systematic arrangement of linguistic phenomena. It is a way of showing that certain features are subject to organised, regular, methodical, orderly, connected and interdependent principles, so as to form a complex whole. This would include, for example, demonstrating principles of sequencing, agreement, causation, or other regular relationships, such as for instance that 'de la' occurs with nouns beginning with a consonant and 'de l'' with nouns beginning with a vowel.

Application is a means of ascertaining that previously imparted information about the foreign language has been understood and retained. In part of a lesson devoted to application, the student applies the rule to further, as yet unencountered, examples.

Generalisation is a means of accounting for a whole set or class of grammatical phenomena. It is a general statement intended to cover all grammatical features of a certain type in the form of an all-embracing statement covering structural or semantic features.

HOW TEACHERS TEACH GRAMMAR

(A) IDENTIFICATION

What teachers do

1. T models 'key' sentences or key forms
e.g. *Je le connais.*

2. T focusses attention on selected grammatical phenomena
e.g. *Regardez le verbe!*
e.g. *Hast du Geschwister?*
(Family nouns)

What students do

T gets students to model 'key' exemplifications.
e.g. *T: Dis-ça au négatif!*

Ss have to search for and identify specific grammatical features.
e.g. *Trouvez un adjectif!*

(B) CLASSIFICATION

3. T sorts out grammatical phenomena into recognised groups or combinations; relating them to each other.
e.g. *Voici des verbes en IR.*

4. T classifies items by labelling them; possibly using terminology.
e.g. *C'est l'imparfait.*
e.g. 'B' in *Bruder ist groß*

Ss required to allocate given grammatical forms to stated classes.
e.g. *Cherchez les noms féminins!*

Ss asked to name a part of speech, or name a rule.
e.g. *Pourquoi il y a un e?*

5. Ss have to classify by seeking further examples of a point previously identified.
e.g. *Où est-ce qu'on fait la liaison dans ce texte?*

(C) SYSTEMISATION

6. T provides explicit formulations linking forms with meanings.
e.g. "Je l'attends depuis deux heures." Ca veut dire: je l'attends toujours. Je suis toujours devant le cinéma!!

Ss have to state the e.g. function which a given form expounds.
e.g. "Je viens de manger" veut dire: j'ai mangé il y a 10 minutes.

7. T gives explicit formulations accounting for observed regularities of form (together with their exceptions)
e.g. *i before e except after c*
e.g. words for people, such as brother, sister, have capital letters, in German.

8. Students have to construct or invent their own rule in order to account for previously-identified phenomena.

(D) APPLICATION

9. T asks questions, or gives cues designed to make Ss apply a rule, by producing 'new' or further sentences.

e.g. *Quelle est la forme féminine de ces (nouveaux) noms?*

e.g. Könnt ihr weitere Beispiele finden?

Ss apply a rule by producing further examples. In so doing they test out its explanatory adequacy.

(E) GENERALISATION

10. T makes general statement intended to cover all examples.

e.g. *L'imparfait se forme avec la forme nous du verbe, moins la terminaison ons, mais avec ais etc.*

Ss make general statements about grammatical forms.

11. T makes comparative statements e.g. between languages (NL:FL)
e.g. *En anglais, on dit: je lave mes mains. En français, on dit: je me lave les mains.*

e.g. German nouns have capital letters.

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A.J. Peck

MODEL LESSON PLAN FOR ADAPTATION - 2

Explicit grammar teaching

Class: Year 8
Ability: mixed
Previous work: AVOIR in the present tense. Pattern and Pronunciation both thoroughly practised.

1. OHT of Verb spider

	elles	
ils		je
vous	AVOIR	tu
nous		il
on	elle	

Practise parts of the verb orally by pointing to subject pronoun and eliciting correct form of verb.

2. Establish meaning of hier and aujourd'hui using days and dates.

e.g. Aujourd'hui, c'est mardi le 3 juin.
Hier, c'était lundi le 2 juin.

3. Language to be practised:

Hier (le 2 juin)	Aujourd'hui (le 3 juin)
un sandwich au fromage	Je mange un sandwich au jambon
Eastenders	Je regarde Neighbours
au tennis	Je joue au football
mes cassettes	J'écoute la radio

Method of practising:

i) Present the 'key' sentences by speaking while pointing to OHT.

Aujourd'hui je mange un sandwich au jambon. Hier j'ai mangé un sandwich au fromage.

Notes: Highlight 'je mange' and 'j'ai mangé' in colour.
 Do other examples like this, also.

ii) Drill procedure for each pair of sentences in turn.

Pupils listen

Pupils repeat (whole class)

Repetition in open pairs: Pupil A: Aujourd'hui . . .
Pupil B: Hier . . .

Ditto in closed pairs, i.e. neighbours

Swap roles

Differentiation: Teacher provides model to those pupils who need it. Teacher indicates who is to speak to able pupils.

iii) Show pattern visually, using word cards or OHT:

J'ai mangé

J'ai regardé

J'ai écouté

J'ai joué

Simultaneously, show exercise prompt on B/B or OHT:

Aujourd'hui je mange un sandwich au jambon.

..... je regarde Neighbours.

..... je joue au football.

..... j'écoute la radio

Drill procedure

Teacher nominates a pupil to make a statement beginning:
aujourd'hui ...

Teacher nominates a pupil to make a corresponding statement beginning:
hier . . .

NB: Full control of language and pronunciation at first.

Remove word cards from view, and continue.
Then pair work.

- iv) Extend the range of language by introducing e.g.
J'ai mangé des frites
J'ai joué au ping-pong, etc.
NB: If necessary, go back to Stage ii.

- v) Written consolidation

Decide how you want to do this. Consult Pathfinder 17 for ideas.

-3-

A.J. Peck

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	elles	
ils		je
vous	AVOIR	tu
nous		il
on	elle	

Practise parts of the verb orally by pointing to subject pronoun and eliciting correct form of verb.

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e.g. Aujourd'hui, c'est mardi le 3 juin.

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Eastenders
au tennis
mes cassettes

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iii) Show pattern visually, using word cards or OHT:

J'ai mangé

J'ai regardé

J'ai écouté

J'ai joué

Simultaneously, show exercise prompt on B/B or OHT:

Aujourd'hui je mange un sandwich au jambon.

..... je regarde Neighbours.

..... je joue au football.

..... j'écoute la radio

Drill procedure

Teacher nominates a pupil to make a statement beginning:
aujourd'hui . . .

Teacher nominates a pupil to make a corresponding statement beginning:
hier . . .

NB: Full control of language and pronunciation at first.

Remove word cards from view, and continue.
Then pair work.

- iv) Extend the range of language by introducing e.g.
J'ai mangé des frites
J'ai joué au ping-pong, etc.
NB: If necessary, go back to Stage ii.

- v) Written consolidation

Decide how you want to do this. Consult Pathfinder 17 for ideas.

-3-

A.J. Peck

APPENDIX B

Four Practical Exercises, examples of the exercises used for the purposes of diagnosing and measuring pupils' developing grammar awareness.

Cake Baking

Blind Date

Analysis of Lord of the Flies (Golding)

An exercise in Dictation

HIRST HIGH SCHOOL : ASHINGTON

les classes G1 et K1

Year 11 (1994)

Poème La Grammaire en Pot La Grammaire en Gateau (Inventaire de la Grammaire de GCSE)

Aujourd'hui nous avons appris
Comment faire un bon gâteau;
Nous savons y mettre beaucoup de choses
Pour le rendre fin et beau.
Les ingrédients ... beaucoup! beaucoup! ...
Dans cette liste je vous les raconte presque tous:
De la farine, des œufs, de l'essence de vanille,
Des noix de noyer, des raisins secs, du sirop doux,
Des fruits frais, comme bananes - oh, c'est facile!
Mettez-les, en mélange, peut-être aussi des épices,
Pour lui donner - à ce gâteau - un très, très bon goût.
Faites dans une moule!
Mettez au four!
Attendez - une heure - ce dessert du jour!

Quel beau gâteau!
Qui l'a fait? ... Tu l'as fait? Toi?
Non, Peter en est responsable cette fois.
Qu'il l'a bien fait! Les filles de classe K aussi:
Kirsty et Kelly et leurs efforts et soucis,
Et nous autres. Quels gâteaux préférons-nous?
Ceux au chocolat? A la vanille? A l'amande?
Celui à la crème profonde ou celui aux bananes? ...
On aime chacun et on les aime tous.
Tu fais les gâteaux tous les jours, mon ami?
Tu vas en faire demain? La semaine prochaine?
Une torte simple ou sophistiquée? Une torte belle?
Tu feras un gâteau anglais pour Noël? ...
Moi, je fais des gâteaux de temps en temps,
Mais, d'habitude j'y assiste: j'aide maman
A faire des choses bien délicieuses
Pour notre famille, qui les mange et ---
Reste ainsi satisfaite et heureuse.

Exercice:

A chaque ligne du poème il y a de la grammaire.
Trouvez - la et indiquez, si vous savez comment faire.
Le gâteau même est délicieux.
Prenez-en! Mangez bien!
On vous souhaite bon appétit et laisse
Aucune tranche pour demain.

APPENDIX B1

GATEAU 1

Faire Un Gâteau : Le Procédé Et Le Produit

A. Les ingrédients (la recette : exemple)

175 grammes de beurre.

120 mls. de sirop (mélasse).

2 oeufs (grand modèle).

150 mls. de confiture d'oranges.

350 grammes de farine.

5 mls. (une petite cuiller) de poudre-levain.

150 mls. de lait.

50 grammes de bananes écrasées.

de la muscade.

de la cannelle.

du cognac.

de l'eau.

des clous.

APPENDIX B2

GATEAU 2

Faire Un Gâteau

B. Méthode = Comment Faire

(i) Les Impléments (Les Outils)

Un four.

Une moule de gâteau.

Des cuillers (-à thé : à soupe ; à dessert).

Un Bol.

(ii) Méthode : Action

1. Graissez la moule!.
2. Prenez le bol!.
3. Mettez le beurre dans le bol.
4. Ajoutez-y le sirop et frappez bien.
5. Fouettez les oeufs!
6. Ajoutez-les peu à peu ... au mélange dans le bol.
7. Joignez-y moitié de la confiture et toute la farine avec les épices, les bananes et le lait.
8. Méllez tout ça et mettez dans la moule.

(iii) Méthode : Derniers Pas

1. Mettez le gâteau dans le four (au four).
2. Vous devez utiliser le centre four et une chaleur moyenne (= 180°C/No.4).

APPENDIX B3

GATEAU 3

3. Il vous faut faire cuire le gâteau pendant une heure.
4. Pour décorer et compléter le gâteau vous allez finalement le couronner des cornflakes (paillettes de maïs), du sirop et de la confiture, qui restent.

EXERCICES (étudiez le poème pour trouver les réponses).

I. Répondez aux questions suivantes:

1. Qui a fait le gâteau dans le poème?
2. Comment trouves - tu ce gâteau?
3. Quelle sorte de gâteau préfères - tu?
4. Tu as fait un gâteau récemment? Décris-le!
5. Tu vas faire un gâteau ce weekend? (Explique!)
6. Qui fait les gâteau chez toi d'habitude?
7. Quand? Qù? Comment?
8. Qui n'aime pas manger les gâteaux chez toi?
9. Quels gâteaux aims - tu le mieux/le pire?
10. Fais la description du dernier gâteau que tu as mangé.

APPENDIX B4 GATEAU 4

II. Étudiez le texte du poème. Trouvez les expressions qui suivent et faites des phrases qui les contiennent:

- (I) aujourd’hui ; (ii) bon ; (iii) beaucoup de ; (iv) tous ; (v) de la ; (vi) des ;
- (vi) de l’ ; (vii) du ; (ix) lui ; (x) ce ; (xi) quelle ; (xii) qui ; (xiii) profonde ;
- (xiv) demain ; (xv) la semaine prochaine ; (xvi) de temps en temps.

III. Étudiez le texte du poème. Trouvez des expressions qui conviennent aux catégories ci-dessous:

- (a) expressions de description/qualité:
- (b) expressions d’action:
- (c) expressions de nom:
- (d) expressions de quantité:
- (e) expressions de circonstances:
- (f) expressions de temps présent, futur, passé:

APPENDIX B5 RENDEZ-VOUS 1

Rendez-vous Inattendu (extrait)

Cilla Quel bon accueil!

Salut tout le monde! Vous êtes les bienvenus à Rendez-vous Inattendu. Et nous avons trois belles jeunes filles qui attendent avec impatience leur opportunité de faire rendez-vous avec un jeune homme ce soir. Et les voilà, les filles! Entrez les filles!

Nous avons _____ de _____.
Nous avons _____ de _____ ;
et nous avons _____ de _____

Elles sont vraiment très jolies, n'est-ce pas?

Allons! Parlons tout de suite avec elles.

Bonsoir, les filles.

Filles Bonsoir, Cilla!

Cilla Dites donc, numéro un, vous êtes vraiment jolie! Dites-nous, s'il vous plaît, qui êtes-vous et d'où venez-vous? Que faites-vous dans la vie? Et quelle sorte de jeunes hommes préferez-vous?

No.1 Bonjour, Cilla. Je m'appelle _____
Pour gagner ma vie je travaille comme _____

APPENDIX B6 RENDEZ-VOUS 2

Je préfere les jeunes hommes qui portent les blue jeans, surtout ; il est très beau.

Cilla Et vous, numéro deux. Quel beau chapeau!
 Que vous êtes belle. Vous aimez les chapeaux?
 Vous les faites de vos propres mains? Vous pourriez m'en faire un?
 Pour le prochain mariage de deux participants de Blind Date?

No.2 Bien sûr! Oui, Cilla. Je vous ferai un nouveau chapeau, beaucoup mieux que votre dernier chapeau. Je le ferai des boites en carton, tout simplement.

Cilla Comment vous appelez-vous, Numéro Deux? Et d'où venez-vous?

No.2 Je m'appelle , Cilla, è je viens de.

Cilla Et que faites vous dans la vie?

No.2 Je suis , Cilla. J'aime beaucoup faire mon travail. Et je rêve de J.C.V.D. Il est le meilleur, lui.

Cilla Et vous numéro trois. Que vous êtes attrirante!

No.3 Merci, Cilla.

Cilla Vous aimez à faire le ski, je crois.

APPENDIX B7 RENDEZ-VOUS 3

No.3 Qui, Cilla, c'est vrai.

Cilla Vous avez un sens d'aventure?

No.3 Qui, c'est correct.

Cilla Comment vous appelez-vous? Et d'où venez-vous, Numéro Trois?

No.3 Je m'appelle _____, Cilla, et j'habite à _____.

Cilla Avec qui voulez-vous faire des aventures, Numéro Trois?

No.3 Avec Robin Williams, Cilla. Il a un très bon sens d'humeur. Il me fait rire.

Cilla Et que faites-vous pour gagner la vie?

No.3 Je suis étudiante à l'université de Newcastle, Cilla, la ville de ma naissance.

Cilla Très bien, Numéro Trois; très bien toutes les filles. Je vous souhaite toutes beaucoup de plaisir en jouant à Blind Date (Rendez-vous Inattendu) ce soir. Amusez-vous bien.

Filles Merci, Cilla. Merci beaucoup.

Cilla Alors, nous avons voyagé à Bruxelles chercher un jeune homme pour jouer à Blind Date. Et le voilà! Je vous présente Max. Entrez donc, Max. Bonsoir, Max, Salut! Comment c'va?

APPENDIX B8
RENDEZ-VOUS 4

Max Ca va bien, Cilla, merci.

Cilla Vous parlez très bien le français, Max - un très bon accent.

Max Merci Cilla.

Cilla Vous parlez plusieurs langues étrangères en fait, n'est-ce pas?

Max Oui, Cilla, sept en fait, l'anglais, le français, l'allemand et l'espagnol y compris.

Cilla Formidable? Maintenant un attend votre première question, Max.

Max D'accord, Cilla. Bonsoir les filles!

Nos. 1.2.3 Bonsoir, monsieur. Bonsoir, Max.

Max Ma première question à vous toutes. Moi, je suis un vrai européen, citoyen du Pays Bas, né en Belgique et maintenant habitant de la Grande Bretagne. Je voudrais savoir si vous aussi êtes de vraies européennes, et comment. Cette question à vous, d'abord, Numéro Un.

.....
(continued)

Rendez-vous inattendu : EXERCICES

Faites les exercices suivants:

1. Je me présente. Donnez dix détails:
nom / adresse / age / loisirs / rêves / une histoire drôle / voyages (+ 3).
2. Posez des questions à votre copain qui joue le rôle de 'Max' (cinq questions).
3. Imaginez le type qui vient chercher un partenaire pour faire rendez-vous.
Décrivez-le.
4. Imaginez les trois types qui se présentent et veulent être choisis comme partenaire. Décrivez - les.
5. Choisissez un voyage pour le couple.
Décrivez-le et donnez vos raisons pour expliquer ce choix.
6. Décrivez la situation d'un bon rapport
d'un mauvais rapport
entre les deux jeunes participants ...
Qu'est-ce qu'ils ont dit, l'un de l'autre en chaque cas?

APPENDIX B9 GOLDING 1

Extract From W Golding's Lord Of The Flies

Read the extract very carefully.

Activity

In a recent class discussion it was agreed that there is a force in language which, when applied to vocabulary, allows that vocabulary to extend its meaning by interrelating (becoming interactive) with other vocabulary. Study this extract from Golding's Lord Of The Flies and then attempt the following tasks:

- (i) write a few sentences as free observations on the structures and techniques which Golding uses to interrelate the vocabulary of this extract. (page 125).
- (ii) write down at least one dozen words or expressions of your own selection from the passage and explain the 'grammatical and structural' functions which you believe each term fulfils in its place in the message.
- (iii) make notes about the significance of the terms underlined, eg. are they a) naming words b) describing or qualifying words c) words of action d) expressions of time e) other? (explain).

climbing the little cliff sending at last an arm of surf up a gully to end a yard or so from him in fingers of spray.

Wave after wave, Ralph followed the rise and fall until something of the remoteness of the sea numbed his brain. Then gradually the almost infinite size of this water forced itself on his attention. This was the divider, the barrier. On the other side of the island, swathed at midday with mirage, defended by the shield of the quiet lagoon, one might dream of rescue; but here, faced by the brute obtuseness of the ocean, the miles of division, one was clamped down, one was helpless, one was condemned, one was—

Simon was speaking almost in his ear. Ralph found that he had rock painfully gripped in both hands, found his body arched, the muscles of his neck stiff, his mouth strained open. "You'll get back to where you came from."

Simon nodded as he spoke. He was kneeling on one knee, looking down from a higher rock which he held with both hands; his other leg stretched down to Ralph's level.

Ralph was puzzled and searched Simon's face for a clue. "It's so big, I mean—"

Simon nodded.

"All the same. You'll get back all right. I think so, anyway."

Some of the strain had gone from Ralph's body. He glanced at the sea and then smiled bitterly at Simon. "Got a ship in your pocket?"

Simon grinned and shook his head.

"How do you know, then?"

When Simon was still silent Ralph said curtly, "You're batty."

Simon shook his head violently till the coarse black hair flew backwards and forwards across his face.

"No, I'm not. I just *think you'll get back all right.*"

For a moment nothing more was said. And then they suddenly smiled at each other.

Roger called from the coverts.
"Come and see!"

The ground was turned over near the pig-run and there were droppings that steamed. Jack bent down to them as though he loved them.

"Ralph—we need meat even if we are hunting the other thing."

"If you mean going the right way, we'll hunt."

They set off again, the hunters bunched a little by fear of the mentioned beast, while Jack quested ahead. They went more slowly than Ralph had bargained for, yet in a way he was glad to loiter, cradling his spear. Jack came up against some emergency of his craft and soon the procession stopped. Ralph leaned against a tree and at once the day-dreams came swarming up. Jack was in charge of the hunt and there would be time to get to the mountain—

Once, following his father from Chatham to Devonport, they had lived in a cottage on the edge of the moors. In the succession of houses that Ralph had known, this one stood out with particular clarity because after that house he had been sent away to school. Mummy had still been with them and Daddy had come home every day. Wild ponies came to the stone wall at the bottom of the garden, and it had snowed. Just behind the cottage there was a sort of shed and you could lie up there, watching the flakes swirl past. You could see the damp spot where each flake died; then you could mark the first flake that lay down without melting and watch the whole ground turn white. You could go indoors when you were cold and look out of the window, past that bright copper kettle and the plate with the little blue men—

When you went to bed there was a bowl of cornflakes with sugar and cream. And the books—they stood on the shelf by the bed, leaning together with always two or three laid flat on

APPENDIX B11

An exercise in French Dictation.

Instruction : Write what you hear and rationalise : ECOUTEZ et ECRIVEZ

1. J'ai fait bon voyage. Ils sont restés à la maison.
2. Toi aussi, tu as fait une bonne visite à Paris?
3. Mes amis gardent un très bon souvenir de leur dernier séjour en France.
4. Ma meilleure copine et son frère sont allés à une boum chez un cousin.
5. Voilà le professeur que tu connais et qui habite tout près du collège.
6. Quand nous étions jeunes nous allions souvent à la piscine.
7. Vous avez fini vos exercices? Que ferez-vous maintenant?
8. Tu as perdu ton cahier et ton livre. Mais regarde! Je les ai.

APPENDIX C

The Staffordshire Tests in Computation

The Edinburgh Tests in Comprehension

(samples of the question papers)

THE STAFFORDSHIRE TEST OF COMPUTATION
(1974 Revision)

SHEET I

(Work across the page)

(1)

.....

(2) Add:

5	3	4	6	7	4
+ 5	+ 4	+ 6	+ 2	+ 3	+ 5
—	—	—	—	—	—
—	—	—	—	—	—

(3) Subtract:

8	10	7	9	10	9
- 4	- 2	- 6	- 5	- 7	- 8
—	—	—	—	—	—
—	—	—	—	—	—

(4) Add:

8	9	11	4	9	7
+ 4	+ 8	+ 5	+ 13	+ 11	+ 7
—	—	—	—	—	—
—	—	—	—	—	—

Add:

(5) 28	(6) 37	(7) 38	(8) 64
27	45	6	17
+ 30	+ 3	+ 47	+ 89
—	—	—	—
—	—	—	—

[P.T.O.]

Subtract:

$$(9) \quad \begin{array}{r} 37 \\ - 23 \\ \hline \end{array}$$

$$(10) \quad \begin{array}{r} 82 \\ - 30 \\ \hline \end{array}$$

$$(11) \quad \begin{array}{r} 45 \\ - 36 \\ \hline \end{array}$$

$$(12) \quad \begin{array}{r} 80 \\ - 43 \\ \hline \end{array}$$

Subtract:

$$(13) \quad \begin{array}{r} 73 \\ - 68 \\ \hline \end{array}$$

$$(14) \quad \begin{array}{r} 879 \\ - 273 \\ \hline \end{array}$$

$$(15) \quad \begin{array}{r} 657 \\ - 349 \\ \hline \end{array}$$

Subtract:

$$(16) \quad \begin{array}{r} \text{£}7.62 \\ - \text{£}4.87 \\ \hline \end{array}$$

$$(17) \quad \begin{array}{r} \text{£}5.43 \\ - \text{£}4.65 \\ \hline \end{array}$$

$$(18) \quad \begin{array}{r} \text{£}9.91 \\ - \text{£}1.98 \\ \hline \end{array}$$

£ .

£ .

£ .

Multiply:

$$(19) \quad \begin{array}{r} 486 \\ \times 4 \\ \hline \end{array}$$

$$(20) \quad \begin{array}{r} 498 \\ \times 5 \\ \hline \end{array}$$

$$(21) \quad \begin{array}{r} \text{£}2.37 \\ \times 6 \\ \hline \end{array}$$

$$(22) \quad \begin{array}{r} \text{£}5.96 \\ \times 11 \\ \hline \end{array}$$

$$(23) \quad \begin{array}{r} \text{£}2.56 \\ \times 12 \\ \hline \end{array}$$

£ .

£ .

£ .

Divide:

$$(24) \quad 4 \overline{) 804}$$

$$(25) \quad 5 \overline{) 765}$$

$$(26) \quad 6 \overline{) \text{£}9.06}$$

$$(27) \quad 11 \overline{) \text{£}8.69}$$

$$(28) \quad 50p - 10p = \text{£} \quad \cdot$$

$$(29) \quad \text{£}1.00 - 49p = \text{£} \quad \cdot$$

$$(30) \quad 100p + 20p + 5p = \text{£} \quad \cdot$$

$$(31) \quad 5p + 1p + 10p = \text{£} \quad \cdot$$

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THE STAFFORDSHIRE TEST OF COMPUTATION
(1974 Revision)

SHEET 2

(32) How many 10 penny pieces in £3.00? (48) $\frac{3}{4} : \frac{1}{2}$

(33) How many 5 penny stamps for £2.50? (49) If 2 men earn £56 in 4 weeks, how much will 3 men earn in 6 weeks?

(34) How many 2 penny pieces in £1.50? (50) If there are 2.50 dollars to the £, what is a dollar worth in English pence?

(35) £6.68 + £3.13 + £8.15 + £4.34. (51) Write in decimal form:
(a) $4\frac{3}{4}$ (b) $8\frac{2}{3}$ (c) $1\frac{1}{8}$

(36) £4.25 × 9. (52) £193.11 . 41.

(37) Subtract £29.17 from £38.02. (53) $1\frac{4}{5} \quad \frac{3}{4}$

(38) (a) £62.76 : 6 (b) £8.16 8. (54) Write 1m 70cm as a fraction of 6m 80cm in its lowest terms.

(39) 5m 36cm : 4. Answer in cm. (55) 19 days 3 hours : 17.

(40) Divide 9,200 by 23. (56) 17 litres 940ml : 13. Answer in litres.

(41) Multiply 167 by 39. (57) What is the simple interest on £250 for 3 years at 4 per cent?

(42) $\frac{5}{6} + \frac{1}{4}$ (58) 10kg 45g × 40.

(43) $\frac{2}{3} \quad \frac{1}{6}$ (59) A machine operator turns out 250 parts per minute. He is paid 0.6 of a penny for every 100. How much will he earn in a 5-day week, if he works 8 hours a day?

(44) Write these words in two ways, as ordinary and decimal fractions:
(a) three tenths - -
(b) four and six tenths .
(c) six and fifteen hundredths = =

(45) What is the cost of a carpet 4m x 3m at £3.33 per square metre?

(46) I left home at 8.32 a.m. and arrived back at 11.15 a.m. How long was I away?

(47) $\frac{5}{7} \times \frac{21}{5}$ (60) $3\frac{3}{5} \times 3\frac{3}{4} \div 3\frac{3}{8}$

Sheet 2 (contd.)

(61) What commission does a travel bureau get for arranging a holiday costing £100, if it charges at the rate of $2\frac{1}{2}$ per cent?

(62) $4\text{m } 8\text{cm } 2\text{mm} \times 17$. Answer in metres.

(63) A retailer bought an article for 65p and sold it for 78p. What profit per cent was this?

(64) There are 480 children on the roll, and 400 were present. What percentage of all the children was present?

(65) 1.678×2.8 .

(66) $445.51 \div 0.33$.

(67) £500 invested was worth £800 after 10 years. What was the annual rate of interest?

(68) How many boxes $20\text{cm} \times 20\text{cm} \times 10\text{cm}$ will fit into a container with sides of 2m?

(69) $8\frac{4}{9} - 4\frac{1}{6} - \frac{3}{4}$

(70) What number is 44 per cent less than 20 million?

(71) Express 15kg 300g as a decimal fraction of a tonne.

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DO NOT TURN OVER OR OPEN THIS BOOK UNTIL YOU ARE TOLD

EDINBURGH READING TESTS

STAGE 4

AGES 12:0 TO 16:0

THE GODFREY THOMSON UNIT, UNIVERSITY OF EDINBURGH

*in association with The Scottish Education Department
and The Educational Institute of Scotland*

Please fill in the following :—

Today's date : day month year
(write the name of the month)

Your school :

Your class :

Your surname (in capitals) :

Your first name(s) :

Your sex (male or female) :

Your age : years

Your date of birth : day month year
(write the name of the month)

Below is a section of advertisements from a newspaper. Use it to help you answer the questions as quickly as you can.

1. How much are the two chairs ? (.....) A1.....
2. What discount is offered on Deep Freezes ? (.....) A2.....
3. What number should you telephone about the push-chair ? (.....) A3.....
4. Which box number should you write to for golf clubs ? (.....) A4.....
5. What size screen has the portable TV ? (.....) A5.....
6. How old is the grand piano ? (.....) A6.....
7. In what town is the furniture shop ? (.....) A7.....
8. How old is the automatic washing machine ? (.....) A8.....
9. How much is the upright piano ? (.....) A9.....
10. How much is the cheapest fridge offered ? (.....) A10.....

For sale :

Baby grand piano, excellent condition, only 4 years old, phone 0283-4447.

Deep Freeze cabinets at 30% discount, plus food at bulk prices, and advice on efficient buying — Oakley Freezer Centre.

Folding Push Chair, £4: guitar £8: pair Georgian-style chairs £20: seen at 34 Queen's Road, Uptown, or 'phone 0276-929.

Fridge for sale, £12, 'phone 0283-0642.

Golf clubs — short set of 7; £15. Box 239.

Now open Sundays, 9 till noon for sales — Furniture Discount Stores, Uptown.

Piano, German upright overstrung, £40 — 24 Oldhill Drive, Uptown.

Portable television, 14 inch screen, battery or mains power, outside caravan aerial, £50 — Box 121.

Refrigerator — £45 new, now (1 year later) accept £30 — Box 307.

Twin tub washing machine, 1 year old, £30 o.n.o. Box 321.

Washing machine, front loading automatic, only 2 years old, excellent working order, accept £35. Also large fridge £7, 'phone 0283-2695.

Below is a recipe. Use it to answer the questions as quickly as possible.

11. Into how many pieces should the chicken be cut ? (.....)	A11.....
12. In what utensil should the dish be cooked ? (.....)	A12.....
13. For how long should it be cooked ? (.....)	A13.....
14. What meat, other than chicken, is used ? (.....)	A14.....
15. How should the apple be prepared before heating ? (.....)	A15.....
16. How much curry powder is used ? (.....)	A16.....
17. What liquid should be added ? (.....)	A17.....
18. How many tomatoes are required ? (.....)	A18.....
19. What should be added to the water in which the rice is cooked ? (.....)	A19.....
20. What are the wheaten cakes called ? (.....)	A20.....

Chicken Sauté à l'indienne :

Cut up a chicken into about fifteen pieces; that is to say, divide each joint into two or three pieces. Put it into a saucepan, in which there have previously been heated some butter (with oil or with lard), a large chopped onion, one cup (100 grams) of ham cut into very small dice, and a large grated eating apple.

Add a sprig of thyme, a bay leaf, a pinch of cardamom, a pinch of cinnamon, a pinch of mace, and two crushed cloves of garlic. Sprinkle over four teaspoons of curry powder. Mix. Add two tomatoes, peeled and seeded; pour in two cups of coconut milk and cook for 40 minutes.

Set in a bowl, and serve with rice cooked in water coloured with saffron, and extra-thin flat cakes of fine wheaten flour, called Chapattis.

Below is a letter a girl wrote applying for a job. You have to fill in the form as quickly as you can.

21. Title of vacancy	A21.....
22. Department	A22.....
23. Working hours per day.....till.....	A23.....
24. Number of working days per week	A24.....
25. Weekly pay	A25.....
26. Name of applicant	A26.....
27. Age (in years)	A27.....
28. Examination passes (subjects)	A28.....
29. Previous experience	A29.....
30. Name of referee	A30.....

Personnel Manager,
Hoggarts Ltd.,
Barclay St.,
Ifield.

Dear Sir,

According to Mr. Richards, careers teacher at Uptown Secondary School, you have a vacancy for a sales assistant in your footwear department. I wish to apply for this job. I live with my parents and two younger brothers in Uptown. I finished school at the end of last term, two days after my sixteenth birthday, with certificate passes in English and History, but I failed Mathematics. My hobbies are dancing and swimming. If you want a reference you may write to Mr. John, Headmaster at Uptown school.

As I have never had a job before, I should like to discuss it with you. I have already spoken to Mrs. Wilson, the supervisor, who says the hours are 9 till 6 including Saturdays, but with Thursdays off, which is strange to me, and the pay is £30.50 per week.

I hope to hear from you soon.

Yours sincerely,

Jean Bell

**DO NOT TURN OVER
LOOK OVER YOUR WORK, IN THIS SECTION ONLY, UNTIL TIME IS UP**

Total
(10)

One word in each sentence is underlined. Underline the word in the brackets that means most nearly the same.

1. They bred fish in their washing machine.
(cleaned / cooked / discovered / fed / raised)
2. Don't magnify this horrible picture any more.
(copy / enlarge / exhibit / illustrate / imagine)
3. They read with amazement the list of ingredients on the can.
(contents / definitions / instructions / recipes / warnings)
4. His pleasure in our defeat was obvious.
(characteristic / cruel / evident / nasty / suspicious)
5. If you can be obstinate, so can I.
(arrogant / clever / inquisitive / selfish / stubborn)
6. 'You did say "exact"' they complained, as he crossed out twenty decimal places.
(absolute / acute / calculate / precise / subtract)
7. What advantage can you possibly gain from keeping goldfish ?
(ability / benefit / experience / income / promotion)
8. This story is no more ridiculous than the previous one.
(absurd / difficult / faulty / insignificant / reasonable)
9. They interrogated him on his part in the affair.
(advised / congratulated / criticised / judged / questioned)
10. He chose the wrong moment to open the door.
(action / instant / key / method / motive)
11. 'I predict,' said the oracle, 'that prices will rise.'
(expect / fear / forecast / notice / realise)
12. He retired to do a crossword in the seclusion of his study.
(comfort / convenience / gloom / privacy / safety)

13. Six boys lost overboard sounds like negligence to me.
(carelessness / disaster / discrimination / indulgence / murder)

14. They eat a curious replacement for bread which they buy already cut into slices.
(composition / food / inducement / replica / substitute)

15. 'It is my destiny,' he cried, leaping into the crocodile's mouth.
(design / fate / fault / loss / will)

16. I am quite indifferent whether you wear a tie or not.
(indefinite / irresponsible / unconcerned / undecided / unsure)

17. 'If this will is authentic,' said the lawyer, 'I'll eat my fees.'
(acceptable / authorised / complete / genuine / respectable)

18. He attempted to merge History and Geography in 'Lives of the Great Explorers'.
(combine / discover / dissolve / muddle / teach)

19. The results of your action could be most disagreeable.
(causes / consequences / directions / penalties / remnants)

20. He measured their volume by submerging them in the swimming pool.
(dropping / drowning / immersing / interring / weighing)

21. However appropriate his words were, he should not have shouted.
(acceptable / amusing / important / interesting / suitable)

22. You do not realise how tedious it is to do work like this.
(amusing / boring / clever / exciting / important)

23. The game will have to be postponed till the waters subside.
(deferred / dried / played / renewed / resigned)

24. It was his gum-boots rather than the mud that impeded his progress.
(burdened / complicated / hindered / imposed / prevented)

25. Struggling through a snow-drift, they agreed that the weather signs had been misleading.

(deceptive / imprecise / optimistic / persuasive / unhelpful)

B25

26. They conspired to escape by hot-air balloon.

(agreed / attempted / decided / intended / plotted)

B26

27. The rabbit avoided him and he grabbed nothing.

(deceived / disowned / eluded / involved / reviled)

B27

28. Seeing him without his wig did not diminish my respect for him.

(destroy / dispel / increase / lessen / preserve)

B28

29. They tried to deter the coach party by making ghostly noises in the dungeon.

(capture / discourage / entertain / frighten / guide)

B29

30. The taste of soap is one of its less pleasant attributes.

(ingredients / meanings / qualities / senses / values)

B30

31. Our relations with the gas board passed through an extraordinary sequence of events.

(collection / duration / explosion / occurrence / succession)

B31

32. The sheikh enticed her with a gold brick.

(allured / assisted / financed / indulged / repaid)

B32

33. She will never thrive as a teacher.

(function / inspire / prosper / survive / work)

B33

34. After the Christmas pudding our relations with the cook deteriorated.

(dissolved / ended / improved / revived / worsened)

B34

35. The Scoutmaster tied a knot of remarkable complexity.

(confusion / conspiracy / ingenuity / intricacy / irregularity)

B35

DO NOT TURN OVER

LOOK OVER YOUR WORK, IN THIS SECTION ONLY, UNTIL TIME IS UP

Total
(11)

Read this passage, then look at each of the statements below and decide whether the passage agrees with it, disagrees with it, or doesn't say. Put a circle round your answer.

To get to the Infirmary, go down Keir Street past the department store and turn left into the main road at the bottom; go along to the traffic lights, turn right, and walk along Broad Street, until it becomes Lower Broad Street. Then you go past the new shops and come to a pedestrian crossing from which you can see the Salon cinema.

When you reach the cinema you turn right beside it into Green Bank. The Infirmary is about one hundred metres along Green Bank on your left, opposite a school.

1. There are traffic lights at the end of Keir Street.

Agrees Disagrees Doesn't say c1.....

2. You turn right into the main road.

Agrees Disagrees Doesn't say c2.....

3. The new shops are in Broad Street.

Agrees Disagrees Doesn't say c3.....

4. You can see the cinema from the pedestrian crossing.

Agrees Disagrees Doesn't say c4.....

5. The cinema is next to some shops.

Agrees Disagrees Doesn't say c5.....

6. The pedestrian crossing is controlled by lights.

Agrees Disagrees Doesn't say c6.....

7. There is a school in Green Bank.

Agrees Disagrees Doesn't say c7.....

8. The Infirmary is next to the school.

Agrees Disagrees Doesn't say c8.....

Read this passage, then look at each of the statements below and decide whether the passage agrees with it, disagrees with it, or doesn't say. Put a circle round your answer.

Incident at Ramilla

When the President drove into Ramilla the conspirators had laid their plans carefully and no fewer than nine of them had concealed themselves along the route. The first assassination attempt was made at the entrance to the town square. A bomb was thrown; it hit the carriage, but slid off. Two soldiers in attendance were badly wounded by the blast, but the President was not harmed.

For the return journey another route was planned but the cheering crowd, uncontrolled by either police or army, opened a lane for the carriage, and by a fatal mistake the carriage started back on the original route. The conspirators were still waiting in their chosen positions. The President's carriage slowed down and a young man pushed through to the front of the crowd. He was quickly disarmed by soldiers, but not before he had fired two gunshots at short range.

9. There were fewer than nine conspirators.	Agrees	Disagrees	Doesn't say	C9.....
10. Soldiers were injured when the bomb exploded.	Agrees	Disagrees	Doesn't say	C10.....
11. The man who threw the bomb was arrested.	Agrees	Disagrees	Doesn't say	C11.....
12. The bomb failed to go off.	Agrees	Disagrees	Doesn't say	C12.....
13. The President himself was unharmed by the explosion.	Agrees	Disagrees	Doesn't say	C13.....
14. The President left by a different route.	Agrees	Disagrees	Doesn't say	C14.....
15. The gunman was captured by the army.	Agrees	Disagrees	Doesn't say	C15.....
16. The President was killed by gunshots.	Agrees	Disagrees	Doesn't say	C16.....

GO STRAIGHT ON TO THE NEXT PAGE

Total
(8)

Read this passage, then look at each of the statements below and decide whether the passage agrees with it, disagrees with it, or doesn't say. Put a circle round your answer.

Football Report

The expected bloodbath did not occur at Linfield on Saturday, where top-of-the-table Athletic shared the points with relegation candidates Rovers. In a dull, muddy game, played in the murk of early November, there were a total of ten bookings, but no one was seriously injured. Fifteen minutes into the first half, Small flashed past two flat-footed Rovers backs to knock home the first goal, but this was soon pulled back; and then just on half-time, the Rovers picked up another.

After the interval, the play was just about as bright as the sun, and it was the only serious move made by either side that produced the only goal in the second half, and saved Athletic from total disgrace.

17. Linfield is Athletic's home ground.	Agrees	Disagrees	Doesn't say	C17.....
18. The game was not as rough as people feared it would be.	Agrees	Disagrees	Doesn't say	C18.....
19. Rovers are near the bottom of their division.	Agrees	Disagrees	Doesn't say	C19.....
20. It was a fine day.	Agrees	Disagrees	Doesn't say	C20.....
21. Small is a centre-forward.	Agrees	Disagrees	Doesn't say	C21.....
22. Rovers scored first.	Agrees	Disagrees	Doesn't say	C22.....
23. Rovers scored from a penalty.	Agrees	Disagrees	Doesn't say	C23.....
24. Athletic were ahead at half-time.	Agrees	Disagrees	Doesn't say	C24.....

GO STRAIGHT ON TO THE NEXT PAGE

Total
(8)

Read this passage, then look at each of the statements below and say whether the passage agrees with it, disagrees with it, or doesn't say. Put a circle round your answer.

We hereby offer to carry out the following :

Slater

Erect tubular scaffolding as necessary. Dismantle and remove on completion of work. Strip slaterwork from entire area of roof and lay aside best of old slates for re-use. Strip underslating felt and clean down sarking boards and re-cover them with new felt. Re-slate roof, replacing any broken ones with good quality second-hand Welsh slates.

Plumber

Take down and replace any defective guttering and downpipes, including all joints, stop ends and drops. Prove all pipes clear. Check fixings to wall and replace any defective fixings.

Glazier

Re-putty all windows; replace any cracked glass. Re-paint window frames.

Builder

Clean out decayed mortar. Re-point around the brick-work of all walls with cement mortar.

The whole to cost £2,268.

25. The slates are held on with nails.	Agrees	Disagrees	Doesn't say	C25.....
26. The boards underneath the felt are called sarking boards.	Agrees	Disagrees	Doesn't say	C26.....
27. Only new slates will be used to replace broken ones.	Agrees	Disagrees	Doesn't say	C27.....
28. All the underslating felt will be replaced.	Agrees	Disagrees	Doesn't say	C28.....
29. Defective downpipes will be replaced.	Agrees	Disagrees	Doesn't say	C29.....
30. The window frames are made of wood.	Agrees	Disagrees	Doesn't say	C30.....

**DO NOT TURN OVER
LOOK OVER YOUR WORK, IN THIS SECTION ONLY, UNTIL TIME IS UP**

Total
(6)

Here are five people's comments on the Royal Family. Read them and then answer the items below.

- A. The Royal Family are just parasites. When did they do an honest day's work, I ask you — but they corner the best in everything.
- B. There's nothing I like better than a good spectacle, and for my money a Royal Occasion is the best there is.
- C. The Royal Family provides a focus for communal feelings; one that we in this country appreciate only in times of difficulty like the last war, but which is a constant centre of attraction for the nations of the commonwealth.
- D. Without the Queen to keep the Prime Minister in check, we might as well be living in a dictatorship.
- E. The Royal Family is the one constant light, in this wretched chaotic society, to which those who still believe in order and decency can look.

These are further sayings of the same five persons. Write in the brackets the letter of the person who is most likely to have made the statement.

1. I do love the horses and all the uniforms !	(.....)	D1.....
2. What I say is: a man's worth his work, no less and no more !	(.....)	D2.....
3. I expect the politicians don't like her sending a message to Parliament; but they have to take notice.	(.....)	D3.....
4. I could do with some of their wealth, I could.	(.....)	D4.....
5. I am sure the Royals still behave as people should.	(.....)	D5.....
6. Think of the people, all over the world, who listen to the Christmas message !	(.....)	D6.....
7. Even these Labour men cannot do just as they please with us, when they may be invited to Buckingham Palace.	(.....)	D7.....
8. How dowdy life would be without some pageantry !	(.....)	D8.....
9. We are not as grateful as we should be for this object of our loyalties.	(.....)	D9.....

Here are five people's comments on eating meat. Read them and then answer the items below.

- A. Eating meat is profoundly wasteful — a cow converts only a small proportion of the vegetable protein it consumes into animal protein for us to eat.
- B. Vegetarians are such weeds. Give me a hearty meat-eater any time !
- C. We like meat, but the prices these days are so impossible.
- D. By and large the animals don't suffer, they're fed very well; and there's nothing I enjoy better than a nice piece of steak.
- E. Eating meat causes millions of animals every year to lose their lives. How can civilised people be so brutal ?

These are further sayings of the same five persons. Write in the brackets the letter of the person who is most likely to have made the statement.

- 10. How would you like to be killed and eaten ? (.....) D10.....
- 11. It's no good getting sentimental; the cattle have a good life and so have I. (.....) D11.....
- 12. I always say, anyone who can eat yoghurt must be pretty strange. (.....) D12.....
- 13. A great deal of work has been done on producing substitutes for meat out of things like fungi and soya beans. (.....) D13.....
- 14. If you'd ever visited a slaughter-house, you'd realise how frightful it is. (.....) D14.....
- 15. It's no disgrace nowadays not to have bacon with one's eggs. (.....) D15.....
- 16. Would you let your daughter marry one ? (.....) D16.....
- 17. As the world's population grows, we just shan't be able to tolerate the production of meat much longer. (.....) D17.....

GO STRAIGHT ON TO THE NEXT PAGE

Total
(8)

Here are six people's comments on road building. Read them and then answer the items below.

- A. Road building is just a way to put money in the pockets of contractors and hauliers. If it weren't for business interests, the railways could take the extra traffic.
- B. New roads break up communities, ruin views, and produce more pollution. They cost far more in environmental upheaval and destruction than they save by improving communications.
- C. We must build roads, because faster and more efficient communication stimulates economic growth and provides jobs in areas that are remote, and therefore depressed.
- D. What is the point of building larger roads if petrol and other materials essential to our present level of industrial activity are soon to run out ?
- E. I'm all for building better roads, so that driving can be a pleasure.
- F. All I know is, I've got to get this lorry from here to the docks.

These are further sayings of the same six persons. Write in the brackets the letter of the person who is most likely to have made each statement.

- 18. Do you know how much land a kilometre of motorway covers ? (.....) D18.....
- 19. Who will be using the roads in a hundred years time ? (.....) D19.....
- 20. Cars are made for travelling, not sitting in traffic jams. (.....) D20.....
- 21. Private motorists should keep to the side roads and leave the real ones to us. (.....) D21.....
- 22. It's the man with the bulldozers who's pushing behind the scenes for more roads. (.....) D22.....
- 23. With a good road we could be at the seaside in half the time it takes now. (.....) D23.....
- 24. A worker in Inverness has as much to offer as one in Birmingham. (.....) D24.....
- 25. Of course, the car manufacturers are on to a good thing; so, willy-nilly, we have to have more cars and more roads. (.....) D25.....
- 26. By the time all these roads are built, they won't leave anywhere worth travelling to. (.....) D26.....
- 27. We should be simplifying and localising the economy, not encouraging long distance trade that cannot be maintained. (.....) D27.....

Here are six people's comments on staying on at school. Read them and then answer the items below.

- A. The point of staying at school is to get qualifications for a better job. Raising the school-leaving age means that those who want the better jobs will have to pass even more exams.
- B. School should be education for life, not merely training for work. It is the failure of schools to produce civilised human beings that calls the raising of the leaving age in doubt.
- C. I think that people should stay at school only as long as they can prove that they are benefiting from it. They should be tested regularly, and when they stop improving they should leave.
- D. Schooling is a waste of time. Instead of stuffing their heads with Shakespeare and algebra and other rubbish, children should go to work and get some real practical knowledge.
- E. The real point of raising the school-leaving age was not to improve education, but to take pressure off the jobs market when there wasn't enough work to go round.
- F. Raising the leaving age put even greater demands on the school staff and accommodation which were already in short supply.

These are further sayings of the same six persons. Write in the brackets the letter of the person who is most likely to have made each statement.

28. I went out to work at twelve, and I've got more sense than these namby-pamby graduates that head office sends us. (.....) D28.....
29. The next time there's high employment, they'll be sorry they did it. (.....) D29.....
30. Soon you won't be able to get any job without some piece of paper to wave at them. (.....) D30.....
31. The schools, because they haven't got the resources to cope, give everyone a worse education as a result. (.....) D31.....
32. Continuing education is a privilege; and those who want it should be able to show they deserve it. (.....) D32.....
33. You don't need the *Odyssey*, you know, to enjoy a Mediterranean holiday. (.....) D33.....
34. In these days people are always asking about practical value, but what a man can do is not as important as what a man is. (.....) D34.....
35. It would have been much better if our scarce resources had been devoted to nursery education. (.....) D35.....

**DO NOT TURN OVER
LOOK OVER YOUR WORK, IN THIS SECTION ONLY, UNTIL TIME IS UP**

Total
(8)

Read this passage, then decide how each item should be completed to reproduce the sense of the passage. Underline the best completion.

I locked the door, knowing it would hold my pursuers for a few moments, and attempted to open the window. It would not budge. Sheer blind panic seized my mind as the panels splintered, but then my fingers found the catch, the window opened, and I was breathing the cold air. There was a deafening blast, and something struck my shoulder, pushing me off the ledge.

Had there not been a large rose bush below I would not have got up, for my fall was all arms and legs, naturally enough. As it was, I arose scratched and furious. My panic had gone completely, and I wished only to avenge myself on my attackers, for the idea of flight, which had previously obsessed me, had now left me entirely. I stood there with the snow melting on my knees, shaking my fist at my pursuers, who fortunately could not see me in the dark.

1. This passage describes (a kidnapping / a man's escape from attackers / / police raiding a house / a murder) E1.....
2. The man locked the door (to secure privacy / in a panic / / to keep his pursuers out of the house / to hinder his pursuers) E2.....
3. The window would not open because (he had not undone the catch / / it was stuck / it was frozen / he had locked it) E3.....
4. The 'deafening blast' (line 4) was probably (the door breaking down / / the wind through the window / a gunshot / thunder) E4.....
5. The result of the fall was to (injure him / make him forget his panic / / wind him / make him panic) E5.....
6. The action probably happened on a (summer day / summer night / winter day / / winter night) E6.....
7. When he fell from the window, the man (did not get up / ran away to find help / / stood and shook his fist / was lost) E7.....

Read this passage, then decide how each item should be completed to reproduce the sense of the passage. Underline the best completion.

When I got outside, the roads were completely covered in a layer of slimy moisture. The sky was low and inky, with golden rents moving rapidly westward. Except for the paper-boy, there was scarcely a sign of life along the whole length of the street, only an old woman, looking at me from behind a lifted corner of lace curtain, and seeing the free world she has left for a frowsy, dingy confinement in a bed-sitting room. At the end of the street, the church clock was, as usual, bearing false witness. It occurred to me to wonder why the world should labour six days, solely to hide its lethargy behind these dirty walls on this, the seventh.

8. The passage describes (a weekday / a bank holiday / Christmas / a Sunday) E8
9. The wind was blowing from the (north / south / east / west) E9
10. The old woman (thinks the writer is a criminal / / wants to attract the writer's attention / is probably housebound / / has probably only just got up) E10
11. For her, the writer represents (the social services / the mobility she has lost / / someone to talk to / a possible criminal) E11
12. By 'false witness' (line 6), the author means that the clock (was hard to read / / was not visible / told the wrong time / did not go) E12
13. The writer does not like (the way people use their Sundays / / how hard people have to work / Sunday mornings / old women) E13

GO STRAIGHT ON TO THE NEXT PAGE

Total
(6)

Read this passage, then decide how each item should be completed to reproduce the sense of the passage. Underline the best completion.

There are few games that illustrate the psychology of the gambler as well as Crown and Anchor. In this game, there is a wise man who owns the board, and there are others, less wise, who cock a snook at the laws of chance by playing on the first man's board. This board is divided into six sections, upon which the gamblers place their stakes. The owner of the board, or banker, then throws three dice, whose six faces are marked with the same signs as the board. Let us assume that money is evenly staked on all six sections. If all three dice show the same face, as is the case in 6 of the 216 possible throws, this section receives stake money plus three times that amount. Banker therefore makes a profit of two units. If two dice show the same face, and one is different, banker pays out stake plus double that amount to the section with two faces showing and stake plus that amount to the other. This leaves a profit of one unit and happens in 90 cases out of 216. He makes no profit at all on the other 120 throws, paying out to three what he takes from the other three. Clearly, therefore, while a gambler can make a profit on a single throw, or even, if he is lucky, a whole game, the more often he plays, the more certain he is to lose overall.

14. According to the passage, gamblers (can never win / disregard the laws of chance / need a lot of money / play monotonous games) E14.....
15. In the passage, the wise man is the one who (exploits those who gamble / gambles infrequently / does not play Crown and Anchor / studies psychology) E15.....
16. To make a profit at Crown and Anchor you need (to own the board / a lot of money / to play for a long time / to have a system) E16.....
17. The laws of chance (say that only the banker can win / allow for some gamblers to show a profit / can be broken by a lucky player / do not apply to every throw) E17.....
18. At Crown and Anchor (no one makes a profit / most people make a profit / only the banker makes a profit / the banker makes a profit) E18.....
19. The figure 216 is important because (that is the total number of ways the dice can show / that is a large enough number of throws to get the idea / that is the length of a game / it is the number of throws making up the pattern) E19.....

GO STRAIGHT ON TO THE NEXT PAGE

Total
(6)

Read this passage, then decide how each item should be completed to reproduce the sense of the passage. Underline the best completion.

Camels can be ridden at 16 k.p.h. for 160 km. a day in a country where few other animals can live; and uniquely among animals, when they go fast they do not trot or bound or gallop, but pace. That is, they move the legs on one side more or less together, as horses can do, but rarely do for preference. This gait is economical, conserving energy, but is suitable only where the ground is flat. Their feet are like elephants', in that they stand with toes flat to the ground and do not, like horses, tip-toe on one very strong toenail. They swing their legs so far that the hind foot hits the ground well in front of the front foot-print on the same side, where for most other animals, the front and rear foot-prints are superimposed.

However, this style of movement is not very stable. Where the climate is colder, and the terrain more rough, the caribou, for example, which also covers a lot of ground in search of food, will tend to trot, moving its legs diagonally — front left with rear right, and front right with rear left.

20. This passage describes (how climate affects animals' ways of walking / how elephants walk / how camels are adapted to their environment / the country where camels live) E20.....
21. Camels do not trot because (they need to conserve energy / they stand with toes flat to the ground / they live in rough country / they can pace faster) E21.....
22. Caribou do not pace because (they travel long distances / they live in warmer climates / they are less well adapted / they live in rougher country) E22.....
23. Camels' strides are long because (they have to walk fast / it conserves energy / their back legs are longer than their front legs / they swing their legs further than other animals) E23.....
24. Horses' hooves are basically (their toes / their toenails / adapted for grassland / adapted for muddy country) E24.....
25. Elephants' feet are adapted for carrying weights by (having large hooves / being flat / having toes flat on the ground / being very wide) E25.....

**LOOK OVER YOUR WORK UNTIL TIME IS UP
MAKE SURE YOU HAVE NOT MISSED A PAGE**

Total
(6)

EDINBURGH READING TESTS

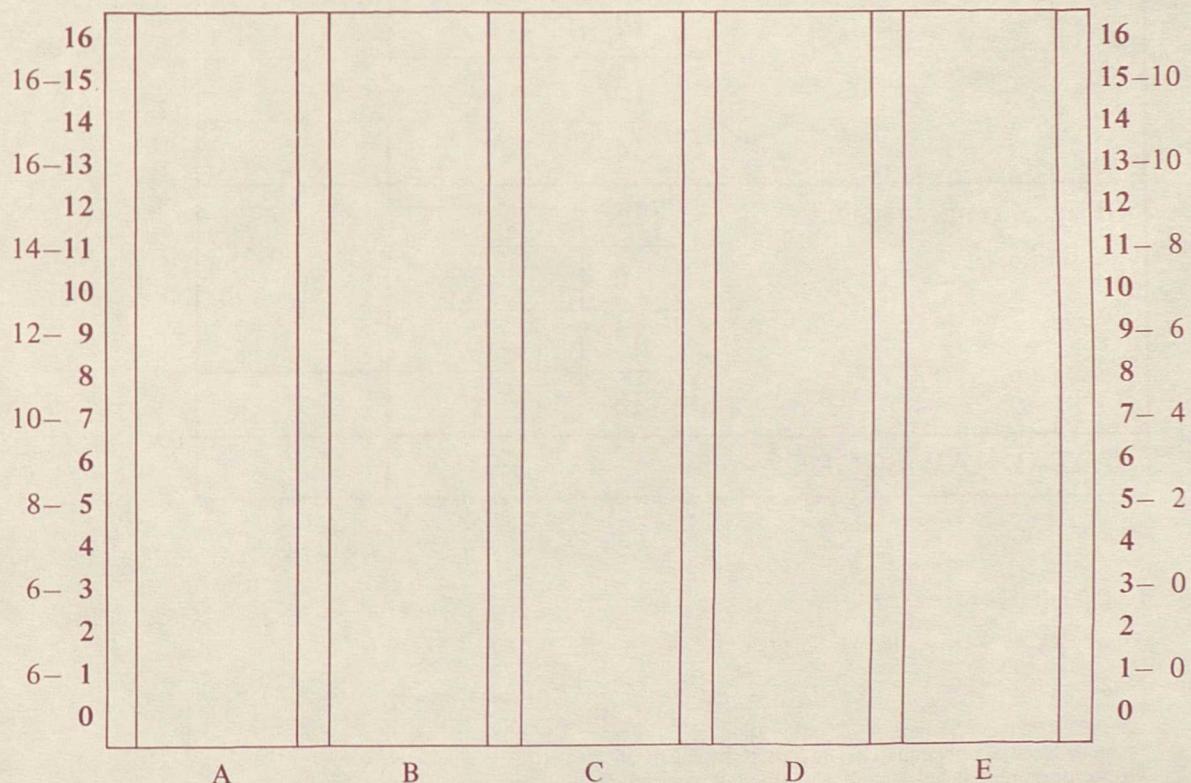
PROFILE SHEET

STAGE 4

Name..... Date of Birth.....

Sub-Test		Raw Score	Standardized Score
A	Skimming		
B	Vocabulary		
C	Reading for Facts		
D	Points of View		
E	Comprehension		
<i>Total</i>			
Age.....years.....months			<i>Quotient</i>

Date of Testing.....



Directions for completing the profile are given on pages 23-25 of the manual.

Pages 26-31 of the manual must be read before any attempt is made to interpret the profile.

Sub-test		Page	Score	Totals
A	Skimming	1		
		2		
		3		
B	Vocabulary	4		
		5		
		6		
C	Reading for Facts	7		
		8		
		9		
		10		
D	Points of View	11		
		12		
		13		
		14		
E	Comprehension	15		
		16		
		17		
		18		
TOTAL RAW SCORE				

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APPENDIX D

Interview and discussion with the KS 4 Co-ordinator/Pastoral Head for
Years 10 and 11 (transcript)

19.7.1994

Extract from the researcher's interview with pastoral head (GL) in the context of the researcher's methodological experiment in Modern Languages

(R = researcher; PH = pastoral head)

Speaker	Text
R	--- so you have access to a lot of information and knowledge on the year groups that I have been investigating in my research, GL?
PH	Yes, in so far as we (the pastoral office) hold the individual records of each youngster ... because of the overview brief I have in school, then there are things like examination entry, attendance problems and the strategy how to attack these as distinct from the individual tactics of approaching individual youngsters and --- Guidance Enhancement work, Records of Achievement work (etc) ---
R	(explains her research brief, then :) And because of certain problems which arose (during the research time) I've been wanting to talk to you to see whether the problems might be general or just related perhaps to Modern Languages.
PH	I think that we've found --- that any behavioural aberrations --- have been in common to the students and other subjects --- The general pattern has seemed to be that (a) we --- seem to have difficult groups, evolving throughout the current Year Eleven, groups where the sort of anti-school youngster or anti-learning youngster or the youngster who wishes to be anti-social or was just developing his personality and needed to express this in bizarre ways on occasions --- let this surface in certain subjects, one of which was languages. ----- (The question of pupils' behaviour) addresses the issue : are there problems which are peculiar to language learning? I think very, very few, --- no more and no less than in any other subject where I've had referrals.
	On a general point, I think one has to concede that because of the socio-economic difficulties which we experience in our catchment area, because we now have approaching - and this is a staggering figure! - 35% adult unemployment --- and because of the cynicism or

Speaker	Text
	<p>scepticism --- of many of our youngsters because of their older sibling experiences of a YTS or TA scheme or the rejection post-training and not being able to secure employment, the idea that if we stick in and we learn, if we practise and we do this thing and the next thing --- everything in the garden will turn out OK. There is a hardened attitude amongst young people, but that to my mind is a socio-economic thing that covers the whole spectrum ---, but --- with many of our youngsters having difficulties with their own language, I feel you've got some fairly insuperable problems there. (Moreover, a lot of youngsters come from one-parent families. They have real pressures and few 'precious' priorities).</p>
R	<p>--- I find that in choosing to do research at this time, with groups in my classroom over the last three years, I happened upon the most difficult groups to teach that I have ever had --- and the only comfort that I have actually got is the support of other colleagues who have said that within their own subject domains they have found the same difficulties as myself.</p>
PH	<p>--- (agreeing) the Science department and --- the English department (for example) --- and the Quality of Student Learning (QSL) returns seem to endorse this, indicating also that the pupils have not been enjoying some of their learning processes also. Now, it might be interesting for you to abstract some of the QSL information because certainly the comparators which the school employs indicate that we are on a descending profile of satisfaction with student life and that has to reflect itself here --- in our teaching and learning processes.</p>
	<p>Then, if young people feel they are entering a system whereby there is simply the postponement of unemployment and rejection --- there's going to be --- and indeed there is --- a lot of jaundice. --- Ellington Colliery has just closed --- and Alcan's closed down --- and they've laid so many off at the factory, and the local council is no longer the massive employer that it used to be.</p>
	<p>What we've found in the employment statistics for the Wansbeck area and for the catchment area --- Lynemouth --- Newbiggin --- Ashington --- there's a black cloud --- So the malaise --- has to</p>

Speaker	Text
	<p>transmit itself somehow to the young people --- and they are aware of all this and many of what used to be urban problems --- drug and alcohol abuse, sexual activity and criminality --- are gradually nibbling away at the edges of our local society.</p>
	<p>(The drug business and early motherhood with the girls) generate income, and maternity gives a sense of purpose and a sense of status. (Such things) create also escapist opportunities --- and there is a sense of; 'Look what I've done! This is mine! I have a <i>raison d'être</i> now.'</p>
	<p>(More modern methods in the school's classrooms have encouraged exploration and continuous assessments and deflected the learner's attention from structured agendas (such as still exist in foreign languages) and therefore also on the need to concentrate the mind for real amounts of time on a defined agenda. Learners for the most part react against the stress, pressure and accountability which such traditional work entails).</p>
	<p>One has to recognise that one has real customer resistance, that we've got learning resistance in Languages, despite the fact that we are now Europeans etc. The European message hasn't got through. It certainly hasn't got through to the adults, the parents, of a lot of our youngsters. --- (On the other hand) if you took a plebiscite tomorrow, I'd like to gamble that at least half of the people in the area would say that learning languages for the Common Market in Europe <u>was</u> necessary or indeed that the EEC <u>was</u> a great thing itself. --- Perhaps the balance is there after all.</p>
R	<p>(The fact of your residing in this locality, and, importantly your political involvement (as local councillor with the Labour Party) is the reason why you know so much about the youngsters I'm talking about (the whole school context and population).</p>

Speaker	Text
PH	The advantage is that I know the families, I know the area, I experience many of the difficulties of the area. I also recognise many of the strengths of the area --- I try to translate the threats into opportunities for youngsters ---
R	<p>(Back to the researcher's need to get a profile on her research pupils) :</p> <p>Outside of this discussion with you, I've tried to talk with other Heads of Departments I've had the support of knowing that my difficulties (with my GCSE pupils) have been shared by other people in other departments but nobody was willing to put themselves on the line and give me a discussion. It seemed evident that I might have got that from them when the results had come out, (and any discussion of the year group would then have been coloured by the results of the examinations, of course). But I needed to have an objective discussion, you know, before that.</p>
PH	Our indicators say that we are not going to celebrate the same result returns as last year and other previous years.

APPENDIX E

The QSL (Quality of Student Learning) results -
report and samples of questionnaire (1994)

QSL Results 1994

These areas are tested.

- (1) Satisfaction with School (SAT) on a 5 point scale.
- (2) Commitment to School work (COM) on an 11 point scale.
- (3) Reaction to teachers (TCH) on an 11 point scale.

Total quality of School life (QSL) is on a 27 point scale.

a) In comparison to last year's results there is a significant drop in the overall QSL score - again.

1992 QSL 13.91 1993 QSL 13.81 1994 QSL 11.40

b) The questionnaire was completed on the first guidance session of the Summer Term with 661 students taking part. The absentees are likely to be disaffected students who if present, would have lowered the score still further.

c) The Sixth Form continue to score highly, Y12 14.59, Y13 15.28. The Y12 sample was significantly larger than last years, but the score was also reduced.

1993	61 students	QSL	20.49
1994	88 students	QSL	14.59

Are some of our Y12 students not as committed as they could be?
(Y13 scores are (HIGHER) 1993 14.77 1994 15.28)

d) The greatest decrease in scores is seen in the present Y10.

1993 (Year 9)	QSL	14.09
1994 (Year 10)	QSL	9.51

This is the lowest ever score recorded by a year group at Hirst (1993 Y10 QSL 9.73). The lowest scores are seen in Maths Set 3 and 4 (boys).

e) Girls continue to score more highly than boys.

Conclusion:

As an institution we can only have a limited effect on our students attitudes. However this information has to be seen as a cause for concern. How can we improve the attitudes of our students and thus their success?

W P Gould

Quality of School Life

Analysis

Hirst High School

1994



Curriculum, Evaluation & Management Centre

PART ONE: GENERAL STATISTICS

Note: Scores are calculated using the QSL scale; the figures representing the value 'N' signifies the number of students in the particular breakdown.

Warning: Please note that some sample sizes (the 'N' numbers) are very small, having been broken down into subsets. Please take care when interpreting these small sample sets.

1. ANALYSIS OF ALL STUDENTS IN SAMPLE

	SATISFACTION WITH SCHOOL	COMMITMENT TO CLASSWORK	REACTIONS TO TEACHERS	QUALITY OF SCHOOL LIFE
Average	1.82	4.82	4.76	11.40
N	661	661	661	661

2. BREAKDOWN OF CASES BY YEAR

YEAR	SATISFACTION WITH SCHOOL	COMMITMENT TO CLASSWORK	REACTIONS TO TEACHERS	QUALITY OF SCHOOL LIFE
Year 9	2.06	5.19	4.82	12.07
N	177	177	177	177
Year 10	1.54	4.20	3.77	9.51
N	210	210	210	210
Year 11	1.52	4.26	4.45	10.23
N	143	143	143	143
Year 12	2.22	6.00	6.37	14.59
N	88	88	88	88
Year 13	2.35	5.86	7.07	15.28
N	43	43	43	43

3. BREAKDOWN OF CASES BY GENDER

GENDER	SATISFACTION WITH SCHOOL	COMMITMENT TO CLASSWORK	REACTIONS TO TEACHERS	QUALITY OF SCHOOL LIFE
Male	1.59	4.67	4.19	10.44
N	345	345	345	345
Female	2.07	4.99	5.39	12.45
N	316	316	316	316

4 BREAKDOWN OF CASES BY MATHS SET

MATHS SET	SATISFACTION WITH SCHOOL	COMMITMENT TO CLASSWORK	REACTIONS TO TEACHERS	QUALITY OF SCHOOL LIFE
Set 1	2.50	5.81	5.41	13.72
N	172	172	172	172
Set 2	1.47	4.31	4.04	9.81
N	131	131	131	131
Set 3	1.20	3.65	3.54	8.40
N	103	103	103	103
Set 4	1.27	3.69	3.47	8.42
N	86	86	86	86
Set 5	.93	3.82	4.18	8.93
N	28	28	28	28
Set 6	2.40	4.60	4.20	11.20
N	10	10	10	10
A Levels	2.25	6.10	6.88	15.23
N	97	97	97	97
GNVQs	2.29	5.53	5.82	13.65
N	34	34	34	34

PART TWO: ANALYSES IN MORE DETAIL

1. BREAKDOWN OF CASES BY YEAR AND GENDER

YEAR	GENDER	SATISFACTION WITH SCHOOL	COMMITMENT TO CLASSWORK	REACTIONS TO TEACHERS	QUALITY OF SCHOOL LIFE
Year 9	Male N	1.79 92	5.34 92	4.18 92	11.32 92
	Female N	2.34 85	5.02 85	5.52 85	12.88 85
Year 10	Male N	1.26 97	4.09 97	3.00 97	8.35 97
	Female N	1.79 113	4.29 113	4.42 113	10.50 113
Year 11	Male N	1.34 92	4.13 92	4.20 92	9.66 92
	Female N	1.84 51	4.49 51	4.92 51	11.25 51
Year 12	Male N	1.98 45	5.20 45	5.67 45	12.84 45
	Female N	2.47 43	6.84 43	7.12 43	16.42 43
Year 13	Male N	2.53 19	5.74 19	6.74 19	15.00 19
	Female N	2.21 24	5.96 24	7.33 24	15.50 24

2. BREAKDOWN OF CASES BY YEAR AND MATHS SET

YEAR	MATHS SET	SATISFACTION WITH SCHOOL	COMMITMENT TO CLASSWORK	REACTIONS TO TEACHERS	QUALITY OF SCHOOL LIFE
Year 9	Set 1	2.95 55	6.87 55	6.00 55	15.82 55
	Set 2	1.90 42	4.90 42	4.88 42	11.69 42
	Set 3	1.54 37	4.41 37	4.11 37	10.05 37
	Set 4	1.59 32	3.72 32	3.59 32	8.91 32
	Set 5	1.27 11	4.73 11	4.73 11	10.73 11
Year 10	Set 1	2.24 62	5.31 62	4.68 62	12.23 62
	Set 2	1.34 47	4.04 47	3.60 47	8.98 47
	Set 3	1.10 39	3.03 39	2.67 39	6.79 39
	Set 4	1.23 35	4.11 35	3.46 35	8.80 35
	Set 5	.71 17	3.24 17	3.82 17	7.76 17
Year 11	Set 6	2.40 10	4.60 10	4.20 10	11.20 10
	Set 1	2.35 55	5.31 55	5.65 55	13.31 55
	Set 2	1.17 42	4.00 42	3.69 42	8.86 42
	Set 3	.89 27	3.52 27	4.04 27	8.44 27
	Set 4	.79 19	2.84 19	3.26 19	6.89 19
Year 12	A Levels	2.27 59	6.41 59	6.73 59	15.41 59
	GNVQs	2.10 29	5.17 29	5.66 29	12.93 29
Year 13	A Levels	2.21 38	5.63 38	7.11 38	14.95 38
	GNVQs	3.40 5	7.60 5	6.80 5	17.80 5

3. BREAKDOWN OF CASES BY MATHS SET AND GENDER

MATHS SET	GENDER	SATISFACTION WITH SCHOOL	COMMITMENT TO CLASSWORK	REACTIONS TO TEACHERS	QUALITY OF SCHOOL LIFE
Set 1	Male	2.16	5.76	4.89	12.81
	N	74	74	74	74
Set 2	Female	2.76	5.85	5.81	14.41
	N	98	98	98	98
Set 3	Male	1.42	4.73	3.80	9.96
	N	71	71	71	71
Set 4	Female	1.52	3.80	4.32	9.63
	N	60	60	60	60
Set 5	Male	.90	3.48	3.05	7.43
	N	60	60	60	60
Set 6	Female	1.63	3.88	4.23	9.74
	N	43	43	43	43
A Levels	Male	1.23	3.88	3.16	8.26
	N	57	57	57	57
GNVQs	Female	1.34	3.31	4.07	8.72
	N	29	29	29	29
Set 5	Male	1.07	3.93	3.60	8.60
	N	15	15	15	15
Set 6	Female	.77	3.69	4.85	9.31
	N	13	13	13	13
A Levels	Male	2.25	4.25	3.25	9.75
	N	4	4	4	4
GNVQs	Female	2.50	4.83	4.83	12.17
	N	6	6	6	6
Set 1	Male	2.05	5.50	6.16	13.70
	N	44	44	44	44
Set 2	Female	2.42	6.60	7.47	16.49
	N	53	53	53	53
Set 3	Male	2.35	5.05	5.60	13.00
	N	20	20	20	20
Set 4	Female	2.21	6.21	6.14	14.57
	N	14	14	14	14

4 BREAKDOWN OF CASES BY YEAR, MATHS SET AND GENDER

YEAR	MATHS SET	GENDER	SATISFACTION WITH SCHOOL	COMMITMENT TO CLASSWORK	REACTIONS TO TEACHERS	QUALITY OF SCHOOL LIFE
Year 9	Set 1	Male	2.45	7.05	5.05	14.55
		N	20	20	20	20
	Set 2	Female	3.23	6.77	6.54	16.54
		N	35	35	35	35
	Set 3	Male	1.92	5.96	5.04	12.92
		N	24	24	24	24
	Set 4	Female	1.89	3.50	4.67	10.06
		N	18	18	18	18
	Set 5	Male	1.19	4.38	3.38	8.95
		N	21	21	21	21
	Set 6	Female	2.00	4.44	5.06	11.50
		N	16	16	16	16
Year 10	Set 1	Male	1.65	4.00	3.00	8.65
		N	20	20	20	20
	Set 2	Female	1.50	3.25	4.58	9.33
		N	12	12	12	12
	Set 3	Male	1.71	5.00	4.57	11.29
		N	7	7	7	7
	Set 4	Female	.50	4.25	5.00	9.75
		N	4	4	4	4
	Set 5	Male	1.57	4.90	3.81	10.29
		N	21	21	21	21
	Set 6	Female	2.59	5.51	5.12	13.22
		N	41	41	41	41
	Set 7	Male	1.67	4.67	3.06	9.39
		N	18	18	18	18
	Set 8	Female	1.14	3.66	3.93	8.72
		N	29	29	29	29
	Set 9	Male	.83	2.78	2.09	5.70
		N	23	23	23	23
	Set 10	Female	1.50	3.37	3.50	8.37
		N	16	16	16	16
	Set 11	Male	1.17	4.57	3.17	8.91
		N	23	23	23	23
	Set 12	Female	1.33	3.25	4.00	8.58
		N	12	12	12	12

YEAR	MATHS SET	GENDER	SATISFACTION WITH SCHOOL	COMMITMENT TO CLASSWORK	REACTIONS TO TEACHERS	QUALITY OF SCHOOL LIFE
Year 11	Set 5	Male	.50	3.00	2.75	6.25
		N	8	8	8	8
	Set 6	Female	.89	3.44	4.78	9.11
		N	9	9	9	9
	Set 1	Male	2.25	4.25	3.25	9.75
		N	4	4	4	4
	Set 2	Female	2.50	4.83	4.83	12.17
		N	6	6	6	6
	Set 3	Male	2.36	5.52	5.48	13.36
		N	33	33	33	33
	Set 4	Female	2.32	5.00	5.91	13.23
		N	22	22	22	22
Year 12	A Levels	Male	.86	3.76	3.24	7.86
		N	29	29	29	29
	GNVQs	Female	1.85	4.54	4.69	11.08
		N	13	13	13	13
	A Levels	Male	.63	3.31	4.00	7.94
		N	16	16	16	16
	GNVQs	Female	1.27	3.82	4.09	9.18
		N	11	11	11	11
Year 13	A Levels	Male	.71	2.57	3.36	6.64
		N	14	14	14	14
	GNVQs	Female	1.00	3.60	3.00	7.60
		N	5	5	5	5
	A Levels	Male	1.86	5.55	5.90	13.31
		N	29	29	29	29
Year 14	A Levels	Female	2.67	7.23	7.53	17.43
		N	30	30	30	30
	GNVQs	Male	2.19	4.56	5.25	12.00
		N	16	16	16	16
	GNVQs	Female	2.00	5.92	6.15	14.08
		N	13	13	13	13
Year 15	A Levels	Male	2.40	5.40	6.67	14.47
		N	15	15	15	15
	GNVQs	Female	2.09	5.78	7.39	15.26
		N	23	23	23	23
	GNVQs	Male	3.00	7.00	7.00	17.00
		N	4	4	4	4
Year 16	A Levels	Female	5.00	10.00	6.00	21.00
		N	1	1	1	1

YEAR _____ GENDER _____

MATHS SET _____

Circle (T) or (F) if the following statements are **TRUE** or **FALSE** for you

1. T F In a lesson, I often count the minutes till it ends.
2. T F I wish I could have the same teachers next year.
3. T F Most of the time I do not want to go to school.
4. T F Most of my teachers want me to do things their way and not my own way.
5. T F I hardly ever do anything exciting in my lessons.
6. T F My teachers often act as if they are always right and I am wrong.
7. T F I am very happy when I am in school.
8. T F Most of my teachers really listen to what I have to say.
9. T F I daydream a lot in lessons.
10. T F Certain pupils in my classes are favoured by my teachers more than the rest.
11. T F I like school very much.
12. T F Teachers here have a way with pupils that makes me like them.
13. T F Most of the topics we study in lessons can't end soon enough for me.
14. T F Most of my teachers do not like me to ask a lot of questions during a lesson.

Tick one (/) answer that tells best what **YOU** think:

15. This term I am eager to get to....
 1. all my lesson
 2. most of my lessons
 3. about half my lessons
 4. one or two of my lessons
 5. none of my lessons
16. How would you rate the ability of your teachers compared to teachers in other schools? My teachers are....
 1. far above average
 2. above average
 3. average
 4. below average
 5. far below average
17. In my lessons I get so interested in my work that I don't want to stop. I feel like this...
 1. never
 2. hardly ever
 3. quite often
 4. every day

Tick one (/) answer that tells best what YOU think.

18. Thinking of my teachers this term, I really like...

- 1. all of them
- 2. most of them
- 3. half of them
- 4. one or two of them
- 5. none of them

19. The school and I are like...

- 1. good friends
- 2. friends
- 3. distant relatives
- 4. strangers
- 5. enemies

20. The work I do in most lessons is...

- 1. not at all important to me
- 2. not very important to me
- 3. pretty important to me
- 4. very important to me

21. This term my teachers and I are...

- 1. on the same wave length
- 2. on the same planet
- 3. somewhere in the same solar system
- 4. in two different worlds

22. The things I work on in most of my lessons are...

- 1. great stuff - really interesting to me
- 2. good stuff - pretty interesting to me
- 3. OK - school work is school work
- 4. dull stuff - not very interesting to me
- 5. rubbish - a total bore for me

23. If you could choose to take any lessons at all, how many of your present lessons would you take?

- 1. all of them
- 2. more than half
- 3. about half
- 4. fewer than half
- 5. none of them

Read each statement. Then tick (/) Always, Often, Sometimes, Seldom or Never to tell how often the statement is true for YOU

	Always	Often	Sometimes	Seldom	Never
--	--------	-------	-----------	--------	-------

24. I enjoy the work I do in class

	<input type="checkbox"/>				
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

25. Work in lessons is a waste of time

	<input type="checkbox"/>				
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

26. I feel I can go to my teacher with my problems

	<input type="checkbox"/>				
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

27. School work is dull and boring for me

	<input type="checkbox"/>				
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

WHAT DID WE MISS OFF?

Circle (T) or (F) if the following statements are **TRUE** or **FALSE** for you

1. T In a lesson, I often count the minutes till it ends.
2. T F I wish I could have the same teachers next year.
3. T F Most of the time I do not want to go to school.
4. T F Most of my teachers want me to do things their way and not my own way.
5. T F I hardly ever do anything exciting in my lessons.
6. T F My teachers often act as if they are always right and I am wrong.
7. T F I am very happy when I am in school.
8. T F Most of my teachers really listen to what I have to say.
9. T F I daydream a lot in lessons.
10. T F Certain pupils in my classes are favoured by my teachers more than the rest.
11. T F I like school very much.
12. T F Teachers here have a way with pupils that makes me like them.
13. T F Most of the topics we study in lessons can't end soon enough for me.
14. T F Most of my teachers do not like me to ask a lot of questions during a lesson.

Tick one (/) answer that tells best what **YOU** think:

15. This term I am eager to get to....

1. all my lessons
2. most of my lessons
3. about half my lessons
4. one or two of my lessons
5. none of my lessons

16. How would you rate the ability of your teachers compared to teachers in other schools? My teachers are....

1. far above average
2. above average
3. average
4. below average
5. far below average

17. In my lessons I get so interested in my work that I don't want to stop. I feel like this...

1. never
2. hardly ever
3. quite often
4. every day

Tick one (/) answer that tells best what **YOU** think.

18. Thinking of my teachers this term, I really like...

- 1. all of them
- ✓ 2. most of them
- 3. half of them
- 4. one or two of them
- 5. none of them

19. The school and I are like...

- 1. good friends
- 2. friends
- 3. distant relatives
- 4. strangers
- 5. enemies

20. The work I do in most lessons is...

- 1. not at all important to me
- 2. not very important to me
- 3. pretty important to me
- ✓ 4. very important to me

21. This term my teachers and I are...

- 1. on the same wave length
- ✓ 2. on the same planet
- 3. somewhere in the same solar system
- 4. in two different worlds

22. The things I work on in most of my lessons are...

- 1. great stuff - really interesting to me
- ✓ 2. good stuff - pretty interesting to me
- 3. OK - school work is school work
- 4. dull stuff - not very interesting to me
- 5. rubbish - a total bore for me

23. If you could choose to take any lessons at all, how many of your present lessons would you take?

- 1. all of them
- ✓ 2. more than half
- 3. about half
- 4. fewer than half
- 5. none of them

Read each statement. Then tick (/) Always, Often, Sometimes, Seldom or Never to tell how often the statement is true for **YOU**

	Always	Often	Sometimes	Seldom	Never
--	--------	-------	-----------	--------	-------

24. I enjoy the work I do in class		✓			
25. Work in lessons is a waste of time					✓
26. I feel I can go to my teacher with my problems					
27. School work is dull and boring for me			✓		✓

WHAT DID WE MISS OFF?

YEAR 9GENDER maleMATHS SET 1

Circle (T) or (F) if the following statements are TRUE or FALSE for you

1. T In a lesson, I often count the minutes till it ends.
2. T I wish I could have the same teachers next year.
3. T Most of the time I do not want to go to school.
4. T Most of my teachers want me to do things their way and not my own way.
5. T I hardly ever do anything exciting in my lessons.
6. T My teachers often act as if they are always right and I am wrong.
7. T I am very happy when I am in school.
8. T Most of my teachers really listen to what I have to say.
9. T I daydream a lot in lessons.
10. T Certain pupils in my classes are favoured by my teachers more than the rest.
11. T I like school very much.
12. T Teachers here have a way with pupils that makes me like them.
13. T Most of the topics we study in lessons can't end soon enough for me.
14. T Most of my teachers do not like me to ask a lot of questions during a lesson.

Tick one (/) answer that tells best what YOU think:

15. This term I am eager to get to....

1. all my lessons
2. most of my lessons
3. about half my lessons
4. one or two of my lessons
5. none of my lessons

16. How would you rate the ability of your teachers compared to teachers in other schools? My teachers are....

1. far above average
2. above average
3. average
4. below average
5. far below average

17. In my lessons I get so interested in my work that I don't want to stop I feel like this...

1. never
2. hardly ever
3. quite often
4. every day

Tick one (/) answer that tells best what **YOU** think.

18. Thinking of my teachers this term, I really like...

- 1. all of them
- 2. most of them
- 3. half of them
- 4. one or two of them
- 5. none of them

19. The school and I are like...

- 1. good friends
- 2. friends
- 3. distant relatives
- 4. strangers
- 5. enemies

20. The work I do in most lessons is...

- 1. not at all important to me
- 2. not very important to me
- 3. pretty important to me
- 4. very important to me

21. This term my teachers and I are...

- 1. on the same wave length
- 2. on the same planet
- 3. somewhere in the same solar system
- 4. in two different worlds

22. The things I work on in most of my lessons are...

- 1. great stuff - really interesting to me
- 2. good stuff - pretty interesting to me
- 3. OK - school work is school work
- 4. dull stuff - not very interesting to me
- 5. rubbish - a total bore for me

23. If you could choose to take any lessons at all, how many of your present lessons would you take?

- 1. all of them
- 2. more than half
- 3. about half
- 4. fewer than half
- 5. none of them

Read each statement. Then tick (/) Always, Often, Sometimes, Seldom or Never to tell how often the statement is true for **YOU**

	Always	Often	Sometimes	Seldom	Never
24. I enjoy the work I do in class				<input checked="" type="checkbox"/>	
25. Work in lessons is a waste of time			<input checked="" type="checkbox"/>		
26. I feel I can go to my teacher with my problems					<input checked="" type="checkbox"/>
27. School work is dull and boring for me			<input checked="" type="checkbox"/>		

WHAT DID WE MISS OFF?

APPENDIX F

Some 'Aiming High' data of Hirst High School, emerging circa 1994

"AIMING HIGH"

A summary of a department's responsibilities towards the needs of its pupils: measures associated with departmental appraisal.

1. All members of the department are observed - all year groups.
2. Department members and HOF are involved in discussions.
3. Lesson planning is looked at. (Are there clear aims and objectives?)
4. The range of teaching and learning styles are checked.
5. Relationships between teachers and pupils are commented upon.
6. Leadership of the department and use of staff are looked at critically. (How are departmental tasks shared?)
7. It is expected that the department has shared objectives within the faculty.
8. The departmental plan is examined. It needs to have identified targets and an action plan and must reflect school policy and national curriculum requirements.
9. Equal opportunities are checked in terms of gender and ability.
10. Communications from HOD to department are checked.
11. Records of meetings are looked at.
12. A wide variety of teaching styles and learning opportunities are expected.
13. Classroom discipline is checked. (Are pupils always on task as directed?)
14. Feedback to pupils should be regular, positive, constructive and informative.
15. Aims and objectives of lessons should be shared with pupils.
16. Differentiation of tasks ensure that appropriate demands are made on pupils.
17. Opportunities need to be given for collaborative work.
18. Pupils should be involved in an ongoing assessment process leading to target setting.
19. Materials, resources and accommodation are looked at.
20. Use of capitation is looked at.
21. Physical and basic equipment is essential.

22. Staff Development and INSET - The Development Plan should indicate the needs of staff.
23. There should be evidence of how staff have shared expertise within the department.
24. What collaborative work is being done with other departments?
25. Which members of staff have responsibility for liaison with feeder primary schools? What has been established by these links? Curriculum continuity should be considered.
26. Exercise books are examined.
27. Both formal and informal discussion will take place with staff and pupils.
28. A co-operative style of management and ownership is desirable.
29. Information technology should have a high profile.
30. How high are staff's expectations of pupils?
31. Atmosphere in the classroom, motivation of pupils and pace of lesson is commented on.
32. Pupils need to be given opportunities to be more independent and responsible and to follow their own lines of enquiry.
33. How pupils respond to homework and classwork is looked at.
34. Assessment is looked at with special reference to NC requirements.
35. GCSE results are examined.

DEPARTMENTAL DEVELOPMENT PLANS: THE FOCUS FOR REVIEWS

"Encouraging Our Success" will continue to be the main theme for these reviews which started in June 1996. However "Encouraging Our Success" implies more than the range of issues on which we concentrated in 1995. In addition we need to include meeting our technology submission targets and developing our marketing strategies further. Some specific points to be picked out are:

1. **Attendance** Already we have evidence to suggest that teaching styles and teacher attitudes can have a significant impact on attendance. Of course, routine procedures are very important too.
2. **Staying on Rates** Once students start on Sixth Form courses in your department do they complete them? Why are some students falling by the wayside?
3. **Target Setting** The Guidance Enhancement procedures encourage students to set themselves targets. As subject teachers following school and departmental marking policies, we mark to encourage such attitudes. Inducing the right state of mind probably lies at the heart of the matter. We need to be able to chart each individual's progress. How many of your 'D' grades might have been raised to 'C's? How? What are your targets? We now have a lot of information available to us about student performance which enables us to make comparisons between subjects and with our predictions, GCSE results and, in future, YELLIS give this information.
4. **Marketing** Our whole school marketing seems to be developing well but still needs attention. At a departmental level, how well does the department market its courses, especially new ones and how far does marketing continue through the provision of a sustained, appropriate, and relative experience for students? What is the nature of the dialogue that the department has with its students?
5. **Quality Control** Last year there were some difficulties with our appraisal arrangements which will need to be addressed in our review of these procedures. In 1996 we will want to move on to look at specific aspects of quality control. For example our Records of Achievement work will be closely examined and developed (?) by Mr Hannaford and Mrs Woodman while Mrs Greaves will be looking at the quality of our Department Planning particularly in relation to the Technology College Initiative.

Departments should begin to look at quality control and what it means in the departmental context. Everybody has a responsibility for Quality Control.

6., , Self Esteem

- I hope that an examination of these issues will lead to an increased awareness of the importance of "Self Esteem". Self esteem is perhaps the most important key to students success as well as being a major contributor to the performance of all who work here.

How do we measure our response to all these matters?

The Senior Staff attachment to Curriculum Areas is as follows:

RH Special Needs (SLD and mainstream)
English
PE/Games
Sixth Form Developments
Media

BH Mathematics
History
Music
R.S.

PIM Technology
Geography
Community

GEW Key Stage 3
Modern Languages
Art

SKG Key Stage 4
Business Studies
Guidance and Life
Science

HIRATSUKA

Y/VALUE	Records
Aut-	Aut-
Sep-Dec	Spr-
	Jan-Apr
	Sum-
	May-Aug

Records VALUE!

Records

APPENDIX G

The GCSE examination papers (NEAB) for Summer 1994, French

French Listening Test**Transcript****Basic Level****NEAB**

Monday 6 June 1994 9.30am - 10.00am

Time

■ 30 minutes.

- The recordings you are about to hear concern situations in which you might find yourself when you visit France or when you look after a French-speaking visitor in this country.
- This is what you should do for each item.
- Read the instructions and questions in English.
- Listen carefully to the recording in French and read the questions again.
- Listen to the recording again, and then answer the questions.
- Your teacher will pause the tape when you hear the tone, after the second hearing of each item, to give you time to write. You may write at any time during the test.
- Answer all the questions in English in the spaces provided. Write neatly and put down all the information you are asked to give. The marks are shown by each question.
- The test begins with an example which is answered for you.
- Ask any questions now. There must be no questions or interruptions during the test.
- Open your booklet now.

Exemple Ah oui, vous avez réservé une grande chambre pour quatre personnes avec une salle de bain. C'est bien ça?

Section A

Numéro un – Salut! Ça va?

Numéro deux – Regarde la photo de ma famille. A gauche, il y a mon frère, Pierre. Il a onze ans.

Numéro trois – Salut! C'est François. Ça va, toi? Aujourd'hui c'est dimanche, le premier juillet. Euh . . . on est en vacances ici. L'école c'est fini.

Numéro quatre (a) – Avec mes amis on va partir faire du camping jeudi prochain.

Numéro quatre (b) – On va passer cinq jours au bord de la mer. C'est super!

Numéro cinq – Bon, alors, maintenant on est invité chez des amis. Alors . . . au revoir et à bientôt!

Section B

Numéro six (a) – Et, bien sûr, tu peux prendre une douche, si tu veux. La salle de bains est juste à côté de ta chambre.

Numéro six (b) – Hélène va te montrer comment ça marche, la douche.

Numéro sept (a) – Je voudrais un sandwich au fromage, s'il vous plaît.

Numéro sept (b) – Ah . . . je suis désolé mademoiselle, nous n'avons plus de sandwichs. Il n'y a plus de pain.

Numéro sept (c) – Ah bon, c'est pas grave. Je vais prendre des frites, et . . . euh . . . un coca s'il vous plaît.

Numéro huit – Et . . . euh . . . vous savez, il est froid mon café. Je vais le dire au garçon, hein?

Numéro neuf – Dis, tu veux aller à la piscine?

– Ah non, pas moi, je préfère aller au cinéma. Il y a un bon film cette semaine. O.K? Vous êtes tous d'accord? On va aller au cinéma demain?

Numéro dix (a) – Eh bien . . . d'ici c'est facile. On y va ensemble si tu veux.

Numéro dix (b) – Regarde, je vais te montrer sur le plan. Alors, tu continues tout droit. Ensuite tu prends la . . . deuxième rue à gauche et puis . . . l'office de tourisme est juste au coin . . . là.

Numéro dix (c) – Ah oui, bien sûr. Ils parlent bien anglais là-bas. Et l'allemand aussi.

Section C

Numéro onze – Je voudrais acheter un T-shirt. Dis, quarante-quatre, c'est quelle taille en anglais?

Numéro douze – Il ferme à quelle heure ce soir, ce magasin?

Numéro treize – Euh . . . alors moi, j'ai besoin de dentifrice. Il est trop tard maintenant pour en acheter?

Numéro quatorze – Ah, j'aimerais beaucoup revenir en Angleterre. J'adore ce pays.

END OF TEST

General Certificate of Secondary Education

Northern Examinations
and Assessment Board

French Listening Test *Basic Level*

NEAB

Monday 6 June 1994 9.30am - 10.00am

Centre name								
Centre number						Candidate number		
Surname								
Other names								

In addition to this paper you will need

- Normal writing instruments.

Time

- 30 minutes.

Instructions to candidates

- Write your name and other details in the spaces provided above.
- The recordings you are about to hear concern situations in which you might find yourself when you visit France or when you look after a French-speaking visitor in this country.
- This is what you should do for each item.
- Read the instructions and questions in English.
- Listen carefully to the recording in French and read the questions again.
- Listen to the recording again, and then answer the questions.
- Your teacher will pause the tape when you hear the tone, after the second hearing of each item, to give you time to write. You may write at any time during the test.
- Answer all the questions in English in the spaces provided. Write neatly and put down all the information you are asked to give. The marks are shown by each question.
- The test begins with an example which is answered for you.
- Ask any questions now. There must be no questions or interruptions during the test.
- Do not open this booklet until you are told to do so.

For examiner's use	
Total	

Example

In the summer you go to France with your parents on a camping holiday. You decide to spend your first night in an hotel.

When you get there what does the receptionist say?

..... *You reserved a room for four with bathroom.* (2)

Section A

You are listening to a cassette which Marie, your French pen-friend, has sent you.

1 How does she begin?

..... (1)

She sends you this photograph.



2 What does she tell you about Pierre?

(i)

(ii) (2)

Now François, one of her friends, speaks to you.

3 What does he tell you?

(i)

(ii) (2)

4 (a) What is he going to do?

.....

(2)

(b) What else does he say about his plans?

.....

(2)

5 How does Marie end the tape?

.....

(2)

Section B

You go to France to stay with your French pen-friend, Hélène. Her father shows you round the house.

6 (a) What does he tell you?

..... (1)

(b) What does he say Hélène will do?

..... (1)

One day you go out to a café with a group of friends. You all decide to have a snack. One of the friends, Anita, calls the waiter over.

7 (a) What does she want to eat?

..... (1)

(b) What does the waiter reply?

..... (1)

(c) What does Anita order now?

.....

(2)

Another friend is having a coffee.

8 (i) What is wrong with it?

.....

(ii) What is he going to do about it?

.....

Then the friends talk about what they will do tomorrow.

9 (i) What does the girl suggest?

.....

(ii) Where does the boy want to go?

.....

(iii) Why does he want to go there?

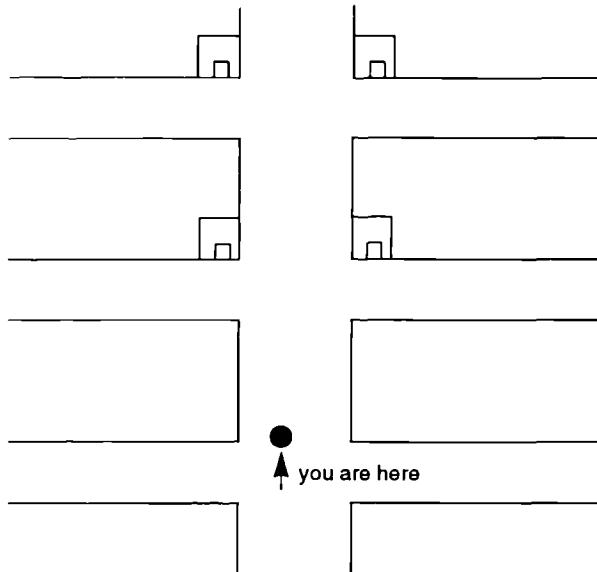
.....

Later in your stay you ask your pen-friend how to get to the Tourist Information Office.

10 (a) What does Hélène's father say?

.....

(b) Then he explains where it is. Put an X in the box on this drawing where you think the Tourist Information Office is.



(c) What else does he tell you about it?

.....

.....

Section C

One day you're out shopping with a group of French friends.

11 (i) What does one of them want to buy?

..... (1)

(ii) What does she ask you?

..... (1)

12 What does she ask you about the shop?

..... (1)

13 What does another friend ask you?

..... (2)

14 You ask her what she thinks of England. What does she reply?

..... (2)

END OF TEST

(33)

French Reading Test *Basic Level*

NEAB

Monday 6 June 1994 10.05am—10.30am

Centre name									
Centre number	<input type="text"/>	Candidate number	<input type="text"/>	<input type="text"/>	<input type="text"/>				
Surname									
Other names									

In addition to this paper you will need

- Normal writing instruments.

Time

- 25 minutes

Instructions to candidates

- Write your name and other details in the spaces provided above.
- Answer all questions, in English, in the spaces provided.
- Write neatly and put down all the information you are asked to give.

Information for candidates

- The number of marks is given in brackets at the end of each question.

For examiner's
use

Total

SECTION A IN FRANCE

You are on a camping holiday in France with your family.

1 You are trying to find your way through a small town and see this road sign.



Where does it point to?

.....

(3)

2 You decide to stop in the town for a walk round. First you need to find somewhere to park and notice this sign.



What does it tell you?

.....
.....
.....

(2)

3 While looking round the shops you see this sign on a shop window.



What does it say?

.....
.....

(1)

4 You are in the tourist office in Dinard and pick up this leaflet about the 4 star campsite 'Le Prieuré'.

(a) Where exactly is the site?



.....
.....
.....
.....

(2)

(b) What other information are you given?

.....
.....
.....
.....

(2)

5 On your way to the camp site you stop at a hypermarket to buy food and see this sign.



What is on sale here?

.....
.....

(2)

6 As you are driving along you see this traffic sign.



What does it tell you?

.....
.....
.....
.....

(2)

7 You arrive at the camp site and see this list at the entrance.

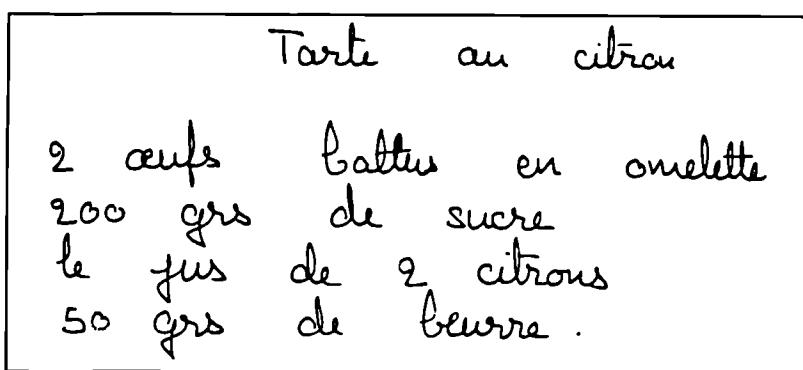


What medical services are available?

.....
.....
.....

(3)

8 You make friends with a French family and are invited to eat with them one evening. You enjoy the 'tarte au citron' very much and ask them to write down the ingredients.



What ingredients do you need to make the 'tarte'?

.....
.....
.....

(4)

SECTION B BACK HOME

9 You are keen to use your French to write to people in other countries. You look at these advertisements for pen-friends in a French magazine.

• **SYLVIE CANOLE MBOUM-BA**, BP 147 Union Congolaise de Banque Rpc, Brazzaville, Congo. Je désire correspondre avec des filles, ayant entre 13 et 15 ans, aimant le sport, la littérature, la musique et la cuisine.

• **MURIELLE BUCHER**, 132, chemin Saule, 1233 Bernex, Suisse. Je cherche des correspondants de tous pays, qui aiment la musique, le tennis et les timbres.

• **XIMENA SABO**, str Laborator 143, sec. 3, bloc S 10, sc. A, Bucuresti 7000, Romania. J'ai 14 ans, je suis passionnée de chimie et je désire correspondre avec un garçon qui a la même passion que moi.

• **GENEVIÈVE PITTEL**, ch. Praz Megroz 17, 1807 Blonay, Suisse. J'ai 14 ans. J'aimerais correspondre avec des filles ou des garçons habitant l'Afrique, l'Asie ou le Québec, pour mieux connaître leur pays et échanger des idées.

(a) Who does Sylvie want to write to?

.....
.....
.....

(3)

(b) Where would Murielle like pen-friends from?

.....

(1)

(c) What kind of pen-friend would Ximena like?

.....
.....

(2)

(d) Which country does Geneviève come from?

.....

(1)

10 You are pleased to hear from the French boy you made friends with at the camp site. This is part of his letter.

Quand j'ai du temps libre je lis beaucoup
j'écoute la radio et mes cassettes. Je pratique
le tennis le mercredi soir avec un ami et le
judo le vendredi soir dans le cours des adultes,
je suis ceinture violette et ça fait 6 ans que j'en
fais. J'ai de l'argent de poche quand je fais le
ménage chez moi, environ 10F si je mets la
table, passe l'aspirateur, m'occupe de ma petite
soeur ou si je nettoie les portes et les vitres.

(a) How does he spend his free time at home? Mention **two** things.

.....
.....

(b) What does he say about judo? Mention **three** things.

.....
.....
.....

(c) Why does he mention 10F?

.....
.....

General Certificate of Secondary Education**French
Writing Test
Basic Level****NEAB**

Monday 6 June 1994 10.35am – 11.00am

Centre name									
Centre number						Candidate number			
Surname									
Other names									

In addition to this paper you will need

- Normal writing instruments.

Time

- 25 minutes.

Instructions to candidates

- Write your name and other details in the spaces provided above.
- Answer both questions, in **French**, in the spaces provided.
- Write your answers in this combined question paper/answer booklet.
- If you need more space, either to write your answers or for rough work, use pages 6–8 of this booklet.
- Cross out any rough work before handing in your paper.

For examiner's use	
1	
2	
Total	

1 You are on holiday at a camp site in France and see this note on a board at reception.

Jeune fille cherche fille/garçon
pour jouer au tennis.

Expérience depuis 3 ans.

Préfère jouer le soir

Place 301 (tente bleue près du
terrain de jeux).

Alice Dupont.

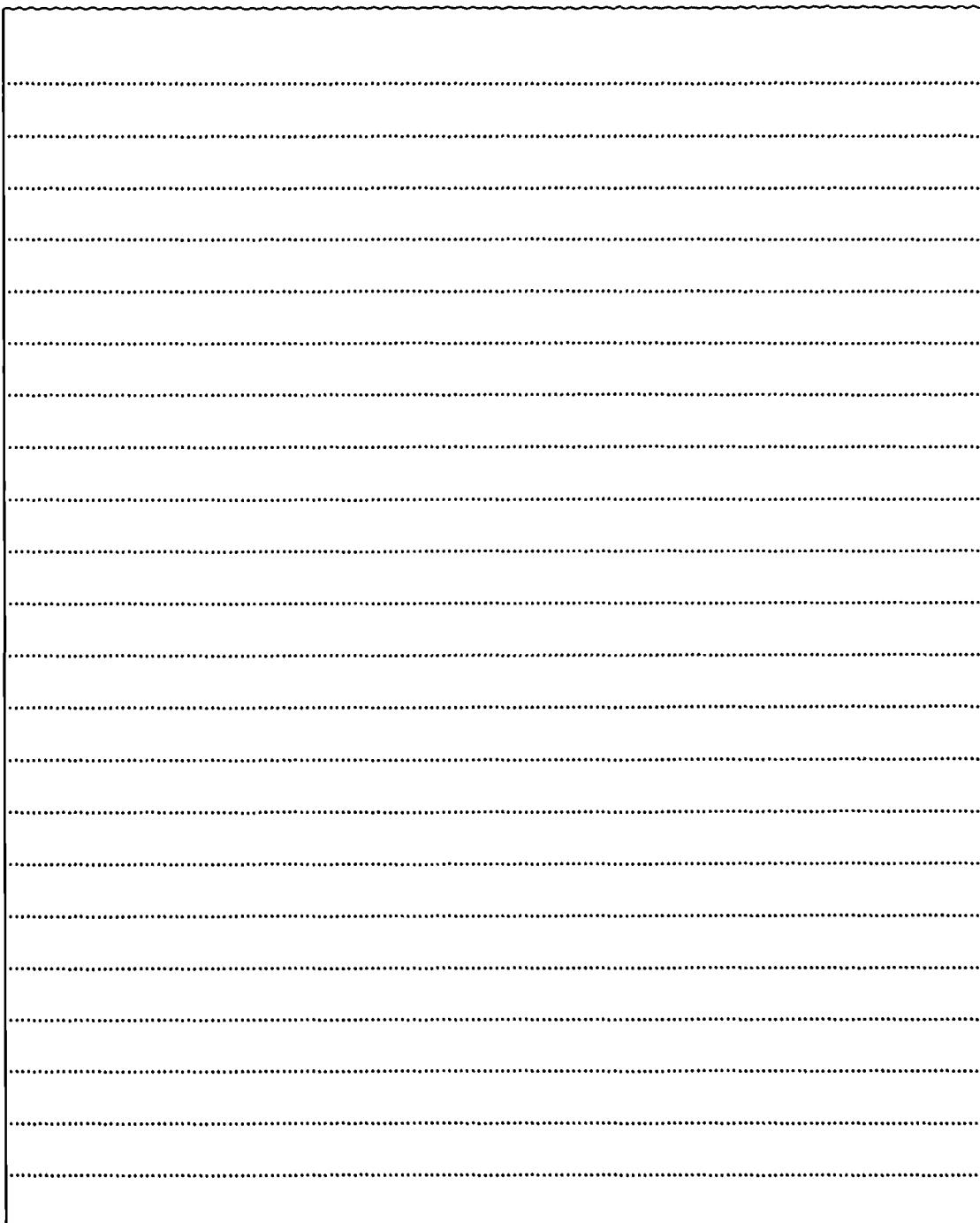
(continued on next page . . .)

Question 1 continued . . .

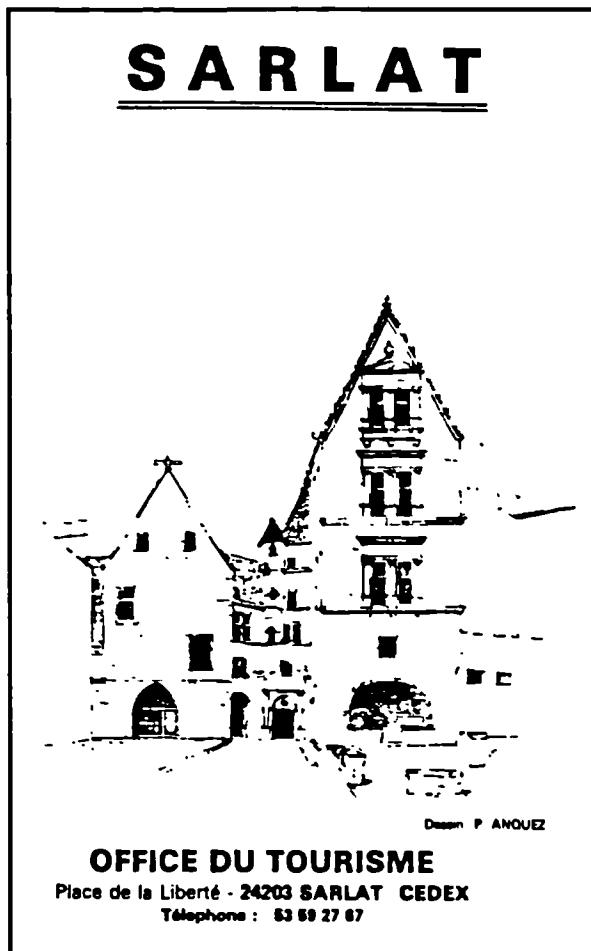
Alice is not in when you call, so you leave a note, in French, telling her:

- your name and age;
- which country you are from;
- you have been playing tennis for five years;
- you would like to play after 7 o'clock;
- you are in the grey caravan, opposite the shop.

Write neatly and put down all the information you are asked to give. The number of words is not important.



2 Your family is going on holiday to France this Summer and asks you to write to the Tourist Information Office in Sarlat.



Write a letter, in French. Give your letter a suitable beginning and ending and say:

- you are going to visit Sarlat with your family;
- you want to stay for one week in August;
- you would like a small hotel;
- you want to hire bikes.

Ask for:

- a list of hotels in Sarlat;
- a map of the region and some brochures.

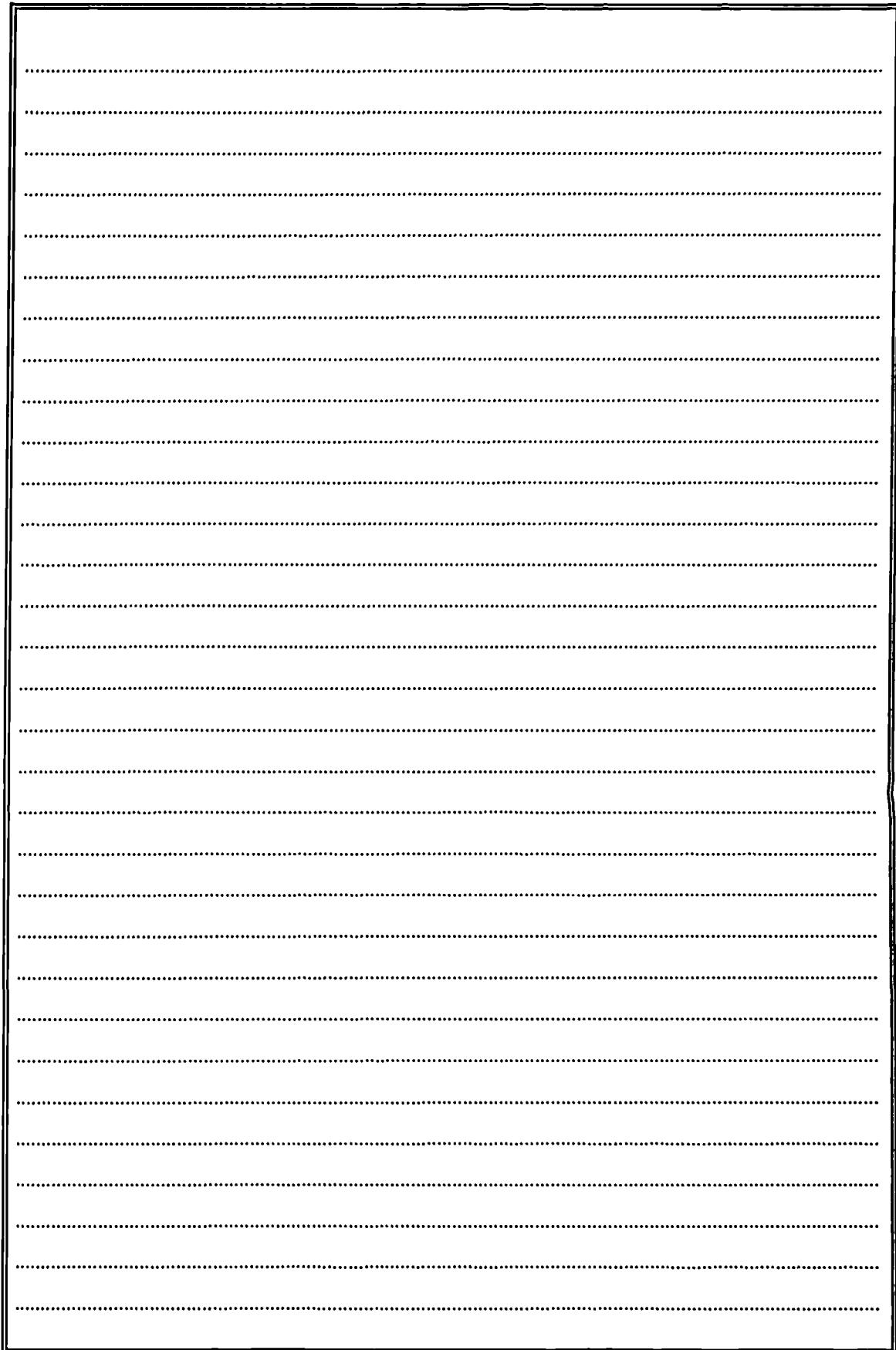
Ask:

- if there is a swimming pool in Sarlat;
- what there is to do in the region.

Write neatly and put down all the information you are asked to give. The number of words is not important.

(continued on next page . . .)

Question 2 continued . . .



A large rectangular box containing 20 sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed midline, and a solid bottom line.

This space can be used for rough work.

This space can be used for rough work.

General Certificate of Secondary Education**French Listening Test
Transcript
*Higher Level*****NEAB**

Thursday 9 June 1994 1.30pm - 2.00pm

Time**■ 30 minutes.**

- The recordings you are about to hear concern situations in which you might find yourself when you visit France or when you look after a French-speaking visitor in this country.**
- This is what you should do for each item.**
- Read the instructions and questions in English.**
- Listen carefully to the recording in French and read the questions again.**
- Listen to the recording again, and then answer the questions.**
- Your teacher will pause the tape when you hear the tone, after the second hearing of each item, to give you time to write. You may write at any time during the test.**
- Answer all the questions in English in the spaces provided. Write neatly and put down all the information you are asked to give. The marks are shown by each question.**
- The test begins with an example which is answered for you.**
- Ask any questions now. There must be no questions or interruptions during the test.**
- Open your booklet now.**

Exemple

- Il y a beaucoup trop d'étudiants. Moi, je trouve qu'on est beaucoup trop nombreux.
- Oui, et puis les professeurs, ils ne passent vraiment pas assez de temps avec les étudiants, n'est-ce pas?
- Oui, c'est vrai ça.
- Oui, sans parler du problème du travail en lui-même, qui est quand même très dur . . . et très abondant surtout. Il y a beaucoup de choses à faire, des livres à lire, des essais à rendre, des dissertations . . .
- Tu as entièrement raison.
- Ils exagèrent.
- Moi, j'ai au moins deux heures de travail chaque soir, et vous?
- Ouais, mais . . . ça, c'est parce qu'on a beaucoup trop de matières.

Numéro un

- (a) – Allez! On va à l'intérieur. On va s'installer au bar, c'est plus sympa. Il y a plus de monde et en plus, c'est moins cher.

Numéro un

- (b) – Ah, je suis désolé, madame, nous ne servons plus de boissons chaudes après onze heures.

Numéro un

- (c) – Ah, non, non, il n'y a pas de problème. C'est le pourboire, tu sais, pour le garçon. Et moi, tu vois, je laisse toujours quelques pièces de monnaie.

Numéro deux

- Ah dis, en ce moment c'est la saison des champignons. Il y en a plein partout! Alors, ça vous intéresse?
- Ah oui, on va dans la forêt? On peut y aller à pied, ce n'est pas loin.
- Ah oui, mais alors comme il pleut tout le temps, il faudra peut-être prendre des imperméables et des parapluies, d'accord?
- O.K. On y va.

Numéro trois

- Et, si on allait à la crêperie demain soir?
- Ah, mais quelle bonne idée! J'adore les crêpes. Mais, écoutez. Si vous voulez, moi, je peux faire les crêpes à la maison.
- Oh, maman, c'est vrai, tes crêpes sont toujours délicieuses. Elles sont meilleures qu'à la crêperie.
- D'accord mais . . . il y a une condition, hein? Vous devez m'aider. Par exemple, un de vous va aller faire les courses.

Numéro quatre

- Et . . . si on allait au cinéma ce soir?
- D'accord, mais qu'est-ce qu'il y a comme film?
- Euh . . . je sais pas, moi. Tiens, prends le journal et regarde.
- Bon alors, voyons voir. Ce soir au cinéma Rex, il y a quatre films. Alors, je te lis. Il y a "Casablanca" le film d'amour classique, euh . . . et en . . . version originale.
- Ah, non, non, non, non. Moi, je n'aime pas les sous-titres . . . euh . . . qu'est-ce qu'il y a d'autre?
- Ben, autrement, il y a "Cyrano de Bergerac".
- Oh non, on l'a déjà vu au moins cinq fois . . . bon alors qu'est-ce qu'il y a d'autre?
- Il y a un autre film. Je crois que c'est un film de guerre.
- Alors là, non, euh pas question, les films de guerre, euh, non merci!
- Ben . . . euh . . . l'autre film, alors c'est un policier. Qu'est-ce que tu en penses?

Numéro cinq

- J'ai une idée super pour ce week-end! Regardez, j'ai une brochure où il y a des gîtes. Vous savez, des petites maisons à louer pour le week-end ou la semaine. Qu'est-ce que vous en pensez?
- Ah, génial. Moi je veux bien. Où est-ce qu'on peut aller?
- J'ai trouvé un endroit super, Belle-Ile-en-Mer.
- Ah oui, excellent! Quelle bonne idée!
- Tu as vu ce qu'on peut faire? On peut faire beaucoup de choses là-bas. Il y a des promenades à faire, on peut louer des vélos, on peut faire du cheval sur l'île.
- Oh, t'as vu? On peut faire de la plongée sous-marine. On peut louer un bateau et aller à la pêche avec des vrais pêcheurs.
- Bon, tout le monde est d'accord?
- On y va quand? Pour combien de temps?
- Euh . . . le week-end, c'est bien. On peut partir vendredi et revenir dimanche soir. D'accord?
- Ah, oui.

Numéro six

- (a) Bonjour madame, est-ce que vous avez deux chambres pour cinq personnes s'il vous plaît?
- Ah, je suis désolée, madame, mais nous sommes complets. Nous n'avons plus de chambres depuis deux jours.
- Ah, c'est vraiment toujours comme ça, hein.

- Vous savez, c'est Saint-Malo. C'est l'été, c'est la pleine saison. Je sais que c'est très difficile de trouver des chambres, vous savez.
- Et . . . euh . . . vous ne pouvez vraiment rien faire?
- Ah, écoutez, je vais essayer de vous aider . . . euh . . . je vais voir ce que je peux faire . . . laissez-moi voir s'il reste des chambres de disponibles dans d'autres hôtels.

Numéro six

- (b) – Vous avez vraiment de la chance! Il reste deux chambres à l'Hôtel Marmotte. Il se trouve à environ 5 km de St. Malo.
- Euh, vous pouvez nous réserver les chambres?
- Mais, bien sûr. Je peux vous réserver les deux chambres à votre nom si vous le voulez. Mais il faut y aller tout de suite car les chambres sont réservées jusqu'à dix-huit heures et après c'est trop tard.
- Ah, merci beaucoup, madame.
- Au revoir, madame.
- Au revoir.

Numéro sept

- Ah, je suis désolé, madame. Vous ne pouvez pas partir ce soir. Les ferrys sont arrêtés pour une grève de quarante-huit heures. Si vous voulez vraiment partir aujourd'hui, vous allez devoir prendre un ferry au départ de Roscoff. Il y a un départ ce soir à vingt-trois heures trente. Est-ce que vous voulez que je prenne une place pour vous et que je vous change votre billet?

Numéro huit

- (a) – Mais enfin qu'est-ce qui se passe? Vous allez m'expliquer ce que c'est que cette grève? Alors, ils partent à Roscoff, mais comment? A pied? Vous savez où ça se trouve Roscoff? C'est très, très loin, monsieur.
- Ecoutez, madame, je suis désolé.
- Ah, écoutez, hein! Moi, je ne peux pas les laisser partir tout seuls. Et comment vont-ils partir? Moi, je suis inquiète! Il va falloir téléphoner aux parents pour les avertir. Quel cirque, alors!
- Calmez-vous, madame. Nous sommes désolés mais nous n'y sommes pour rien. Par contre, il y a un bus qui part de la gare maritime dans une heure pour Roscoff.
- Ah, ah, ah, ça c'est bien joli! Mais . . . où vont-ils arriver en Angleterre exactement?
- Eh bien, ils arriveront à six heures demain matin, heure anglaise, à Plymouth.
- Hm . . . il va falloir téléphoner tout de suite à la famille en Angleterre. Euh . . . est-ce que je peux téléphoner au moins ici?
- Mais bien sûr, madame. Vous avez des cabines téléphoniques à l'entrée de la gare maritime, à gauche.

Numéro huit (b) – Alors, il faut surtout ne pas vous inquiéter. Tout va bien se passer, d'accord?

- Oui, vous n'aurez plus de problèmes maintenant, je crois. Comme tes parents sont au courant de la situation, c'est moins grave. On a fait tout le nécessaire, n'est-ce pas?
- Mais oui. Surtout, n'oubliez pas de nous téléphoner, hein? Dès que vous en aurez la possibilité, d'accord?

Ah oui, hein? Il faut absolument nous donner un coup de fil pour nous rassurer.

- Bon eh bien, je crois qu'il est temps maintenant de nous dire au revoir.

END OF TEST

French Reading Test *Higher Level*

NEAB

Thursday 9 June 1994 2.05pm–2.45pm

Centre name									
Centre number	<input type="text"/>	Candidate number	<input type="text"/>	<input type="text"/>	<input type="text"/>				
Surname									
Other names									

In addition to this paper you will need

- Normal writing instruments.

Time

- 40 minutes

Instructions to candidates

- Write your name and other details in the spaces provided above.
- Answer all questions, **in English**, in the spaces provided.
- Write neatly and put down all the information you are asked to give.

Information for candidates

- The number of marks is given in brackets at the end of each question.

For examiner's use	
Total	

SECTION A IN FRANCE

You are in France with your penfriend.

- 1 On your first day you spend some time looking round the shops. You see this sign in a shop window.

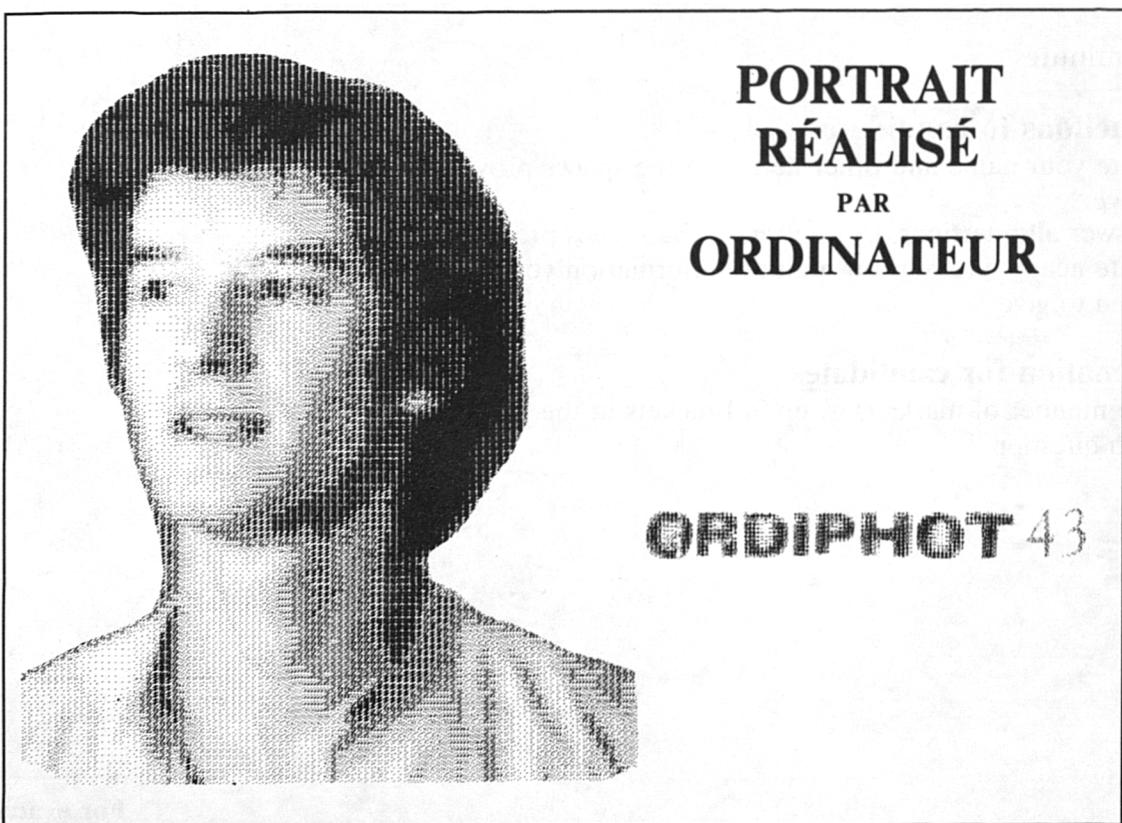


What is it advertising?

.....

..... (2)

- 2 In a department store you pick up this leaflet.



What service is it offering?

.....

..... (1)

3 In the supermarket section of the shop you are helping to pack the shopping. You notice this on the carrier bag.

ATTENTION : CE SAC N'EST PAS UN JOUET. Afin d'éviter tout risque d'étouffement, ne laissez pas les bébés et les enfants jouer avec ce sac.

What messages does it convey?

.....
.....
.....

(2)

4 You go to the underground car park with your penfriend's family. Inside you see this notice.



What does it tell you?

.....
.....
.....
.....

(2)

5 When you get back to your penfriend's flat you find this telephone message on the door of your room.

Date _____		Post-it™ 7660
Heure _____		17 h
A l'attention de M _____		
EN VOTRE ABSENCE		
M <u>Une de tes copines</u>		
Société _____		
N° de téléphone _____		
A TELEPHONE	<input checked="" type="checkbox"/>	MERCI D'APPELER <input type="checkbox"/>
EST VENU VOUS VOIR	<input type="checkbox"/>	VOUS RAPPELLERA <input type="checkbox"/>
DEMANDE UN	<input type="checkbox"/>	URGENT <input type="checkbox"/>
ENTRETIEN		
Message	<u>peux-tu apporter ton appareil-photo au collège lundi?</u>	
FT-5000-4382-1		

(a) Who is it from?

.....
.....

(1)

(b) What does it say?

.....
.....

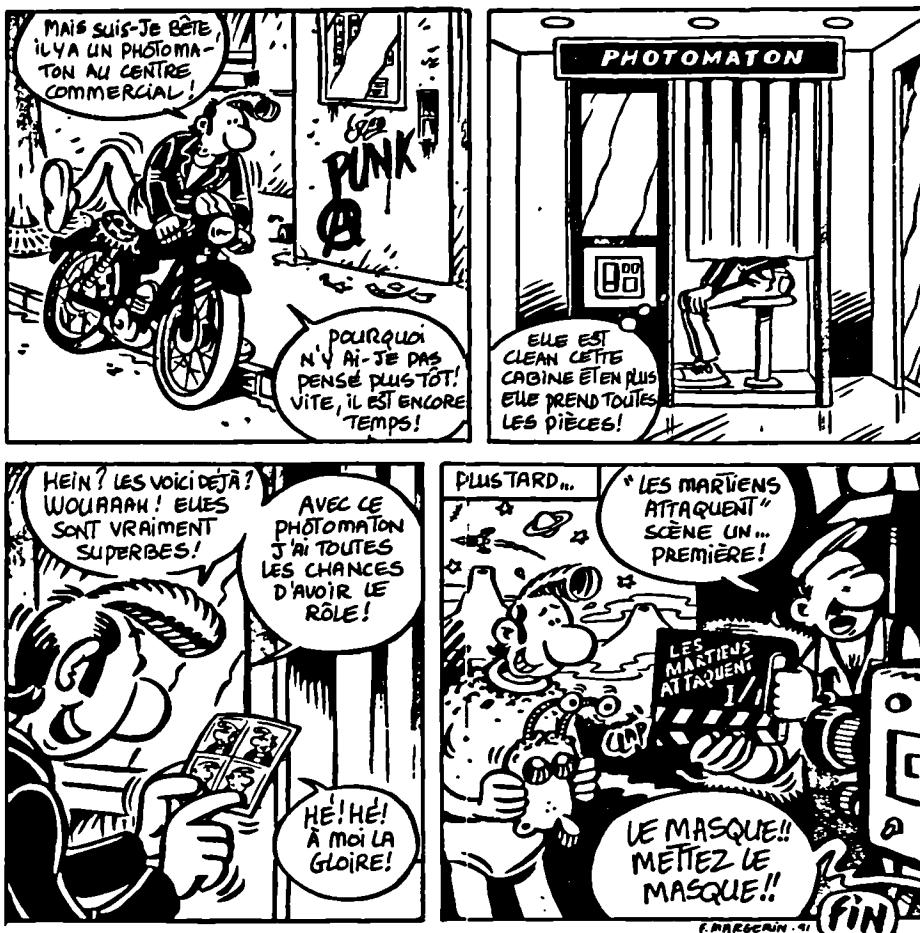
(1)

6 The next day you go with your friend into town. She needs to get a photograph taken. While you are waiting outside the booth you find this leaflet and begin to read it.



(continued on next page . . .)

Question 6 continued



(a) Why does Lucien want to have his photograph taken?

..... (1)

(b) Why is he in such a hurry?

..... (2)

(c) Why can't he use the Identitox machine?

..... (1)

(d) Explain the joke in the last picture.

..... (2)

7 You are planning a trip to the beach and your penfriend shows you this advertisement for a Minitel service she is going to consult before you go.



What do you think she will find out from this service?

.....

..... (2)

8 In the computer department of a large store you see this advertisement for a game in a software catalogue.

LE CHÂTEAU DU MONSTRE



Ayant pénétré dans un château habité par un monstre, l'élève ne pourra en sortir qu'en réunissant une quantité de pièces d'or. La seule façon d'obtenir ces pièces est de résoudre les problèmes proposés sur les thèmes : français, connaissances générales, sciences naturelles (le cœur, la circulation du sang), la logique, le calcul.

(a) Explain the game.

.....
.....
.....

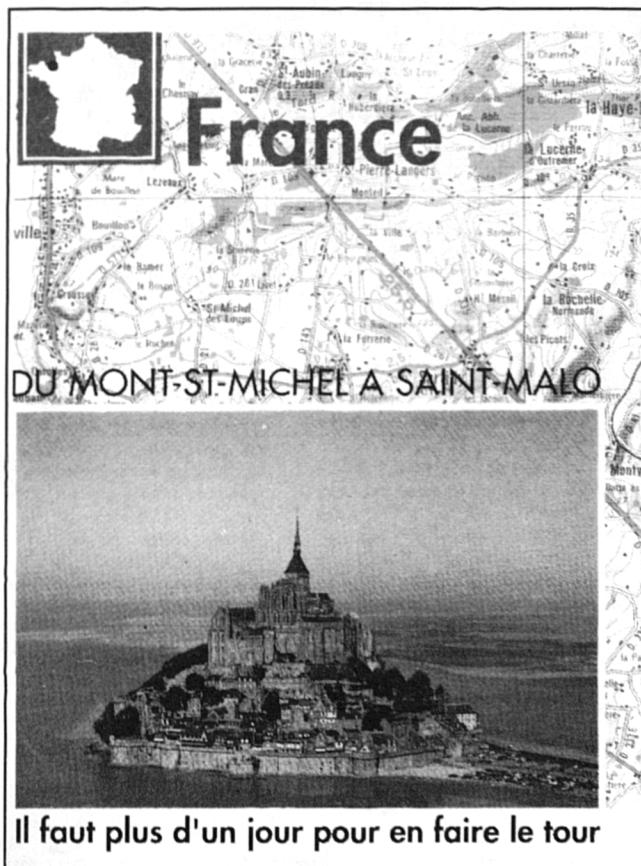
(3)

(b) What is the real purpose of the game?

.....
.....

(2)

9 You and your friend are planning a trip out and are discussing possibilities. First you look at this leaflet about Mont-St-Michel.



What is it telling you about Mont-St-Michel?

.....
.....
.....

(2)

10 You also plan to go and see the camel races you see advertised in the local paper.



What aspect of the races is the advertisement stressing?

.....

(1)

11 The next day your friend needs to go to the doctor's. While you wait for her in the waiting room you look at this leaflet about nutrition.

Le petit déjeuner : un repas fondamental

Le petit déjeuner est trop souvent "sauté". C'est pourtant le premier repas de la journée. Après le long jeûne de la nuit, il apporte toute l'énergie dont le corps a besoin pour commencer la journée. Lui aussi doit être équilibré. Sans petit déjeuner... gare au coup de pompe dans la matinée !

Petit déjeuner des matins pressés

pain beurré
chocolat ou café au lait
un jus de fruit

Quand on a le temps...

œuf à la coque
pain grillé beurré ou céréales
café au lait
pomme ou banane



**Un verre,
ça va ;
deux verres...**

Dommage ! Toutes les boissons ne sont pas bonnes pour la santé... Les boissons sucrées (jus de fruits et sodas plus particulièrement) apportent trop de sucre à l'organisme et coupent l'appétit. Pour se désaltérer, il faut leur préférer l'eau et ne consommer une boisson sucrée que pour le plaisir.



(a) What points does it make about breakfast in the first section?

.....
.....
.....

(3)

(b) What apparent contradiction do you notice between the right-hand section and the rest of the article?

.....
.....

(2)

12 During a geography lesson in your friend's school you are studying some material about Canada. You look at this page.

« Jamais les hommes ne se sont autant parlé qu'aujourd'hui. Le langage leur est devenu ce qu'est l'argent à l'économie, un moyen d'échange universel. »



Le monde s'offre à tous ceux d'entre vous qui sont prêts à lui ouvrir leur cœur et leur esprit, à comprendre les autres et à se faire admettre par eux. La maîtrise de nombreuses langues fera de vous, si vous le voulez, des enfants d'à peu près tous les pays. Nos deux langues officielles, le français et l'anglais, sont un passeport pour tous les continents, qu'ils y soient langues officielles ou langues de communication. Même s'il ne vous est jamais donné de visiter d'autres pays ou continents, une bonne connaissance de l'anglais, du français ou d'autres langues peut vous ouvrir une fenêtre sur le monde. Nous savons tous que la paix, dans ce village planétaire comme certains le désignent, repose sur la compréhension mutuelle entre individus aussi bien qu'entre nations.

UNILINGUE

Dans certaines villes canadiennes, les pages d'introduction de l'annuaire téléphonique sont bilingues. Saviez-vous qu'il en est de même pour l'annuaire de New York : bon nombre de renseignements y figurent en deux langues, l'anglais et l'espagnol ? Saviez-vous enfin qu'il en est ainsi dans toute une série de villes américaines où les Hispanophones sont nombreux ?

(a) What points does the main section make about languages?

.....
.....
.....
.....

(4)

(b) Why is New York mentioned in the right-hand column?

.....
.....

(2)

13 On your way back home after your stay in France you are waiting in the ferry terminal. You pick up this leaflet.



Who is it for?

.....

.....

(2)

SECTION B BACK HOME

14 One day you receive a letter from your new penfriend Sarah. This is an extract.

Pendant les vacances, je suis allée tout d'abord à la Baule faire un stage de danse (1 semaine) puis je suis allée 7 jours à Plymouth. Finalement, j'ai passé un mois à Belle île en mer où je suis restée avec mes parents.

Après ces vacances, j'ai repris les cours. Pendant la semaine, je commence tous les jours à 8^h00 et je termine à 14^h45 excepté le vendredi où je finis à 9^h40. Nous avons beaucoup de travail car nous avons l'espagnol en plus. Je vais à la danse presque tous les jours car c'est ce que j'envisage de faire plus tard.

Pendant les vacances de Noël, je resterai à Rennes pour m'entraîner (à la danse) car je vais participer à un concours mondial au Japon au mois de janvier. Pour le 1^{er} de l'an, je pense que j'irai à Paris voir ma soeur (elle y habite).

What seems to be the most important part of Sarah's life? Give reasons for your answer.

.....

.....

.....

.....

.....

(5)

General Certificate of Secondary Education

French
Listening Test
Higher Level

NEAB

Thursday 9 June 1994 1.30pm - 2.00pm

Centre name												
Centre number	<input type="text"/>	Candidate number	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Surname												
Other names												

In addition to this paper you will need

- Normal writing instruments.

Time

- 30 minutes.

Instructions to candidates

- Write your name and other details in the spaces provided above.
- The recordings you are about to hear concern situations in which you might find yourself when you visit France or when you look after a French-speaking visitor in this country.
- This is what you should do for each item.
- Read the instructions and questions in English.
- Listen carefully to the recording in French and read the questions again.
- Listen to the recording again, and then answer the questions.
- Your teacher will pause the tape when you hear the tone, after the second hearing of each item, to give you time to write. You may write at any time during the test.
- Answer **all** the questions in English in the spaces provided. Write neatly and put down all the information you are asked to give. The marks are shown by each question.
- The test begins with an example which is answered for you.
- Ask any questions now. **There must be no questions or interruptions during the test.**
- **Do not open this booklet until you are told to do so.**

For examiner's use

Total

Example

Your pen-friend's older brother has invited his friends to the house. They talk to you about their life at school.

What do they not like about school? (Mention **three** things.)

1. *There are too many students.*.....

2. *The work is very hard.*.....

3. *They have too many subjects to study.*..... (3)

1 You are staying in France with the family of your French pen-friend, Sylvie. One evening you have all gone to a café and you're deciding where to sit.

(a) (i) What does Sylvie suggest?

..... (1)

(ii) Why?

..... (1)

(b) When you order, what does the waiter reply?

..... (1)

(c) When it comes to settling the bill you notice that there is some change left on the table. You mention this to your friend.

What does she say it is for?

..... (1)

2 You prepare to go on an outing with Sylvie and her friend.

(i) What do they decide to do?

..... (1)

(ii) Why?

..... (1)

(iii) What does Sylvie's friend advise you to take?

.....

..... (2)

(iv) Why?

..... (1)

3 One evening Sylvie's family is making plans to go out for a meal.

(i) What do they decide to do?

..... (1)

(ii) Why?

..... (1)

(iii) What condition does her mother make?

..... (1)

4 One day you think of going to the cinema with a group of friends. Two of them discuss the idea.

From what you have heard so far, do you think they might agree on a film? Give **two** reasons.

..... (2)

.....

5 One evening Sylvie's father has an idea.

(i) What does he suggest?

..... (2)

.....

(ii) For how long?

(1)

.....

(iii) What activities are mentioned?

.....

.....

(3)

.....

6 The family decides to take you back to the ferry and stay overnight in St. Malo. You all go to an hotel to book a room. When you get to the reception desk Sylvie's mother talks to the receptionist.

(a) (i) What does Sylvie's mother ask for?

.....

(2)

.....

(ii) What does the receptionist say?

.....

.....

(3)

(continued on next page . . .)

Question 6 continued . . .

(b) The receptionist makes a telephone call.

What does she then tell you?

.....
.....
.....

(3)

7 You go to the ferry terminal in St. Malo with Sylvie's mother. At the ticket office the clerk explains there is a problem.

(i) What is the problem?

.....
.....

(2)

(ii) What solution does he offer?

.....

(1)

8 Sylvie's mother then goes back to the desk to talk to the clerk.

(a) (i) How does she react?

.....

(1)

(ii) Why does she feel like this?

.....

(1)

(iii) How does the clerk respond?

.....

(2)

(iv) What does Sylvie's mother finally decide to do?

.....

(1)

(b) Then just before you leave, what do Sylvie's parents say to you?

.....
.....
.....

(3)

END OF TEST

(39)

General Certificate of Secondary Education**French**
Writing Test
Higher Level**NEAB**

Thursday 9 June 1994 2.50pm – 3.40pm

Centre name														
Centre number									Candidate number					
Surname														
Other names														

In addition to this paper you will need

- Normal writing instruments.

Time

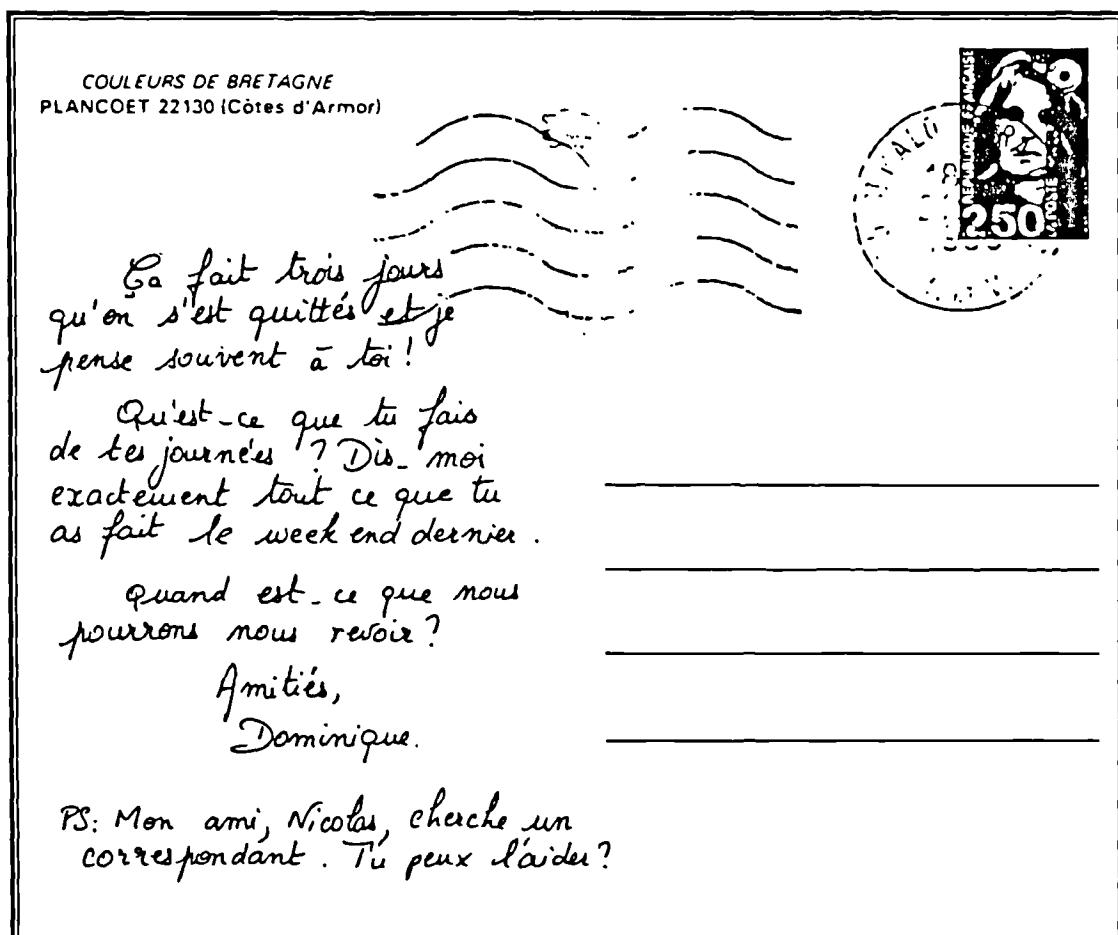
- 50 minutes.

Instructions to candidates

- Write your name and other details in the spaces provided above.
- Answer both questions, in French, in the spaces provided.
- Write your answers in this combined question paper/answer booklet.
- If you need more space, either to write your answers or for rough work, use pages 6–8 of this booklet.
- Cross out any rough work before handing in your paper.

For examiner's use	
1	
2	
Total	

1 You have just returned from an exchange visit to France. During the visit you became friendly with Dominique, who has just sent you this post-card.



Write a letter in reply, in French, thanking Dominique for the card.

- Explain how you are feeling now that you are back in school and give reasons.
- Give a full account of how you spent last weekend.
- Describe the personality and interests of a friend who wants to write to Nicolas.
- Say when your summer holidays are.

Ask:

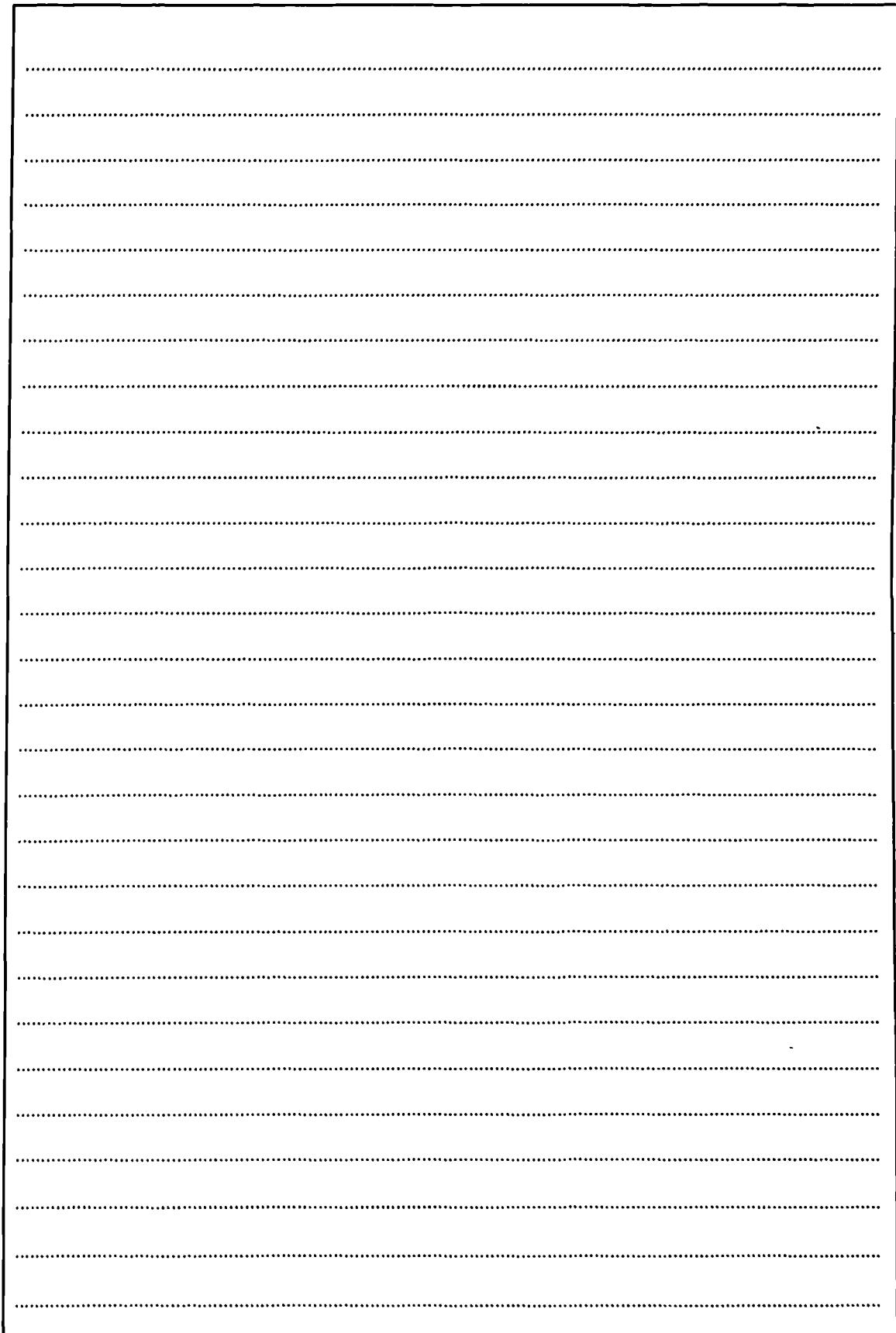
- if Dominique can come to stay with you;
- how long Dominique can stay.

Write neatly and put down all the information you are asked to give. The number of words is not important.

To score the highest marks, you must answer each task fully, developing your answers whenever it is appropriate to do so.

(continued on next page . . .)

Question 1 continued . . .



A large rectangular box containing 20 horizontal dotted lines for handwriting practice. The box is defined by a black border and contains 20 evenly spaced horizontal dotted lines for writing practice.

2 You decide to enter this competition in the magazine "Okapi".

URGENT

INFOS-CLIPS

GRANDE ENQUÊTE

OKAPI

GAGNEZ
500 F

DITES-NOUS
TOUT
CE QUE
VOUS PENSEZ
SUR
L'ARGENT

N'hésitez pas ! Pour nous parler de l'argent, écrivez-nous en toute liberté, comme d'habitude, et gagnez 500 F.
Il suffit d'envoyer vite votre réponse à "Enquête OKAPI"
Codex 2329 - 99232 PARIS CONCOURS.

BRED, la Banque régionale d'escompte et de dépôts.

BRED

Write an article, in French.

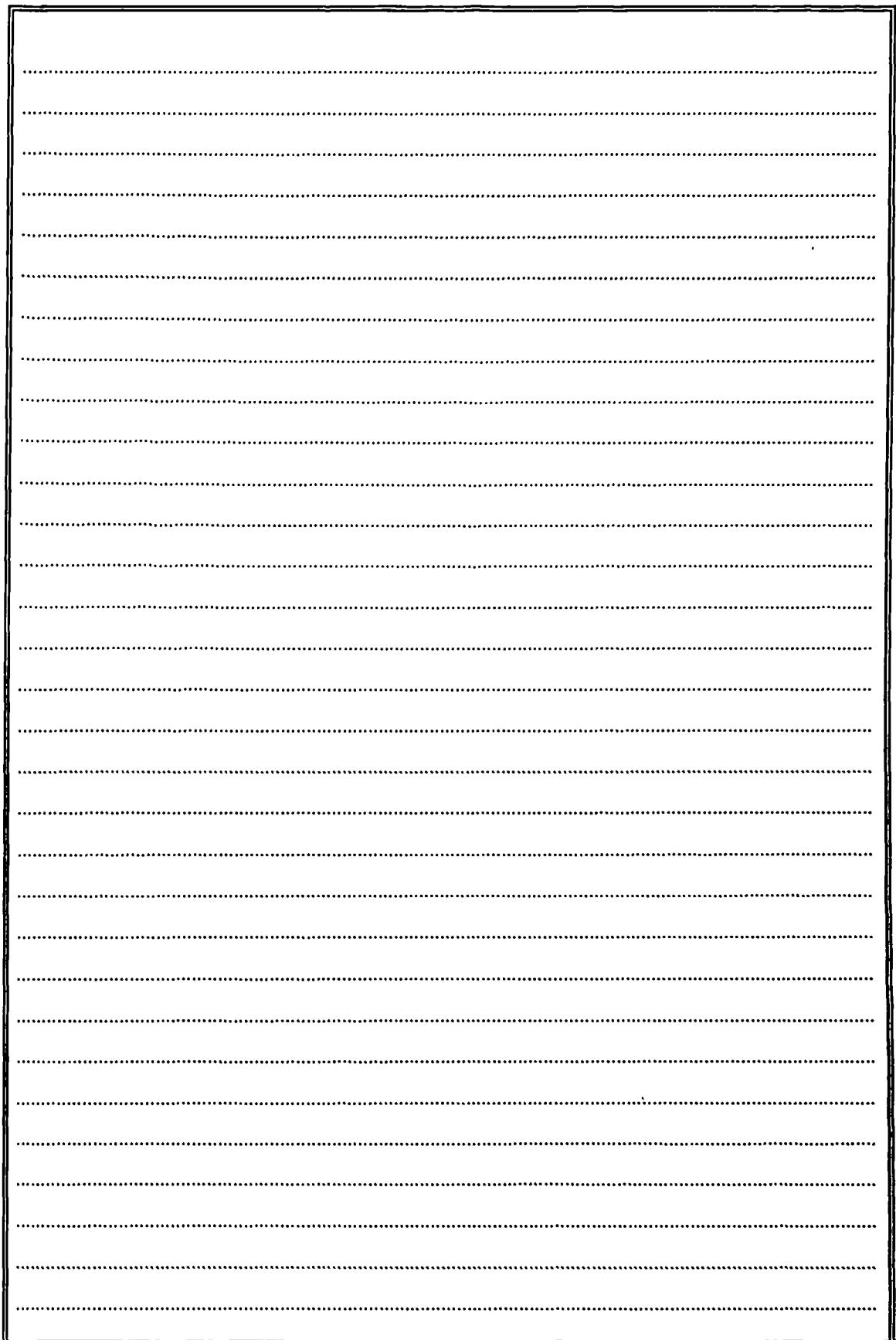
- Say how much money you get.
- Say how you get it. (Give as much detail as possible.)
- Give a full account of how you spent your money last week.
- Say whether or not you think money is important to people of your age. (Explain fully your points of view.)
- Say how you will spend the 500F, if you win the prize.

Write neatly and put down all the information you are asked to give. The number of words is not important.

To score the highest marks, you must answer each task fully, developing your answers whenever it is appropriate to do so.

(continued on next page . . .)

Question 2 continued . . .



A large rectangular box containing 20 horizontal dotted lines for handwriting practice. The box is defined by a thick black border. Inside, there are 20 horizontal dotted lines spaced evenly apart, intended for students to practice letter formation and alignment.

This space can be used for rough work.

This space can be used for rough work.

This space can be used for rough work.

General Certificate of Secondary Education**French**
Speaking Test B
*Teacher's Booklet***NEAB**

Monday 9 May 1994 1.30pm

Index

	Page
■ Instructions for the Administration of the Tests	2 – 3
■ Role-playing Situations (Basic Level)	4 – 5
■ Role-playing Situations (Higher Level)	6 – 7
■ Topics for General Conversation	8

WHEN CONDUCTING SPEAKING TESTS

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	"GCSE French Examination, 1994. Test _____ (letter of test), _____ School, Centre No. _____."	(a) On the form which is in the tape-box, write your centre name and number, the language being tested and the letter of the test.
At the start of each candidate's test.	"Candidate No. _____, _____ (name of candidate)." _____	(b) On the form which is in the tape-box, write the candidate's name and number, and the letter of the test. (c) On the Attendance List, write the letter of the test the candidate is doing and at which level (B or H).*
At the end of each candidate's test.	"End of test."	(d) Start the test. (e) Do not stop or pause the tape during the recording.
After the last candidate on side A.	"End of recording on this side."	(f) Check that the test has been recorded clearly and audibly. (g) Reset the controls ready to record the next candidate. (h) If you are not sure there is enough time on the tape, start the next test on side B, or on the next tape.
After the last candidate on side B of each tape.	"End of recording on this side. The tests continue on tape number _____." or "End of recordings for this centre."	(i) When a tape is complete – wind to the start of side A; – check that all the details on the form in the tape-box are filled in; – write your name on the form; – place it and the tape back in the tape-box before you get the next tape out of its box.

*B = Basic
H = Higher

The instructions opposite are just a checklist. For the complete instructions, refer to the booklet "Modern Foreign Languages – Instructions for the 1994 Examinations", which is issued to all centres in the Spring Term.

SPEAKING TEST B

Basic Level – Role-playing Situations

Candidate's Role

- 1** You are at a post-office. Your teacher will play the part of the assistant and will start the conversation.
 - (a) Ask how much it costs to send a post-card to England.
 - (b) Say how many stamps you want.
 - (c) Say you have no change.

- 2** During the summer holidays you are working at a camp site in ENGLAND. A French student you have met comes into reception early one morning. Your teacher will play the part of the French student and will start the conversation.
 - (a) Return the greeting and ask if there is a problem.
 - (b) Say it opens at 8 o'clock.
 - (c) Say sorry, here's the key.

- 3** You are in the street. Your teacher will play the part of a passer-by and will start the conversation.
 - (a) Ask if there is a small hotel nearby.
 - (b) Say you don't understand.
 - (c) Ask if it is far on foot.

SPEAKING TEST B

Basic Level – Role-playing Situations

Teacher's Role

The teacher should use only the responses given. The appropriate gender should be used.

- 1** Vous êtes à la poste . . . Moi, je suis l'employé(e) . . . Oui, monsieur/mademoiselle?
 - (a) Deux francs cinquante.
 - (b) Voilà.
 - (c) Ça ne fait rien, monsieur/mademoiselle.

- 2** Vous travaillez au camping en Angleterre . . . Moi, je suis un/une étudiant(e) français(e) . . . Bonjour (candidate's first name)!
 - (a) Oui, le bloc sanitaire est toujours fermé.
 - (b) Oui, je sais, mais il est huit heures passées.
 - (c) Ah, merci beaucoup.

- 3** Vous êtes dans la rue . . . Moi, je suis un/une passant(e) . . . Oui, monsieur/mademoiselle? Je peux vous aider?
 - (a) Ah, oui. "L'Auberge des Renards", monsieur/mademoiselle. Tournez à droite aux feux.
 - (b) Ah, à droite aux feux rouges, monsieur/mademoiselle.
 - (c) C'est à deux minutes.

SPEAKING TEST B

Higher Level – Role-playing Situations

Candidate's Role

4 You are at your pen-friend's. Your teacher will play the part of your pen-friend and will start the conversation.

- Ask if you can have the vacuum cleaner.
- Say that the carpet in your bedroom is a bit dirty.
- Say you want to do it.
- Ask what your pen-friend does to help at home.

5

SITUATION

You are on holiday with your parents. You meet them at the hypermarket and you find they have a problem. They have been charged three times for one item. You go to an assistant to explain. Your teacher will play the part of the assistant and will start the conversation.

YOU MUST

- Say that your parents have a problem but they don't speak French.
- Say there's an error in the bill.
- Using the receipt opposite explain what the problem is.
- Ask what the assistant is going to do.

***** *MAMMOUTH RN 10-TOURS* * CC PETITE ARCHE * *****	
TEL. 47.49.47.49	FACTURE
	MAMMOUTH
	QUELLE ENERGIE
VINAIGRE....	6.95
VINAIGRE....	6.95
VINAIGRE....	6.95
PACIFIC LITR	23.20
FRONTIGNAN	32.90
TEISSEIRE...	23.60
TEISSEIRE...	23.60
CAFE.G TASSE	8.95
CAFE NECTAR.	10.50
PATE BOITE	7.95
PATE BOITE	7.95
PATE BOITE	7.95
LOT PATE BTE	20.95
LIBRAIRIE	19.00
6B HT MEDOC CH.SOULE	165.00
AOC-VDQS	129.00
S.TOTL	501.40

MERCI A BIENTOT

SPEAKING TEST B

Higher Level – Role-playing Situations

Teacher's Role

4 Nous sommes chez moi, en France . . . Qu'est-ce qu'il y a (candidate's name)?

- (a) Ah oui. Pourquoi?
- (b) Je peux le faire.
- (c) Bon, d'accord.
- (d) Moi? Je dois faire les courses le samedi matin.

5 The teacher should start the conversation by saying:

Nous sommes à l'hypermarché . . . Je peux vous aider?

- (a) Ask what kind of problem it is.
- (b) Ask the candidate to show you the receipt and then make sure he/she says which item appears too many times on the receipt.
- (c) When the candidate has asked what you intend to do, offer a refund.

Useful Phrases:

Je comprends. Quelle sorte de problème? Montrez-moi le ticket/reçu.
Je vais vous rembourser, attendez un moment, monsieur/mademoiselle.

Teachers should note that these are suggested utterances only, and may need to be varied, omitted or added to, according to what the candidate says.

NOTE: If teachers supply key vocabulary, candidates cannot be rewarded for it.

SPEAKING TEST B

General Conversation

Teachers should conduct a conversation on at least TWO of the following topics. Only these topics may be used. Suggested questions are given as a guide only.

For Basic Level, the conversation should last for **not less than three minutes and not more than four minutes.**

For Higher Level, the conversation should last for **not less than five minutes and not more than six minutes.**

Geographical Surroundings and Weather

Tu habites une ville ou un village?

Qu'est-ce qu'il y a d'intéressant à faire à . . . ? (name of town or village)

Travel and Transport

Comment est-ce que tu viens à l'école (au collège)?

Fais-moi la description d'un voyage que tu as fait.

Food and Drink

A quelle heure prends-tu le petit déjeuner?

Fais-moi la description d'un bon repas que tu as pris récemment.

APPENDIX H

**The NEAB's examination results - charts for the 1994 French entry (the AR groups) of
Hirst High School**

The NEAB's French examination report pertaining to the GCSE of Summer 1994



NEAB GCSE Examinations in Modern Foreign Languages - Summer 1994

Centre Name. **ASHINGTON HIRST**

Centre No. **49015**

EXAMINATION SUMMER 94 SYLLABUS 1211 FRENCH

CENTRE 49015 ASHINGTON HIRST

Cand	Candidate Name	Listening B	Speaking B	Reading B	H : Basic	H : Higher	Writing B	Writing H	ABS : Absent	TOTAL
4002	ADAMS STEVYN	2	0	0	ABS	2	0	0	0	4
4003	ARKLE JOHN J	2	0	0	ABS	2	0	3	0	8
4005	ASHLEY ERICA V	2	0	0	ABS	2	0	1	0	4
4007	BALSDON CRAIG W	2	0	0	ABS	2	0	1	0	5
4008	BEADNELL SIMON D	3	0	2	ABS	3	0	2	0	10
4010	BEATTIE SCOTT M	0	0	0	ABS	1	0	0	1	1
4011	BEILL GORDON J	0	4	0	0	3	4	1	0	12
4013	BELL MELINDA A	3	1	1	0	3	4	3	0	12
4014	BERG CLAIRE L	4	1	0	ABS	1	1	1	0	1
4015	BERTRAM LINDSAY M	0	0	0	ABS	1	1	2	0	15
4022	BRODIE MICHELLE A	4	2	2	ABS	3	3	2	0	14
4025	BROWN LAURA	3	3	0	ABS	3	3	3	0	12
4028	BRYCE DAVID H	3	4	0	ABS	3	3	1	0	15
4031	CARTER DAVID	3	4	2	ABS	3	3	2	0	15
4034	CHARLES RICHARD	4	4	4	0	3	3	4	0	8
4036	CHARLTON NICOLA	4	2	2	ABS	3	3	3	0	18
4038	CHESNEY CHRISTOPHER	2	0	0	ABS	3	3	1	0	13
4041	CLARK STUART G	3	2	0	ABS	3	3	1	0	12
4042	CLARKE SEAN G	3	2	0	ABS	3	3	1	0	9
4044	COE DANIEL	4	0	0	ABS	3	3	2	0	6
4045	COMMON JILL	4	1	1	0	3	3	2	0	16
4050	COUPLAND ERMA	4	1	1	0	3	3	2	0	20
4051	COWANS JULIE	4	1	1	0	3	3	2	0	20
4056	DAVISON PAUL	3	1	1	0	3	3	2	0	24
4058	DAWSON KAREN	3	2	0	ABS	2	2	1	0	14
4061	DICKINSON PAUL	3	0	0	ABS	3	3	1	0	8
4062	DILLON MARK	4	2	1	0	3	3	1	0	8
4063	DIXON LINDA	3	1	1	0	3	3	1	0	14
4069	FAIL DAVID R	3	0	0	ABS	3	3	1	0	6
4071	FERGUSON ANDREW J	2	4	4	0	4	4	1	0	5
4072	FLOYD MARTIN	4	4	0	ABS	4	4	4	0	21
4074	FRASER CAROLINE	2	4	0	ABS	4	4	4	0	19
4075	GALLACHER EMMA	4	4	0	ABS	4	4	3	0	4
4076	GARRY PAUL T	4	4	0	ABS	4	4	4	0	19
4081	GLEN KIRSTY	4	4	0	0	4	4	4	0	21
4082	GRAHAM CAROLYN	4	4	0	0	4	4	4	0	17
4084	GRAY REBECCA J	4	4	2	0	4	4	4	0	24
4085	GREEN DANIEL	4	4	0	0	4	4	4	0	21
4086	GRIFFITHS ANTHONY D	4	4	0	0	4	4	4	0	19
4087	GROVES LISA	2	4	4	0	4	4	3	0	6
4090	GUILAIN SUZANNE E	4	4	4	0	4	4	4	0	19
4091	HANKINSON KELLY A	4	4	4	0	4	4	4	0	18
4094	HARGREAVES THERESA C	3	3	1	0	3	3	1	0	10
4095	HARRISON MARC	3	3	1	0	3	3	1	0	8
4096	HEDLEY FAYE	3	3	1	0	3	3	2	0	11
4099	HIGGINBOTTOM DAVID	3	3	1	0	3	3	2	0	9
4106	JOHNSON PETER J	4	4	4	0	4	4	4	0	19
4109	JONES VICKTORIA S	3	3	0	0	3	3	3	0	4
4113	KENT ROBERT S	3	3	0	0	3	3	3	0	13

Special Consideration

Special Consideration

EXAMINATION SUMMER 94 SYLLABUS 1211 FRENCH

CCENTRE 49015 ASHINGTON HIRST

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GCSE 1994*Report on the Examination***NEAB****French**

French

Examiners this year noted a general improvement in the performance of candidates across the whole ability range. Teachers and candidates are to be congratulated on this achievement.

Listening Tests

Basic Level

The Basic Paper was generally well done and the standard seemed to be higher than in previous years. The opinion of most examiners was that this paper was very fair and balanced, offering opportunities to score for even the weakest candidates. There was a general feeling that the paper was more accessible than last year's, especially Sections A and B. These two sections were perceived as a confidence boosting lead-in while Section C provided more of a challenge.

It was regretted that the marks available for Page 4 had been omitted. Provision was made for this in the Mark Scheme and each answer given was worth one mark so that no candidates were disadvantaged. This brought the total marks for the paper to 32.

The rubric was clear, there were only occasional misunderstandings of instructions, there appeared to fewer blank spaces than in previous years and most examiners noted that handwriting and spelling had improved.

Question 1

This question was well answered.

Question 2

This question was well answered.

Question 3

This question proved to be rather more difficult for some weaker candidates because of the day and month.

Question 4

- (a) Almost everyone scored at least one mark for "camping".
- (b) Many thought he was going out with his parents.

Question 5

Very few candidates understood "invité chez des amis" correctly but most candidates scored a mark either for "good-bye" or "see you soon".

Question 6

- (a) This question was, on the whole, answered correctly.
- (b) "Comment ça marche" proved difficult for some candidates and was sometimes interpreted as "going for a walk", "going to market".

Question 7

- (a) This question was generally well answered.
- (b) This question was generally well answered.
- (c) It was surprising to see "coca" was often understood to mean "cookies".

Question 8

This question was generally well done but the most difficult part was 8(ii). The most frequent incorrect answer was "get another one".

Question 9

This question was generally well done.

Question 10

- (a) This produced a wide spread of answers.
- (b) This question was well answered.
- (c) This question was well answered.

Question 11

- (i) Almost everyone gained the one point on this question.
- (ii) Some confusion was evident here. Many candidates did not understand "taille".

Question 12

This question was more testing. "Magasin" was often interpreted as magazine and many candidates were not able to score because their answers were not specific.

Question 13

This question also differentiated well. Many scored for "toothpaste" but the majority failed to understand the notion of "trop tard".

Question 14

The majority of candidates scored a mark for making a complimentary comment but only few candidates scored for the idea of "revenir en Angleterre".

Higher Level

This paper was well received by examiners and by candidates who had been appropriately entered at this level as a testing but fair and balanced examination. It appeared that the majority of candidates had been appropriately entered this year. The examiners felt that this was a paper which differentiated well, giving fair numbers of high scores, but there was some criticism of handwriting and English spelling. Very little "doodling" on the paper and not too many blank spaces suggest that the candidates were kept busy throughout the paper. There was a general feeling that, again, the standards were higher than last year.

Candidates are recommended to practise listening to complete dialogues during which ideas and plans may be debated and changed, before writing their definitive answers. On occasion in this paper, for example in Question 3(i), candidates failed to score any points because they wrote down the first thing they heard.

Question 1

This question as a whole was generally well answered. But (a)(i) "au bar" sometimes was understood as "là-bas" and in (b) "hot" and "cold" drinks were sometimes confused.

Question 2

- (i) Many answered "countryside" when "forêt" was specifically mentioned.
- (ii) "Saison" was not often understood and "ça vous intéresse" was interpreted as "it's interesting".
- (iii) This question was generally well answered.
- (iv) Most candidates understood the notion of "rain" but said "it might" or "it will rain". The notion of frequency was rarely understood.

Question 3

- (i) "Go to crêperie" or "eat out" was a common interpretation to this answer.
- (ii) Very few candidates understood the notion of "mother's offer to help" or "home-made".
- (iii) "faire les courses" was not always correctly rendered.

Question 4

Many candidates managed to understand the gist of this dialogue without grasping specific, correct details. The question differentiated well, good answers demonstrated clarity of interpretation.

Question 5

- (i) This question was generally well answered.
- (ii) There were some guesses between "week" and "weekend" by candidates who were misled by referring to father's original remark offering an alternative. As in Question 3 many candidates wrote what they heard first of all rather than adapting their interpretation as the dialogue or monologue moved on.
- (iii) This question provided three easy marks and was well done as a whole.

Question 6

This question was generally very well done although 1800 and 8.00 were often confused.

Question 7

This question was generally well answered although "grève" was not understood, nor the notion of 48 hours delay in section (i).

Question 8

- (a)(i) Nearly all candidates understood that the speaker was angry.
- (a)(ii) This provided an opportunity for most candidates to score at least one mark.
- (a)(iii) This question was generally well answered.
- (a)(iv) Sometimes answers were not specific in terms of who could be telephoning whom.
- (b) There was frequent misunderstanding of the notion of "no problem" "good-bye" and much evidence of candidates basing their answers to this question on experience of the language of the last questions in previous examination papers.

Reading Tests

Basic Level

This year's paper seemed to succeed in its intention to offer candidates across the ability range an opportunity to show what they knew. Very few candidates failed to complete the paper; in fact it is probably the case that many finish it too quickly and then are not prepared to go back and check for mistakes or incongruities in their answers. Examiners commented quite widely on the amount of sheer carelessness displayed in many scripts, caused either by misreading the question or more frequently by not looking carefully enough at the material being tested. Candidates would also do well to check the number of marks available for each question, which at Basic Level is a clear guide to the number of pieces of information being sought. Spelling appears to be still deteriorating; Switzerland is a prime example of a word many cannot spell. The most taxing part of the paper continues to be the single word or short phrase items. Although overall performance this year was better, fewer candidates managed to gain full marks, in many cases because they did not recognise "P et T"; ironically items such as these are supposed to be the most straight-forward on the paper. It was also a noticeable feature that many candidates did not recognise or understand the significance of abbreviations such as "Tél: 10F" and other French conventions such as those indicating dates. Such items are always likely to feature in the Basic Level examination, as are common items of vocabulary found in previous examinations, e.g. "plats", "soldes", "sortie".

Question 1

"Parking" and "gare" caused no problems, but "P et T" was very seldom known, and often omitted.

Question 2

There were two discrete messages here. Many candidates tended to conflate the two by interpreting "interdit" as "except" which at best is ambiguous and was not accepted by the examiners. Many offered "parking meters" as the first message. The answer required correct identification of the item "payant"; candidates are reminded that it should never be possible to answer a question merely by using a visual clue - such clues should be used to confirm the answer from the text.

Question 3

"Soldes" was generally well known, though many offered "sold".

Question 4

- (a) Some candidates still treat "ville" as meaning "village"; otherwise this was well done.
- (b) As the marks indicated, two items of information were sought, opening dates and phone number. Even some able candidates misinterpreted the first as being opening times, failing to see anything incongruous about a camp site which opens just after 1 a.m. and closes at the peculiarly precise time of 3.09 p.m. Those who did realise dates were concerned often miscalculated the months involved. A more common failing was to offer the two dates as two pieces of information, thus disregarding the other item. Candidates should be reminded that they are not penalised for including "extra" information unless it contradicts earlier information, and that they should therefore include whatever appears to be relevant.

Question 5

Both items were often unrecognised.

Question 6

It was surprising how many were unable to deal with these two items in combination. "Stade" was often given as "town" possibly because of confusion with the German "Stadt".

Question 7

"Infirmière" was very frequently given as "hospital" or "infirmary"; other items were well known.

Question 8

All that was required for the answer was the four food items. Of these "oeufs" (unless mention was made of cooking them into an omelette) and "sucre" were the best-known. "Citrons" was often given as the generic "citrus fruit" and "beurre" as "beer".

Question 9

- (a) This question was well handled.
- (b) This was occasionally given as Wales.
- (c) This was widely and imaginatively misconstrued as involving "passionate boys" (or "waiters"), with "chemistry" being perhaps understandably ignored.
- (d) Almost everyone recognised Switzerland but hardly anyone could spell it.

Question 10

Some candidates are reported to have commented in their scripts on the quality of the handwriting in this extract, which was an authentic document written by a 15 year old French boy about his hobbies. This question proved to be quite demanding and as such, an efficient differentiator despite its lack of past tenses.

- (a) Many candidates had the boy playing tennis at home.
- (b) "Violette" was often taken to be a reference to violence and the "ça fait" construction was widely misinterpreted. However, the most common error in this item was failure to recognise "Vendredi". Days of the week are still very widely mistaken; they are very likely to feature in every Basic Level test, and candidates should be made aware of this, and encouraged to check or even write down somewhere on their paper the whole sequence of days to use as an aide-mémoire.
- (c) Apart from the 10F already commented upon, the household tasks were not widely known.

Higher Level

This paper appears to have been of approximately the same degree of difficulty as last summer's and as such beyond the reach of many candidates who are still wrongly entered for the Higher Paper. It did not seem to place an undue burden on candidates as far as time was concerned; there were few instances reported of the paper being left unfinished. The paper searches out candidates' abilities in English; apart from the usual poor spelling and presentation many examiners commented on the poor quality of English used, use of vague or generic expressions, imprecision of thought etc. so that candidates could write sentences which were either contradictory or nonsensical. It is even more important than at Basic Level that candidates find time to review their answers and test them out against their knowledge and common sense. It is equally important for them to read carefully the setting and the actual question. Questions testing higher skills are composed carefully so as to elicit specific information rather than blanket translation. Candidates should bear in mind that the number of marks available for each question at Higher Level does not necessarily indicate the number of facts required; some questions carry a tariff of 2 or 0. In this year's examination these were numbers 6d, 8b, 9, 11b and 12b. Answers to these and other questions need not be long. The amount of space left for answers is an indication of what is appropriate, though examiners reported that this year more candidates than usual answered at great if not excessive length. What is looked for is clarity of expression and accuracy of detail. It is hoped that with several years' experience by now of the types of tasks being set at Higher Level, schools will be increasingly prepared to enter only those candidates who have a real chance of scoring in what is designed to be a searching test of reading ability.

Question 1

The first half of this message was widely unrecognised and "à partir de" often misled.

Question 2

Generally quite well answered.

Question 3

This item was the best coped with in the whole test, and most candidates scored at least one mark.

Question 4

Despite the size of the word "paiement" was often ignored, so that the first and more straightforward part of this message was often misunderstood. "Reprendre" also caused many problems. Candidates and teachers are reminded of the Communication Strategies published in the Syllabus, where the *re-* prefix is specifically identified.

Question 5

"Copines" proved difficult for many candidates, as did "appareil-photo".

Question 6

With the exception of (c) this question was well handled and seems to have appealed to candidates, although less competent answers were often based on the illustrations rather than the texts. Common errors were as follows;

- (a) Answers did not always make clear that it was a T.V. film that was being made.
- (b) Whilst candidates often realised that the photos had to be delivered by 6 p.m. they did not in many cases find the second detail in a later frame that it was already 5 p.m.
- (c) The assumption was generally made that the machine had been vandalised, whereas the text explicitly offered another answer.
- (d) Candidates of all levels of ability clearly explained the joke, though some thought the reference was to Lucien's looks.

Question 7

For two marks answers needed to focus on the quality of the sea water; it was possible to gain 1 mark for a reference to the quality of the beach, which was more often found.

Question 8

For the three marks in (a) candidates needed to explain that the player was in the castle with the monster, that to get out gold coins were needed and that these could be obtained by answering questions. The last of these three facts was the commonly identified one. In (b) a pleasing number were able to make the deduction that the game was an educational one.

Question 9

The key to gaining marks on this question was the expression "plus d'" which was rarely recognised in this context.

Question 10

Candidates had to decide what was being stressed. Despite its comparative size, the unusual sight of a speech bubble emerging from a camel should have attracted candidates' attention, and though it often did the word "rire" was not generally known. A number of candidates appear to have missed this question; although candidates work at speed they should be trained to check that they have not missed anything out; all questions are numbered.

Question 11

- (a) This question was well answered, and the majority of candidates scored marks.
- (b) The contradiction related to fruit juice being recommended and advised against in adjoining columns. Sadly some candidates who spotted this were confused between right and left, and thus could not score.

Question 12

This was the most challenging text on the paper, and proved beyond the reach of many. Examiners complained about lengthy "waffling" and inaccurate answers. In (b) "l'annuaire" was the key to the answer and was not widely recognised.

Question 13

A good number of candidates were able to recognise "résidez" and find from it "residents of France". "A l'étranger" was dealt with less successfully.

Question 14

One of the higher skills which will be tested in any Higher Reading examination is the ability to identify themes and relationships within extended texts. The authentic text used for this question tested this specific skill and the allied one of drawing conclusions. Candidates' reading skills are often found to be wanting when faced with extended texts even where it is merely a question of extracting specific detail. It is clear that large numbers of candidates do not do enough sequential reading and are unable even to follow a single sentence through to its end successfully. Such complexities as paragraphs each containing a specific idea which will be developed in successive sentences seem to be well beyond the grasp of many. In this question the first two marks were reserved for the correct deduction of dancing being the most important part of Sarah's life, and it was expected that candidates would state this specifically. It should be clear to a careful reader that no other deduction is possible because nothing else features in all three paragraphs. Three marks were then awarded for correct supporting detail. The most disappointing feature was the inability of a large number of the many candidates who identified "dance" to provide such detail. Correct tense usage was sadly deficient. Many also contented themselves by saying e.g. "dance - because she goes on about it all the time". "Give reasons" must be understood as meaning "produce evidence". It is hoped that candidates will understand the requirements of such a question more clearly in future papers.

Speaking Tests

This summer's ten tests followed closely those of previous years with a few minor changes in overall format. At Basic Level the introduction of the requirement for candidates to produce in the basic rôle-playing situations a response which was open-ended in nature caused few problems. The vast majority of candidates of all abilities coped very well with these responses and were generally able both to choose an appropriate response in their own words and to communicate successfully what they wished to say. At Higher Level there was a change in the layout of the teacher's materials for the final rôle-playing situation. This was intended to give more guidance to teachers as to what was required from candidates in this more open-ended type of task and had been promised in last year's report. The change also helped to emphasise that this final rôle-playing situation is less structured and should not be conducted as a closely scripted one. The changes seemed to achieve their object and teachers seemed to be better prepared to conduct the tests this year. In the conversation the reduction in the number of suggested questions reflected the fact that such questions have only ever been specimen questions designed to give some guidance to the type of questions it is appropriate to use and they were never intended to be a framework around which to build a conversation on the prescribed topics.

As in previous years it is significant that candidate performance is linked to the skills of the teacher examiner. This applies not only to the conversation but also to preparation for the rôle-playing situations. Teachers should consider in the conversation that the questions they prepare should provide an opportunity for candidates to show what they can do. If a candidate cannot answer there is little point in persisting to try to elicit a response as time slips away depriving candidates of the chance to display their abilities with material that they can handle.

There has been a marked tendency by some centres to ignore the requirements of timing for the conversations. Instances have come to the Board's attention of centres where the conversations are persistently too long or too short. At Basic Level the conversation should last not less than five minutes *and not more than six minutes* as is stated in the teacher's booklet for each test. Centres should note it is of no advantage to their candidates to exceed these times when the majority of centres do adhere consistently to the limits prescribed.

The NEAB takes seriously all instances of malpractice and teacher examiners must do everything appropriate to preserve the security of the examination both prior to the tests and during the tests themselves.

Recording standards fluctuate from centre to centre and even within a centre from teacher to teacher. If the checklist in the teacher's booklet has been followed, there is no excuse for a tape full of poor recordings which examiners cannot assess properly and which, therefore, do a disservice to the candidates on that tape.

Finally, it is pleasing to report the increasing confidence of candidates in the speaking test. Candidates do seem to enjoy participating in the rôle-playing situations and there has been an increase, particularly at Basic Level, in the ability of candidates to participate successfully in the conversation.

Rôle-Playing Situations

Basic Level

Candidates should know what to expect before they sit down to prepare their rôle-playing card. There are still a significant number of candidates who seem unfamiliar with the layout of the situations and who, in consequence, translate literally what is on the card. "Ask if your pen-friend wants to come to town" should not lead to such versions as "Demandez à ton correspondant ...". Versions like this will not gain any credit and teachers should take steps to ensure that candidates are clear about the demands of the tests. Errors this year centred on inaccurate and therefore ambiguous verb forms and on unknown vocabulary. The insertion of an English key word in an otherwise acceptable answer will destroy communication and lead to no marks for that response. So the task "Ask if there is any bread" is negated by responses such as "Tu as du bread?".

Test A

The word for stamp was not well-known and was often badly pronounced when known. Candidates were not clear about how to ask how much it costs to send postcards etc. and often asked how much postcards cost in a particular country, which is rather different to the intended message. (See also Test B). Again, trains to Calais often became trains from Calais causing ambiguity.

Test B

Verb forms for opening and closing always seemed to cause difficulty and the word for (small) change was often unknown.

Test C

Tasks which require candidates to ask questions cause particular difficulty for candidates and in rôle play 2c the correct form proved elusive for many candidates.

Test D

In rôle play 2b the question form again proved difficult for many candidates; the pronunciation of "la Sainte-Geneviève" was allowed in any form, even if unclear. In 3b the word order used by candidates to convey "my uncle's garden" led to some strange versions.

Test E

Candidates did not cope well with the vocabulary needed for the situation at a service station.

Test X

In rôle play 3a the word for "department" was not well-known.

Higher Level

Teachers must prepare carefully for the higher rôle plays. Candidates too should be aware that it is not a translation exercise but a task where the essential is to communicate the message(s) successfully to a native speaker. For candidates to score highly at this more advanced level some evidence of ability to control language structures, including verb forms, is expected.

Test A

In RP4 "left", "dirty" and "lend" were not well known. The final rôle play proved quite difficult and candidates were often unable to convey where they were staying, how long they had been in France and to give an appropriate reason why the friend couldn't come to the doctor's.

Test B

"Vacuum cleaner" and "dirty" (again) were not known by many candidates in rôle play 4. The fifth rôle play caused some confusion, maybe because candidates could relate the problem either to the vinegar or to the pâté. However, candidates who had the ability to formulate a simple sentence of explanation were able to handle the situation well. The task "Ask what the assistant is going to do?" has been appearing in very similar guises for some years, yet ability to handle this type of Higher Level technique has not improved markedly.

Test C

Rôle play 4 proved accessible to most candidates apart from 4d "Say you will tell them this evening". The word for hospital was rendered surprisingly frequently in English. In rôle play 5 teachers did not always insist sufficiently on all the information required, in spite of the clear instructions that were included this year to help teachers do their best for their candidates.

Test D

Rôle play 4 was well done by candidates who could control verbs meaningfully, although some confused left and right. In rôle play 5 the words for "Open Day" were given in English by very many candidates, even though the authentic materials provided contained the words required and should have been easily picked up by Higher Level candidates.

The remaining tests did not produce any particular problems for candidates who were appropriately entered. There still are, however, a considerable number of candidates who are unable to tackle the higher rôle plays who would have benefited from basic level only. As stated in previous years' reports, an inability to do the higher rôle play can have a deleterious effect on the subsequent conversation.

Conversation

The groups of topics chosen for the conversation are intended to give candidates an opportunity to show what they can do. Clearly different tests will have a selection of required topics which will appeal more to some candidates (and their teachers) than will others. Teachers do need in some cases to give more thought to how they can develop conversations on certain topics.

Teachers must remember who is being tested and try to develop their own rôle as a facilitator providing opportunities for candidates to show what they can do on their own. Questioning techniques should avoid too many closed questions and should encourage the features of a higher level performance clearly highlighted in the conversation criteria in the syllabus: an ability to expand on bare essentials, to take the initiative, elaborate and clarify points and to provide a good deal of information and opinion together with full descriptions and accounts.

Writing Tests

Basic Level

The paper seemed to be within the capabilities of all candidates this year with even the weakest able to respond to both questions. Overall centres appear to have succeeded in their attempts to stress the importance of reading rubrics carefully, the techniques for success at Basic Level now being well established and understood.

It is discouraging to note that candidates are still not using the stimulus material to their best advantage however. Increasingly in Question 1, key structures are being provided, yet ignored by a majority of candidates (e.g. Task 3 - "depuis") and careless copying in Question 2 this year ("Sarlat" was copied incorrectly by huge numbers, with "Starlet" featuring in large numbers of scripts) suggests candidates do not spend enough time reading the stimulus material, concentrating simply on the rubrics.

The formation of the interrogative, which has always proved problematic, is still causing difficulties, though there is perhaps a small improvement here, suggesting centres are aware of the fact that the eliciting of information will continue to be a feature at both Basic and Higher Levels.

It must be noted that the use of the statement form without a question mark will not be acceptable in future papers.

Centres are again advised to stress the importance of interrogative adjectives, pronouns and adverbs.

Across the whole paper this year it was not vocabulary which determined success but rather the use of verbs. The continuous present was often presented as e.g. "Je suis resté er e", the use of "suis" here being seen as an attempt at an auxiliary and thus the verb tense is seen as a past tense. This will result at best in half marks, but usually no credit is given for incorrect tense usage.

Many examiners commented this year on the poor standard of handwriting. Centres should stress to candidates that it is in their own best interests to produce legible work.

Question 1

Candidates coped well, the handwriting of the stimulus posing no problems and the ease of the first two tasks seemed to encourage the weaker candidates to proceed and complete the whole question.

Task 1

Despite anticipated problems with the spelling of "Je m'appelle", the only problem here arose from candidates who omitted the second part of the task (giving their age).

Task 2

There was considerable confusion here between "anglais" and "Angleterre", combined with the indeterminate use of "avoir" and "être". On the whole most candidates scored at least one mark.

Task 3

Candidates found this the most difficult task, despite the use of "depuis" in the stimulus. The great majority opted for the past tense with "pour" (scoring one mark) yet a simple "Experience depuis 5 ans" scored full marks.

Task 4

Although the use of "à 19 heures" was credited with full marks, very few candidates used the required "après" here. In both this and Task 6 an imprecision in the use of prepositions was noted. Inaccurate copying of "jouer" (often as "jour") although given twice was prevalent, but fewer errors occurred this year in the use of the 24 hour clock.

Task 5

Given the nature of the stimulus and the response required by Alice, a simple "Caravane grise" was all that was required here (with the English spelling of caravan gaining full marks). Yet "grey" was the item of vocabulary least well known in Question 1, with a huge variation in spellings, most of which were unacceptable. "Tente" was offered by a surprising number.

Task 6

"Devant" and "opposé" gained full marks here, with other prepositions which would lead Alice to the vicinity of the shop gaining 1 mark. Despite "en face de" being tested last year, it was not well known. As expected "magasin" was frequently written as "magazine".

Question 2

Although this was the first time a formal letter had been set in the summer examination, candidates were able to respond to the main tasks with some confidence. The formal salutation and valediction were attempted by the better candidates, but on the whole inappropriate and informal forms were used. Generally these were credited this year.

It should be noted that in future years more formal salutations and valedictions will be required to guarantee content marks in formal letters.

Task 1

The least well handled across the whole paper, the perfect tense featuring regularly. Those who attempted to use the immediate future often included a past participle and unfortunately those candidates who attempted to join Tasks 1, 2 and even 3 together failed to score on Task 1 and subsequent tasks if they used an incorrect tense. "Family" was accepted.

Task 2

"August" was often expressed in English and negated the message.

Task 3

Most candidates gained credit here, although "un petit l'hôtel" was widespread.

Task 4

Despite expected problems with "louer", candidates were ingenious in their rephrasing and a good number gained the content mark. A simple "Je voudrais des vélos" was accepted. Candidates who offered "(bi)cycles" were fortunate in "inventing" acceptable French nouns, but the great many who offered "hiner" scored nothing.

Task 5

This caused few problems, although many wrote "une liste à l'hôtel(s)".

Task 6

Many did not know "carte", but "un plan" was credited, when followed by "de la région". Amazingly, "brochures" was misspelt by huge numbers.

Task 7

Widespread confusion occurred in this and Task 8 between "Qu'est-ce que" and "Est-ce que". Most candidates scored the Content mark nevertheless, perhaps through familiarity with oral usage. "Il y a une piscine" when followed by "à Sarlat" without a question mark was credited this year, but centres are referred to the comments made earlier.

Task 8

Again a question known by many orally, but few managed to express this accurately in the written form. "Est-ce qu'il y a à faire" when followed by "dans la région" was credited, as were lists of possible activities.

Higher Level

This year's paper was well-received by candidates of all abilities, all candidates writing lengthy answers to both questions and in particular Question 1.

In fact many candidates wrote far more than was necessary. The number of lines printed at the end of each question is sufficient to enable candidates to score full marks on Content and Appropriateness of Language, provided they produce accurate French and try to vary their range of vocabulary and structures. The quality of the written French determines the marks scored in each of the three categories, since it is impossible to score "development" marks under Content with French of poor quality. Candidates would be better advised to check their work thoroughly and aim for greater accuracy rather than produce answers which run on to the blank sheets at the back of the answer booklet.

This year a definite improvement was noted in the use of the perfect tense, with candidates well equipped to write full accounts. Sadly knowledge of the formation of other tenses, and especially the present seems to be deteriorating. Centres are reminded that Content marks are only awarded if there is a clearly recognisable attempt at an appropriate tense.

It should be noted that when asked to give a full account, two different verb forms are required, unless the second is clearly contextualised, e.g. "Je suis allé aux magasins et je suis allé au cinéma" is not acceptable, but "Je suis allé aux magasins et plus tard le soir je suis alle au cinema" will gain credit.

It was also encouraging to note a small, but significant improvement in the use of the interrogative this year.

As mentioned in last year's report, candidates are required to "contextualise" their responses to tasks. Their response should stand alone as a meaningful statement without recourse to the stimulus. Although there was evidence of increased awareness of this requirement, a large number of candidates did not score marks in e.g. Question 1 Task 3 through failing to refer to the fact that the friend described wished to write to Nicolas.

On the whole, candidates coped much better with the first question. The better candidates produced two good responses, but the average and weaker candidates are clearly more familiar with the informal letter format. A good number still persist in producing a letter for Question 2, although, as has been stated before, the syllabus requirement is for a report or account.

Question 1

Task 1

This was the most demanding task, candidates always experiencing difficulty in expressing feelings. "Ennuyé" and "ennuyeux" and to a lesser extent "fatigué" and "fatigant" were regularly confused, together with a surprising confusion of "avoir" and "être".

Task 2

This task was exploited to the full, often leading to unbalanced answers to Question 1, and, more significantly, to candidates having insufficient time at the end of the paper to check their work.

Task 3

Candidates who read the rubrics carefully answered this well, but personality was often seen as meaning physical description and many failed to offer personality and leisure interests. "Joli" was used by huge numbers to mean "happy".

Task 4

Tense caused the main problem here. "Commencent" was seen in only the best scripts, although "commence" gained the content mark. A number of examiners reported the use of other languages to express the months.

Task 5

It was encouraging to see that many candidates completed successfully at least one of Tasks 5 and 6, despite the frequent incorrect use of tense. Clearly those candidates who attempted to amalgamate Tasks 5 and 6 with an incorrect tense failed to score on either. The correct formation of "pouvoir" was not in great evidence, despite its use in the stimulus.

Task 6

Candidates were successful in their attempts to avoid the formation of a question, suggesting lengths of stay. "Comment" was frequently used for "Combien de temps", as was "Quels temps". Neither was acceptable.

Question 2

There was a surprising misinterpretation of the first two tasks, mainly amongst the weaker candidates who tried to explain how they would win the prize by summarising the advertisement. Perhaps they had failed to read the rubric above the advertisement about entering the competition. Both interpretations were allowed, however, and these candidates then went on to complete the remaining tasks correctly.

Task 1

"Je reçois" was known by only the best candidates, most offering "je reçu". This gave an incorrect message and was not credited.

Task 2

Very few were able to use "mon père me donne", with "mon père donnez-moi" seen in huge numbers of scripts. The vocabulary for household tasks was well known, but often introduced by infinitives, content marks again not being awarded.

Task 3

"Dépenser" was generally not known, candidates preferring "passer" or even "penser". Those who simply wrote a list of items by "J'ai acheté" were not seen as writing a full account. Many did not seem to realise that spending money on leisure activities (e.g. going to the cinema) was perfectly acceptable. An unusual translation of "last week" was seen in a good number of scripts across several centres, i.e. "l'année semaine". This, of course, negated the message.

Task 4

This task was included for differentiation, to offer the better candidates the opportunity to display more sophisticated skills and indeed some interesting ideas were produced in good quality French by the very best. However, average and weaker candidates attempted to express ideas which were beyond them linguistically and so often failed to score the content mark. In future, in an open-ended task where they are free to choose their own vocabulary, these candidates would be well advised to use the structures and lexis which they know, reserving more refined language for more familiar tasks. Large numbers of candidates used "besoin" as a verb without "avoir".

Task 5

Despite requiring the use of "si", candidates coped very well. The "si" clause itself was not required to be in an appropriate tense, as it was a more complex structure. Interestingly, 500F was seen by many as adequate to buy computers, holidays abroad and even cars. No account was taken of this in the marking.

Component Marks

Basic

Component	Maximum Mark	Mean Mark	Standard Deviation
Listening	32	22.3	5.9
Reading	35	25.0	6.0
Speaking	36	24.3	9.8
Writing	36	24.1	9.8

Higher

Component	Maximum Mark	Mean Mark	Standard Deviation
Listening	39	22.1	7.4
Reading	43	17.3	9.1
Speaking	30	12.1	8.2
Writing	24	9.1	7.0

Boundaries for conversion of marks to points

Basic

Component	0	1	2	3	4
Listening	0-9	10-12	13-15	16-19	20-32
Reading	0-11	12-15	16-20	21-24	25-35
Speaking	0-7	8-12	13-16	17-22	23-36
Writing	0-8	9-13	14-16	17-21	22-36

Higher

Component	0	1	2	3
Listening	0-17	18-25	26-29	30-39
Reading	0-9	10-18	19-26	27-43
Speaking	0-8	9-13	14-22	23-30
Writing	0-7	8-12	13-16	17-24

Conversion table for points to grades

Grade	Points	Grade	Points
A*	28	E	10-13
A	24-27	F	5-9
B	21-23	G	1-4
C	18-20	U	0
D	14-17		

Provisional statistics for the syllabus as a whole (160859 candidates)

Cumulative %	A*	A	B	C	D	E	F	G	U
	4.6	19.0	32.3	49.5	68.1	80.8	93.2	99.2	100.0

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APPENDIX I

The University of Newcastle Data-Service t-test report on the 1994 French GCSE
results for the researcher's two Sets One

Analysis of French Data 1994:

Comparative performance of the groups G-I and G-E.

To test the hypothesis that the two groups of students are differing in performance, i.e. the difference in performance is not zero, a two sample t-test is used with the results shown below.

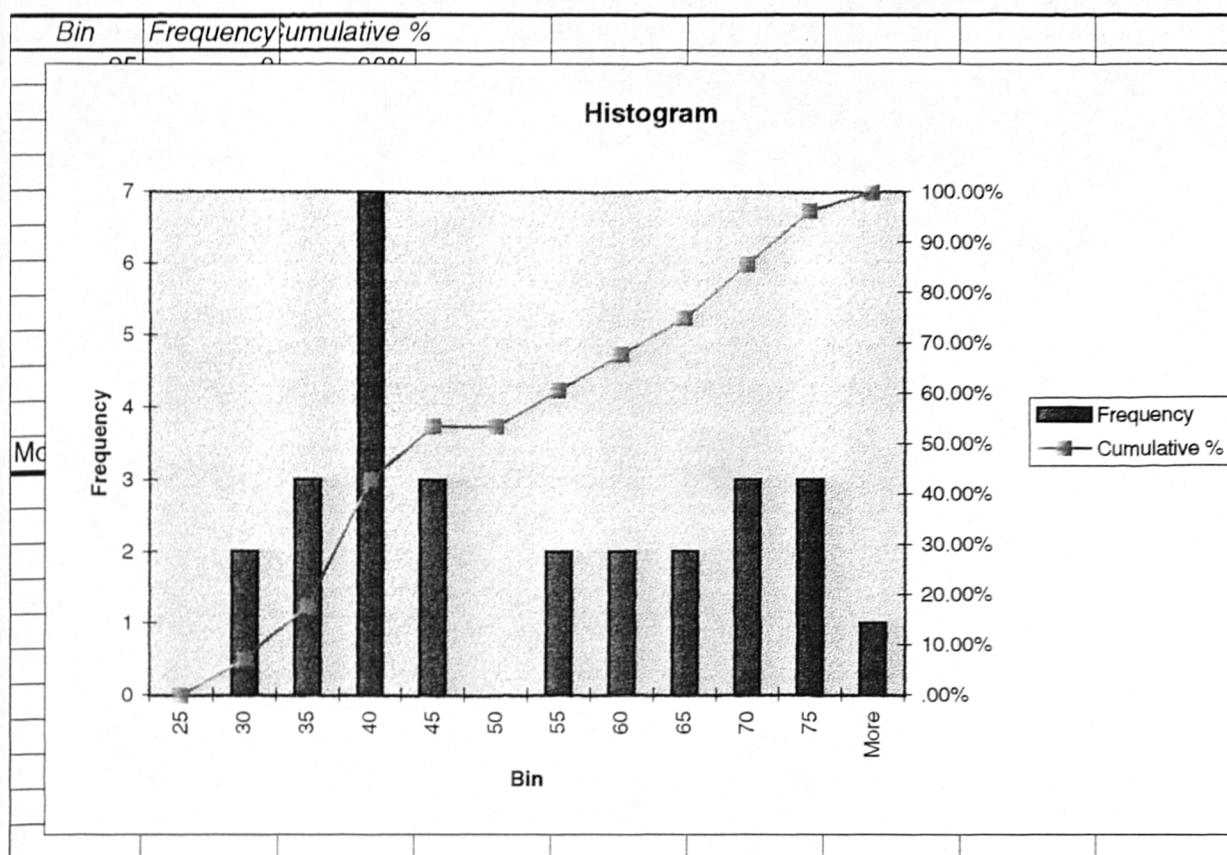
Examination	Difference in Mean Performance	Confidence Interval at 95% significance	Probability at which difference becomes significant
Listening	1.66	(-2.8,6.14)	54%
Reading	0.87	(-4.80,6.53)	24%
Speaking	3.99	(-1.33,9.31)	86%
Writing	1.81	(-4.49,8.11)	43%
Total Score	8.33	(-12.03,28.68)	58%

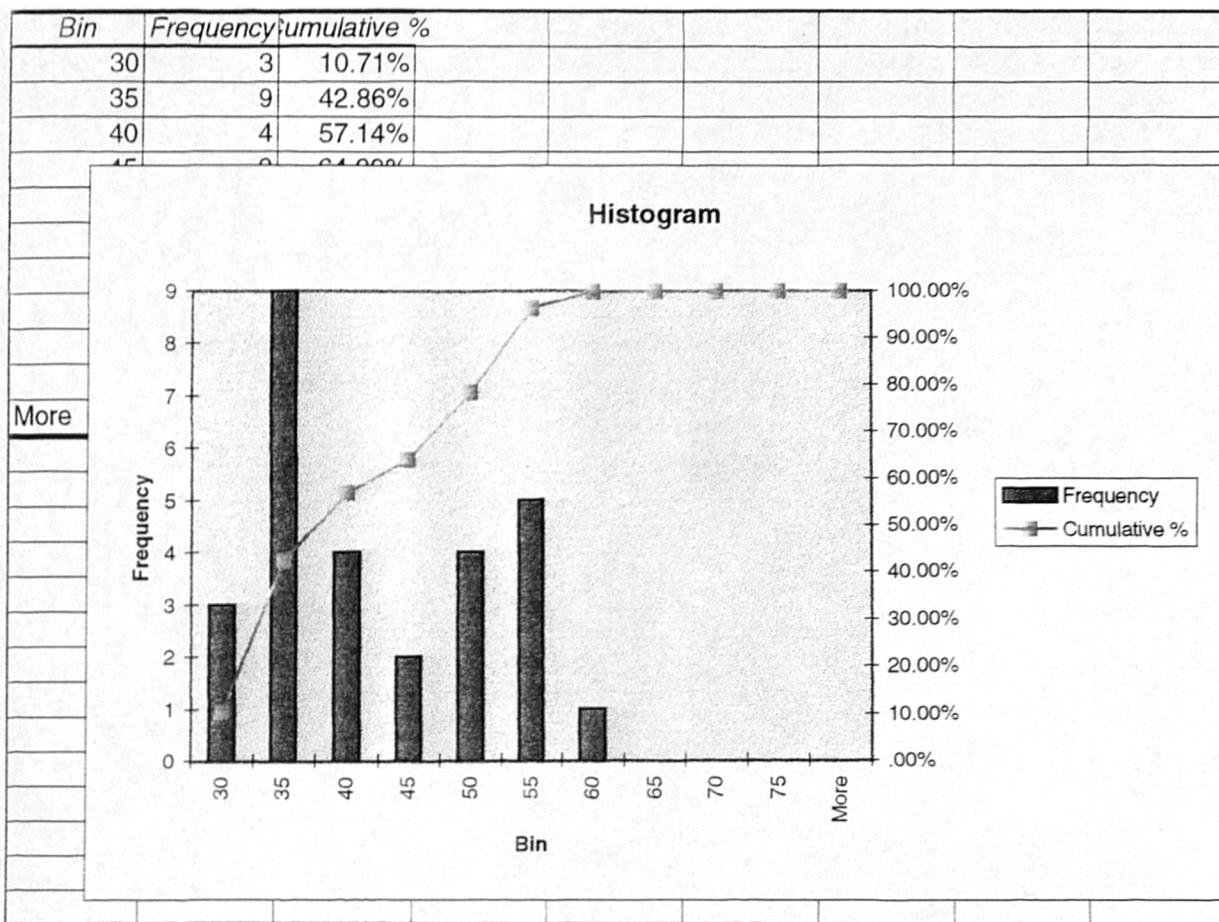
With all four examinations, the results of the t-test show that at the 95% level of significance, a difference of zero will still lie within the confidence interval i.e. there is no statistically significant difference between the performance of the two groups in any of the examinations. When the results of all four examinations are combined, there is still no statistically significant difference between the two groups. In fact the statistical significance would need to be lowered to 58% for the difference to become significant.

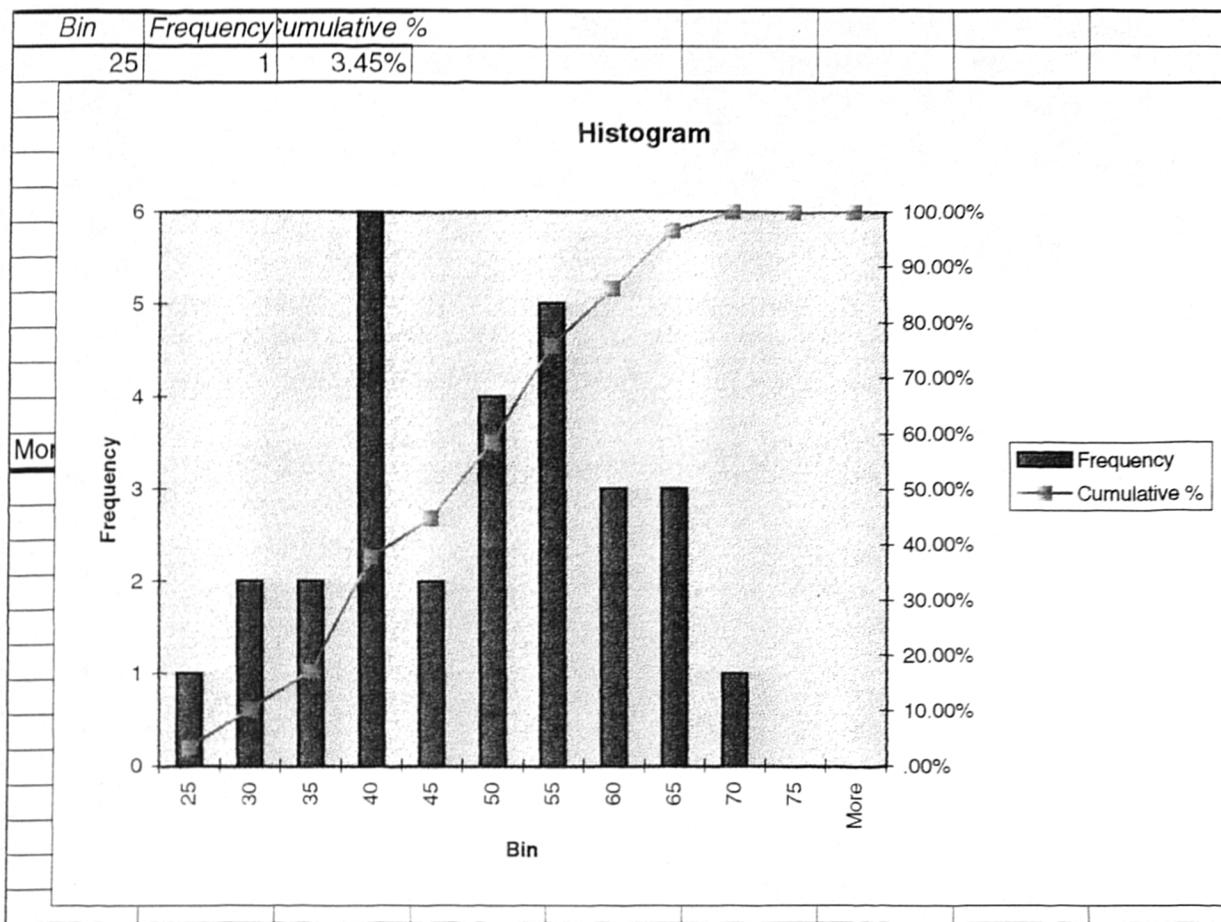
While there was no statistical difference between the performance of the two groups, there is a statistically significant difference in the variance of the two groups, shown below (test used: Levene's test for equality of variances).

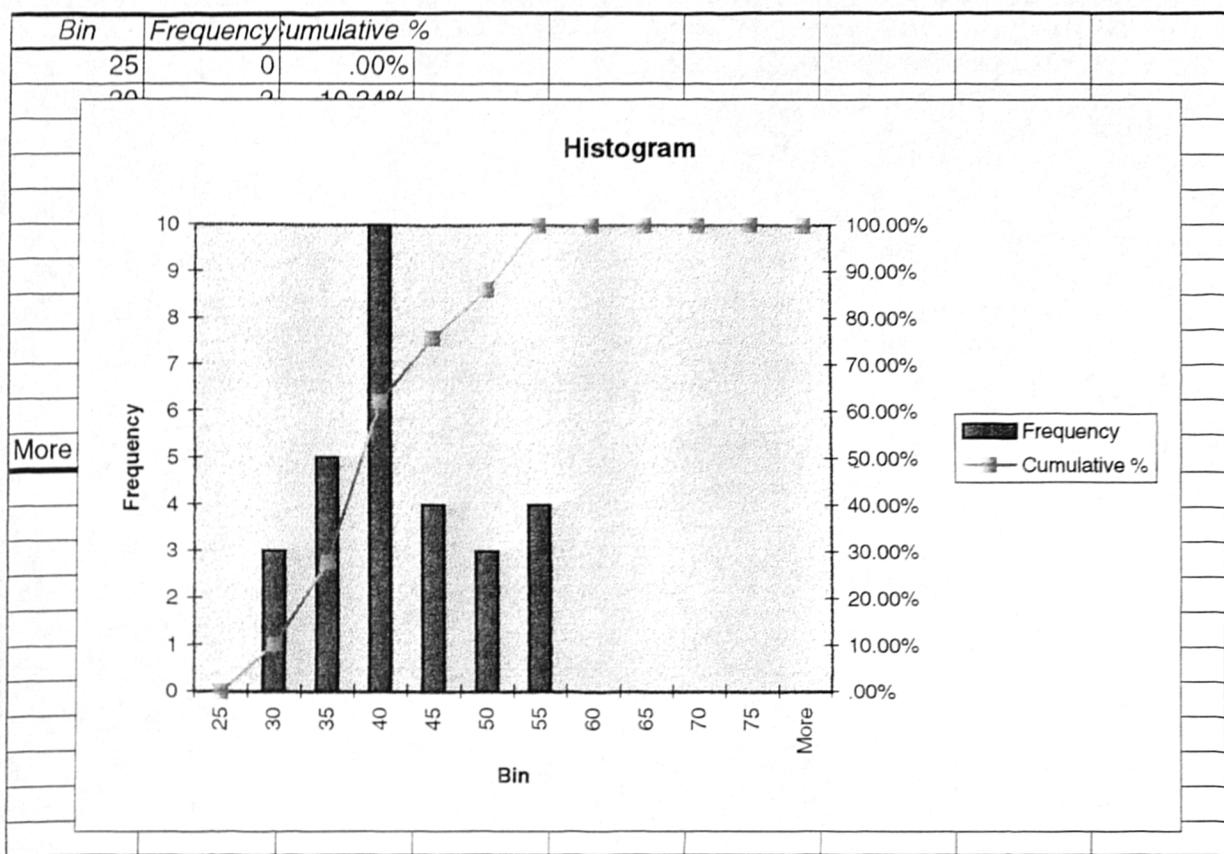
Examination	Variance of G-I	Variance of G-E	Probability of Variances being equal
Listening	95.9	47.6	0.1
Reading	135.7	92.8	0.07
Speaking	123.2	78.4	0.38
Writing	165.9	116.3	0.17
Total Score	243.8	143.7	0.03

This would indicate that while the mean ability of the students in group G-I is not different from the mean ability of students in group G-E, there is a significantly greater range of ability in group G-I.









t-Test: Two-Sample Assuming Unequal Variances		
	Variable 1	Variable 2
Mean	49.43064182	46.41429285
Variance	243.8352176	143.7586719
Observations	28	29
Hypothesized Mean Difference	0	
df	51	
t Stat	0.815957038	
P(T< t) one-tail	0.209159741	
t Critical one-tail	1.675284693	
P(T<=t) two-tail	0.418319481	
t Critical two-tail	2.007582225	

t-Test: Two-Sample Assuming Unequal Variances		
	Variable 1	Variable 2
Mean	41.03571429	39.37931034
Variance	95.96164021	47.60098522
Observations	28	29
Hypothesized Mean Difference	0	
df	48	
t Stat	0.735735336	
P(T<=t) one-tail	0.232735978	
t Critical one-tail	1.677224191	
P(T<=t) two-tail	0.465471956	
t Critical two-tail	2.01063358	

t-Test: Two-Sample Assuming Unequal Variances		
	Variable 1	Variable 2
Mean	27.82142857	23.82758621
Variance	123.1891534	78.36206897
Observations	28	29
Hypothesized Mean Difference	0	
df	52	
t Stat	1.498677336	
P(T<=t) one-tail	0.070002037	
t Critical one-tail	1.674688974	
P(T<=t) two-tail	0.140004074	
t Critical two-tail	2.006645445	

t-Test: Two-Sample Assuming Unequal Variances		
	Variable 1	Variable 2
Mean	38.10714286	37.24137931
Variance	135.6547619	92.76108374
Observations	28	29
Hypothesized Mean Difference	0	
df	52	
t Stat	0.305265374	
P(T<=t) one-tail	0.380691331	
t Critical one-tail	1.674688974	
P(T<=t) two-tail	0.761382661	
t Critical two-tail	2.006645445	

t-Test: Two-Sample Assuming Unequal Variances		
	Variable 1	Variable 2
Mean	29.46428571	27.65517241
Variance	165.8875661	116.3054187
Observations	28	29
Hypothesized Mean Difference	0	
df	53	
t Stat	0.573957739	
P(T<=t) one-tail	0.284212157	
t Critical one-tail	1.674115993	
P(T<=t) two-tail	0.568424314	
t Critical two-tail	2.005745046	

APPENDIX J

The transcript of the researcher's discussion with three Sixth Form students of Modern Languages (French and German), formerly participants in the action research

(Subject : Grammar) Transcript of Interview with 3 Lower Sixth Linguists, Formerly of the Researcher's Set One (G-I)

Speaker	Text
T	<p>Girls, we're here to talk about grammar today. --- because you three were among my case studies, if you remember in Year 11.</p>
Julie	<p>Can you remember the things that you said about grammar in Year 11 when I used to interview you?</p>
Julie	<p>--- We didn't know what it was.</p>
T	<p>You didn't know what it was : Why didn't you know what it was?</p>
Julie	<p>We weren't taught it.</p>
T	<p>If you weren't taught it --- where was it?</p>
Julie	<p>I mean, I think I taught it --- but you didn't perceive it --- so where must it have been?</p>
Julie	<p>Mixed in.</p>
T	<p>Exactly. We used to call it the invisible thing --- Did you miss it?</p>
Girls	<p>No.</p>
T	<p>No. But you did remarkably well (in the GCSE) didn't you? Much better than those who <u>did</u> receive some grammar. Do you have any idea how they got it?</p>
Girls	<p>No.</p>
T	<p>Well they got it in the form of grammar summary in English delivered at the end of lessons which <i>had contained</i> grammar. They got grammar summary lessons as well. You didn't get any of that at all and you did much better than them (them being the Set One G-E).</p>
Julie	<p>What do you think about grammar now?</p>
Julie	<p>We regret not knowing it.</p>
T	<p>--- Do you feel the need for it now?</p>
Girls	<p>Yes, we do now.</p>
T	<p>Right, well, in what way do you need it now?</p>
Hayley	<p>For writing the proses.</p>
T	<p>--- Is that the only place where it's necessary now?</p>

Speaker	Text
Hayley	You need it for structure work.
T	What kind of structure work?
Hayley	Sentences.
T	But it's not just in sentences that you use structures is it?
Girls	No, in speaking and writing compositions (agrees), writing essays and letters.
T	The prose-work which you are given to do, which is more or less custom written for prose translation, needs the grammar we're talking about and for anything you have to do in the foreign language, you need grammar now.
Girls	(Agree).
T	What's the difference between needing grammar then (or <u>not</u> needing it then, as was actually the case) and needing it now?
Julie	It's (the work is) more advanced now. Certainly a lot harder now.
T	Does that mean that the more sophisticated the requirement that's made of you, the more you need the grammar to deal with it?
Girls	(Agree).
T	So, <u>no</u> grammar is OK when you're doing what?
Julie	Not a lot! (laughs).
T	(Laughs). Oh! At the time you thought that what you were doing was an enormous amount, didn't you? You did your work; you wrote and you spoke without ever thinking there should be something out there to help you along with it; which was grammar!
Julie	We knew nothing about it and we just did it automatically.
T	But now you can get stumped. You realise that you get stumped! There are things you want to say and write but you can't because something is lacking.
Girls	(Agree).
T	Would you say anything more to that --- Lynsey?
Lynsey	--- Just that we've been made aware now that there <u>is</u> grammar and that we need it ---

Speaker	Text
T	<p>Yes. Oh! There's an important point. You've been made <u>aware</u> of it ---. --- that you <u>need</u> it now.</p> <p>-----</p> <p>-----</p>
Girls	<p>Who made you aware that you need it now?</p>
T	<p>You did!</p>
T	<p>I did. But --- that's not quite true. But that made the difference (anyway), did it?</p>
Girls	<p>Yes.</p>
T	<p>Let's go back to Year 11. I'm trying to work out, in writing up the whole episode of the three year's study --- why it is that you people did so well without grammar and the other class did less well, even though they had a grammar input. Lynsey has produced this thing about being made aware of the need for grammar - or not, as the case may be. You weren't made aware of grammar in Year 11 and the other group were. Can you work out what role grammar might have played in their fortunes, that were less than yours?</p>
Julie	<p>They had to construct their sentences more carefully and check them over and over --- We just wrote them (or spoke them) as they came to us ---</p>
T	<p>Right, so you did things intuitively.</p>
Girls	<p>Yes.</p>
T	<p>--- and using vocabulary in the form not just of simple words but as clusters of words. And they had to bend their heads round it, as we say.</p>
Girls	<p>(Agree).</p>
Hayley	<p>They were trying to <u>control</u> it all the time.</p>
T	<p>So they (G-E), at that level, had to get their heads around something that existed <u>as a separate thing</u>. It was a problem <u>within</u> the matter they were dealing with (but also perceived as external to it) and they made it a hindrance rather than a help. --- They had two things to cope with - their French brief and their French grammar and they didn't know how to bring the two together.</p>
Girls	<p>Yes.</p>
T	<p>Those grammar summaries --- and the overall impression of the importance of grammar --- wouldn't do them any good do you think?</p>

Speaker	Text
Hayley	<p><i>Well we didn't get it. We didn't miss it. We thought that what we got was all there was, one thing, the language, and that was what we concentrated on.</i></p>
T	<p>Of course there were times when --- I was teaching you grammar --- by blending it in --- I was aware that I was teaching grammar --- but you weren't. --- Do you remember the "physical" lessons with handbags and objects and stuff? --- the practical lessons of "tell and show". The class always enjoyed them but they didn't know why those lessons were put on that way. Well, it was me trying to do some implicit grammar teaching. ---</p> <p>Now, you're not aware of this, but there were times when the grammar point I was trying to make was too heavy for me to do through "Tell and Show" or any of my implicit method strategies. You aren't aware, quite obviously, that sometimes I went into a grammatical description of the thing I was trying to teach implicitly. But I was doing it all in the foreign language. What were you thinking at those times?</p>
Julie	What is she on about now? (laughs).
T	(laughs). And if it went on too long, what did you do?
Hayley	We thought : Oh, this is purgatory but it'll get over soon.
T	(laughs and repeats). You just cut out until I did my thing and got it off my chest. Is that right?
Lynsey	Yes. --- but we hadn't a clue!
T	But you'd had no idea that I'd been explaining grammar.
Lynsey	No. (It was all just language to us, and language that wasn't comprehensible, so we ignored it each time it happened).
T	<p>Right. Well they were the times when I didn't know HOW to do 'blend-in' grammar teaching, (and they were also the items which I couldn't have done it with anyway).</p> <p>However, you were manifestly able to produce grammar, even so, because not only did you get better results than the other class but you used more grammar than they did. --- I know because I went through three years, not just of marking exercises but also of counting grammar. You used <u>more</u> grammar!</p> <p>Does that surprise you?</p>

Speaker	Text
Girls	You used eg <u>more</u> Perfect Tenses <u>more</u> correctly than they did. You used <u>more</u> Future Tenses. You used <u>more</u> adjectival endings. You now know what these things are, don't you?
T	(all agree).
Girls	But you didn't know what they were before?
T	No.
T	----- You used <u>more</u> pronouns. Very few - not many; you don't use them even now, do you?
Julie	----- You used everything <u>more often</u> and <u>more correctly</u> than the other class although they had been taught them overtly. --- Now, you have been made aware of the need for grammar at 'A' Level, but not only that - you have just told me that you feel the need for this in order to propel yourselves from a base line which was given to you as a result of your GCSE course --- You couldn't have moved away from that base line unless you had this other thing, this factor X to propel you off it into what Julie calls this "more sophisticated use of the foreign language". Now, was that as much your awareness of need as my giving you the awareness of need?
Julie	A bit of both.
T	Which came first?
Lynsey	We probably realized because we were finding it hard to score high marks (and make visible progress at this level) ---
Hayley	We were aware that we were struggling quite badly (and something was missing). ---
T	When did you first start taking grammar seriously?
Julie	When we came to see you for help with our German --- (and we discovered German grammar in a big way and then realized that there was French grammar, too!).
T	(laughs).
Julie	And lessons were set aside on the timetable for grammar in both languages. In some cases I used to think : Why are we doing this? We've been doing this for years and I never knew it was grammar. (The first grammar lesson started it off, though).

Speaker	Text
T	Yes, and of course you now visit different teachers in different classrooms and they suddenly perhaps pluck a grammar lesson out of the air. What do you think when that happens?
Lynsey	Well I've seen this before but not in this disguise; _____
T	Like 'Qui and Que.'
T	Oh, that a good one! Do you remember that? We did it (in the main school for GCSE) by practice and hunch, didn't we? But, just recently now, you've been given a rationalisation on qui and que. That's interesting. So, that was the point of no return, that fact of the first grammar lesson? From that point -- everything had to be -- pinned down by grammar explanation? --
T	Now, has that meant that (a) you have enjoyed your Modern Languages study better?
Girls	It's varied --
T	But do you think you would have gone along OK without anyone mentioning foreign language grammar to you?
Hayley	We would have gone along making an awful lot of mistakes (in the kind of work we are expected to do. And never getting the quality and tone right).
T	Yes. You were never expected to do a prose at GCSE, were you?
Girls	No.
T	So, all of a sudden you have had different disciplines to do -- For these precision disciplines you have needed a much more precise view of language and a much more precise ability in it. Yes?
T	Do you think it would be possible to teach 'A' Level foreign languages in the same way as GCSE, ie without grammar?
Lynsey	Yes, but we wouldn't do well in it.
T	So, you should be able to do it but you wouldn't arrive at quality stuff? And you wouldn't get high grades. You're quite certain of that are you?
Julie	Yes. -- We wouldn't have the precision -- or the fancy bits that impress the examiner.
T	Could you have coped with the subjunctive in the main school course, as a hidden element of the teaching?

Speaker	Text
Girls T	Yes, then, (although we might rarely have got around to using it). It's better the way we do it now, because we <u>have</u> to use it now. (We <u>know</u> we have to use it. It's part of the plan). — So you think that conscious knowledge of language, of the mechanisms of language, is a necessary thing for this level of language practice.
Girls T	Yes. (And the application is a conscious thing as well). I'd like you to think about this:- Julie has said, when you come up from GCSE with things to do in French like Proses and Essays and Speaking, you need to know your grammar. You can "up" the quality at any time (of your production of language) via your handling of grammar - and your choice (register) of vocabulary. What about the (business of) <u>comprehensions</u> ? Is grammar necessary for comprehensions? - grammar as you see it now?
Girls T	Yes. Can you tell me why?
Hayley T	Because the texts are involved - it's very hard stuff. (agrees). You cannot decipher it, can you, without knowledge of grammar. Are you telling me that? Or am I just putting it into your head?
Julie T	No, (we thought of it first). We're telling you that. So, it's grammar that makes the difference as to whether a thing is correctly perceived or not.
	<hr/> The same would go for translation out of the foreign language into English, wouldn't it? (It is, after all, a kind of comprehension exercise). — Do you know the grammar of your own language? Julie Bits and pieces. But only because I study French and German. Before I didn't have a clue what a tense was formally, or what an adjective was, or an adverb.
T	Do you realise what I'm saying here though? To do 'Unseen Translation' (and Reading Comprehension - they are the same principle -) you have to know the structures and mechanics of the language in question in order to comprehend the author's meaning and intention, that is : what the messages are, before you even put it

Speaker	Text
	into a meaning. For this you need to activate your knowledge of the structures and mechanics of your own language <u>in order to deliver the same</u> messages out to the reader. So you have to know two types of grammar, the foreign grammar and your own.
Julie	(talks about making each side of the translation equation comprehensible).
T	But you can make it (the translation) comprehensible in itself without its having the same or the desired meaning of the original. — If you put it into grammar, you will get the meaning right.
	Has your pursuit of foreign language grammar been a bonus to your English studies?
Girls	Yes. (There is a difference).
T	Isn't that ironic?
Girls	Yes.
T	Is the learning of grammar very difficult?
Julie	Yes, because you don't just learn it - you have to apply it. And all the bits tie in together. It is not a number of separate things.
T	Would you like more grammar or less grammar.
Hayley	Just the same as we've had.
T	On reflection do you think you would have preferred to have had (explicit) grammar to GCSE.
Girls	No. We wouldn't!
T	Why? —
Julie	<i>Because our results prove we got things right. Those who got more grammar got poorer results than us. That proves the case.</i>
T	(agrees). <i>The outcome speaks for itself!</i> — Did you enjoy doing French that way?
Girls	Yes (laugh).
T	Why do you think, incidentally, that boys do less well in foreign language subjects than girls?
Julie	Because they haven't the concentration span of the girls. That's one point.
Hayley	They're more easily distracted.

Speaker	Text
T	<p>And they distract. They are by nature restless? "Do they like to have equations --- and a scientific overlay in order to be satisfied in a subject?</p>
Lynsey	<p>They just said they hated French.</p>
T	<p>Why did they hate it?</p>
Lynsey	<p>Because you have to <u>try</u> in French and you have to work at it <u>constantly</u>. You can never really <u>put it off</u> till later.</p>
T	<p>Do they prefer --- assignments, do you think?</p>
Hayley	<p>They like practical things - (hands on).</p>
T	<p>They hate being <u>taught at</u>, I suppose.</p> <hr/>
Julie	<p>And now grammar provides <u>the props</u> I suppose, at 'A' Level now.</p>
Julie	<p>Now, our mind is ahead of our ability and we haven't the props, therefore we experience frustration.</p> <hr/>
T	<p>(returning to the original theme of 'no discernible grammar'):-</p>
T	<p>When I taught you French in main school I worked extremely hard at the delivery of the grammar below the surface. You couldn't see it of course, but it paid off. (I seem to have applied the safety net of factor X in the context of G-E in vain).</p>

APPENDIX K

The NEAB's GCSE course-syllabus in French for examination in 1998

GCSE

Northern Examinations
and Assessment Board

**General Certificate of
Secondary Education**

Syllabus for 1998
French
1211

NEAB

1998

Enquiries regarding this syllabus should be directed to the appropriate Administering Office, details of which are given on the outside back cover.

Further copies of this syllabus are available from the Harter Street office.

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Prohibited Combinations

Candidates entered for French may not enter at the same sitting for any other GCSE syllabus with the title French.

GCSE French

1 National Requirements

This syllabus meets in full the requirements of the National Curriculum Order for Modern Foreign Languages (1995), the National Criteria for Modern Foreign Languages (1995) and the SCAA Code of Practice for GCSE (1994).

2 Introduction

In developing this syllabus to meet the needs of the National Curriculum, every effort has been made to build upon the success of GCSE and to maintain the philosophy of enabling candidates to show what they "know, understand and can do".

3 Aims

The aims set out below describe the educational purposes of following a course designed to enable students across the full ability range to study French with success and pleasure.

The syllabus and the examination will reflect all the aims listed which are considered to be of equal importance and essential for any French course. It is hoped that the syllabus will encourage schools and colleges to provide courses which will seek to achieve these aims.

Some of the aims are reflected in assessment objectives; others are not because they cannot readily be translated into measurable objectives.

The syllabus aims to

- 3.1 develop the ability to understand and use French effectively for purposes of practical communication
- 3.2 develop the ability to use French both imaginatively and creatively and to understand French used both imaginatively and creatively
- 3.3 develop an understanding of the grammar of French
- 3.4 develop an awareness of the nature of language and language learning
- 3.5 offer insights into the culture and civilisation of French-speaking countries and communities
- 3.6 encourage positive attitudes to foreign language learning and to speakers of foreign languages and a positive approach to other cultures and civilisations
- 3.7 develop students' understanding of themselves and their own culture
- 3.8 provide enjoyment and intellectual stimulation
- 3.9 form a sound base of the skills, language and attitude required for further study, work and leisure
- 3.10 promote skills which have a wider application such as information technology and learning skills (eg analysis, memorising, drawing inference).

4

Assessment Objectives

4.1 General Objectives

Within the limits indicated in the syllabus, candidates should be able to demonstrate

- **Listening (AT1)** the ability to understand and respond to spoken language
- **Speaking (AT2)** the ability to communicate in speech
- **Reading (AT3)** the ability to read, understand and respond to written language
- **Writing (AT4)** the ability to communicate in writing.

4.2 Weighting

Each Attainment Target will carry equal weighting.

4.3 Specific Objectives

4.3.1 Listening (AT1)

Candidates should be able to

- understand specific details/some key point(s) of what is heard
- identify and extract specific information/the key point(s) from what is heard
- summarise and report the main points in spoken material
- recognise attitudes, opinions and emotions, whether stated explicitly or implied, and draw conclusions
- understand a variety of registers
- demonstrate their understanding in French, in non-verbal form and, where it is a necessary part of the task, in English.

4.3.2 Speaking (AT2)

Candidates should be able to

- provide information
- elicit information and seek clarification
- initiate and carry through transactions which may include unpredictable elements
- initiate, sustain and develop conversations which may include unpredictable elements
- narrate and discuss past, present and future events
- express ideas, opinions and points of view, giving reasons where appropriate
- vary language to suit purpose, audience and context.

4.3.3 Reading (AT3)

Candidates should be able to

- understand specific details/some key point(s) of written material
- identify and extract specific information/the key point(s) from written material
- summarise and report the main points in written material
- recognise attitudes, opinions and emotions, whether stated explicitly or implied, and draw conclusions
- understand a variety of registers
- demonstrate their understanding in French, in non-verbal form and, where it is a necessary part of the task, in English.

4.3.4 Writing (AT4)

Candidates should be able to

- provide information
- elicit information
- express ideas, attitudes, personal feelings and opinions, giving reasons where appropriate
- refer to and narrate past, present and future events
- produce a variety of types of writing matching language to purpose, audience and context.

5 Scheme of Assessment

5.1 Two tiers of examination will be offered, targeted at the following grades

	A*	
	A	
	B	
	C	
	D	
Foundation	E	
	F	
	G	

5.2 Within each tier of examination, the assessment will cover all the Attainment Targets and each AT will carry equal weighting.

5.3 Candidates may be entered for different tiers of assessment in the separate Attainment Targets, e.g. ATs 1 and 2 Higher, ATs 3 and 4 Foundation. It should be noted, however, that candidates may be entered for only one tier of assessment in each AT.

5.4 Candidates' results will be reported on an eight point grade scale from A* to G. A GCSE Grade will be awarded to those candidates who reach the required standard for the tier of assessment for which they are entered. Candidates failing to reach Grade G overall in the Foundation Tier will be awarded a U (Unclassified) and will not receive a GCSE certificate. Candidates failing to reach Grade D overall on the Higher Tier will also be awarded a U and will not receive a GCSE certificate. The examining groups are in the process of finalising a national system of entry requirements and awarding. Centres will be notified in due course of the details of this system.

5.5 The following optional schemes of assessment will be available

- **Scheme A: 100% Terminal Examination**
- **Scheme B: 75% Terminal Examination + 25% Coursework**

5.6 Scheme A - Terminal Examination

The examination as a whole can be illustrated as follows

Tier	Targeted Grades	Components	Time (mins)
Foundation	G-C	Listening	30
		Speaking	8-10
		Reading	30
		Writing	40
Higher	D-A*	Listening	40
		Speaking	10-12
		Reading	50
		Writing	60

Given the overlapping nature of the material on which the tests will be based, the tests within each AT will take place in the same session. The Listening Tests will take place in one session and the Reading and Writing Tests together in a separate session. Details of the arrangements for the Speaking Test are given below.

It will be possible within the published timetable session to alter the order and starting times of the tests in order to accommodate them in suitable rooms. Centres may make these variations without prior approval from the Board, provided that the security of the examination and full supervision are maintained throughout the session(s).

Candidates will be expected to have access to bilingual dictionaries unless the task specifically excludes them.

5.7 Scheme B - Terminal Examination and Coursework

Centres will enter their candidates for the Terminal Examination in AT1, AT2 and AT3 and will submit coursework in AT4 (Writing).

Terminal Examination	-	75%
Coursework	-	25%

The Board will publish a bank of coursework assignments which will cover the requirements of Parts 1 and 2 of the Programmes of Study. Candidates will be expected to carry out a number of assignments and will be required to submit three of these assignments as their coursework, provided that the candidate's work as a whole reflects the requirements of Part 1 and at least three Areas of Experience of Part 2 of the Programmes of Study. Detailed *Instructions and Guidance for Coursework* appear on pages 103-117 of the syllabus.

Centres may choose to enter some of their candidates for Scheme A and some for Scheme B within the same year group.

5.8 Short Course

A free-standing short course is available separately and will be based on Areas of Experience B and D. Both Scheme A, 100% Terminal Examination and Scheme B, 75% Terminal Examination and 25% Coursework will be available. Details are contained in a separate syllabus document.

5.9 The Form of the Tests

5.9.1 Listening and Responding (AT1)

The Listening Tests will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. The teacher will be required to stop the tape at appropriate points to allow the candidates time to write their answers. Candidates' comprehension will be tested by a range of question types, normally requiring responses in French, or non-verbally. A limited number of questions may require responses in English, where this is appropriate. Candidates will be allowed to make notes during the tests. Candidates will be given 5 minutes reading time at the beginning and 5 minutes checking time at the end of the tests during which they will be allowed access to bilingual dictionaries. At all other times dictionaries MUST remain closed.

Foundation One test of approximately 30 minutes

The test will consist of items of varying length which will not place an undue burden on memory. Comprehension of announcements, short conversations, instructions, short news items, telephone messages will be required, together with some material which will be longer and include reference to past, present and future events and some unfamiliar language. Candidates will be expected to identify main points and extract details and points of view.

Higher One test of approximately 40 minutes

The test will contain items common to those in Foundation and also material which will include some complex, unfamiliar language in a range of registers, together with non-factual and imaginative material including narrative. Candidates will be expected to understand the discussion of a wide range of issues. They will also need to understand gist and detail, identify and extract main points, use context and other clues to interpret meaning, recognise opinions, attitudes and personal feelings, and to draw conclusions.

5.9.2 Speaking (AT2)

Candidates entered for Foundation will attend one session only of between 8 and 10 minutes.

Candidates entered for Higher will attend one session only of between 10 and 12 minutes. The tests will be conducted by the teacher, tape-recorded and marked by the Board's examiners.

The format of the test will be the same for each tier and will consist of two sections.

(i) *Role-playing situations*

Role-playing based on a stimulus, which could include visual material, to be prepared by the candidate immediately before the test.

Candidates entered for Foundation will carry out two role-playing situations (approximately 2 minutes in total), the second of which will include an element of unpredictability. Candidates entered for Higher will carry out two role-playing situations (approximately 2 minutes in total), both of which will include an element of unpredictability.

The second Foundation and the first Higher role-playing situation will be common to both tests.

(ii) *Presentation, discussion and general conversation*

Presentation and discussion, both based on a stimulus provided by the candidate and prepared prior to the date of the test. This will be followed by a general conversation, which will include at both Foundation and Higher reference to past, present and future events and in which candidates will be expected to express personal opinions. (Foundation 5 - 7 minutes, Higher 8 - 10 minutes).

The assessment of Section (ii) will take into account overall performance in the presentation, discussion and general conversation.

Centres will be issued with 18 role-playing cards (6 Foundation, 6 Foundation/Higher and 6 Higher) and 6 conversation topic cards. Immediately before his/her preparation time begins, the candidate will be asked to choose at random two role-playing cards according to the tier for which they have been entered. They will also choose at random one conversation topic card.

Each conversation topic card will list 3 topics from the list below, of which at least 2 must be covered in the conversation. The candidate should hand the topic card to the teacher immediately and take the role-playing cards to the preparation area.

<i>Conversation Topic</i>		<i>Sub-topics included (see p13)</i>
1	Education and Career	A2, D1, D2
2	Home and Daily Routine	A3, A6, C3
3	Self and Others	B1, B3
4	Leisure	A4, B2, B5, C3
5	Home and Abroad	C1, E1, E4
6	Holidays and Tourism	B2, E1, E2, E4

N.B. The sub-topics need not all be covered in the conversation; they are intended to indicate the range of topics which can be covered within the broad conversation topic heading.

The candidate will then be given approximately 10 minutes preparation time, during which he/she will be allowed access to a bilingual dictionary and may make notes. The notes may be taken into the examination room, but not the dictionary.

A two week period will be timetabled for the Speaking Tests, during which centres will be free to test their candidates at any time.

Detailed instructions for the teacher-examiner will be issued prior to the examination. In order that teachers may prepare for the tests, the examination material may be opened up to three working days before the examination session.

5.9.3 **Reading and Responding (AT3)**

Only material which is appropriate to the written language will be used in the tests. Candidates' comprehension will be tested by a range of question types, normally requiring responses in French, or non-verbally. A limited number of questions may require responses in English, where this is appropriate. Candidates will be allowed access to bilingual dictionaries throughout the tests.

Foundation One test of 30 minutes

The test will consist of short items testing comprehension of instructions, public notices, advertisements together with some longer extracts from brochures, guides, letters, newspapers, magazines and books which may include reference to past, present and future events and some unfamiliar language. A number of questions will be set on the material to test candidates' ability to identify key points and extract specific details, points of view and the main messages.

Higher One test of 50 minutes

The test will contain items common to those in Foundation and also material which will include some complex, unfamiliar language in a range of registers, together with non-factual and imaginative material including narrative. Candidates will be expected to use their knowledge of grammar and structure in demonstrating understanding of specific points and of gist/the main message. They will also be expected to recognise opinions, attitudes, personal feelings and to draw conclusions.

5.9.4 **Writing (AT4)**

Candidates will be allowed access to bilingual dictionaries throughout the tests. Part 3 at Foundation and Part 1 at Higher will be common to both tests.

Foundation One test of 40 minutes

Candidates will be required to write, in French

- 1 a short list or to complete a form, which demonstrates their ability to write words or phrases
- 2 a message or other form of communication, e.g. writing a postcard, the text for a poster, which demonstrates their ability to write phrases/short sentences and substitute words and set phrases
- 3 a letter, formal or informal, which demonstrates their ability to write on past, present and future events, expressing their personal opinions.

Stimuli may be in French, visual, or English if appropriate or any combination of these. The tasks set in Parts 1 and 2 are likely to require approximately 40 words in total, in Part 3 approximately 90 words, but **provided the tasks set are completed, the number of words is not important**.

Higher One test of 60 minutes

Candidates will be required to write, in French

- 1 a letter, formal or informal, which demonstrates their ability to write on past, present and future events, expressing their personal opinions
- 2 a text which demonstrates their ability to write descriptively or imaginatively, e.g. an article, a letter, publicity material.

Stimuli may be in French, visual, or English if appropriate or any combination of these. Part 1 is likely to require approximately 90 words, Part 2 approximately 120 words, but **provided the tasks set are completed, the number of words is not important**.

6**Support and Training****6.1 Initial Training**

A series of introductory meetings will be held throughout the country to familiarise teachers with the detail of the syllabus.

6.2 Coursework

Guidance material will be issued and training meetings will be organised to assist teachers in the setting and marking of coursework tasks.

6.3 Speaking Tests

Training meetings will be organised to assist teachers in the conduct of the speaking tests.

6.4 Vocabulary

A pupil support resource will be produced which will include a bilingual vocabulary list. One copy of this document, which teachers will be free to photocopy, will be provided with the syllabus. Alternatively, teachers may purchase additional copies to use as class sets. Teachers should note that students will **not** be allowed to take this material into the examination room.

6.5 NPRA Scheme

It is also possible to deliver and assess all or part of this syllabus as smaller units of work through the **NPRA Unit Scheme**, developed by the NEAB in partnership with LEAs. Statements of Achievement are issued to students at intervals throughout the course as they complete each unit. All students also receive a summary Letter of Credit which lists, by title, all the units which they achieved. Statements of Achievement and the Letter of Credit may be included in a student's National Record of Achievement (NRA). The use of the NPRA Unit Scheme can serve to motivate students of all abilities by setting clear, short term objectives and formally recognising achievements demonstrated during the course.

Centres which are registered to participate in the NPRA Unit Scheme may write their own units and submit these to the NEAB for approval. However, the NEAB has also produced centrally a number of units to accompany this syllabus, which are available for use by any centre which is involved in the Scheme.

Further information about the Scheme is available from the NPRA Department at the NEAB's Harrogate office, 31-33 Springfield Avenue, Harrogate, North Yorkshire, HG1 2HW.

Subject Content

The subject content consists of

- 7.1 Areas of Experience and Topics
- 7.2 Language Tasks
- 7.3 Linguistic Structures
- 7.4 Communication Strategies
- 7.5 Vocabulary and Key Words and Phrases for Rubrics

7.1 Areas of Experience and Topics

A) *Everyday Activities*

- A1 Language of the classroom
- A2 School
- A3 Home life
- A4 Media
- A5 Health and fitness
- A6 Food

B) *Personal and Social Life*

- B1 Self, family and friends
- B2 Free time, holidays and special occasions
- B3 Personal relationships and social activities
- B4 Arranging a meeting or activity
- B5 Leisure and entertainment

C) *The World Around Us*

- C1 Home town, local environment and customs
- C2 Finding the way
- C3 Shopping
- C4 Public services
- C5 Getting around

D) *The World of Work*

- D1 Further education and training
- D2 Careers and employment
- D3 Advertising and publicity
- D4 Communication

E) *The International World*

- E1 Life in other countries/communities
- E2 Tourism
- E3 Accommodation
- E4 The wider world

See Page 9 for topics for the speaking test conversation

7.2 Language Tasks

The language tasks are presented according to the Area of Experience and topics in which they may occur. Candidates will be expected to fulfil these tasks within the limits specified for each AT on pages 16-31. It will be possible for candidates to achieve these tasks using the linguistic structures and vocabulary listed in the syllabus together with the communication strategies including the use of a bilingual dictionary.

At Foundation the tasks a candidate may be asked to perform are listed in full and assume situations where requirements and responses are, for the most part, predictable and use familiar language.

Tasks listed for Foundation can be assumed to be available for use again at Higher where candidates will be expected increasingly, though still within the limitations defined in the syllabus, to

- cope with a degree of unpredictability
- deal with a widening range of potential problems
- use and understand a widening range of vocabulary and structures, including some unfamiliar language
- discuss issues and give opinions
- give full descriptions and accounts.

The tasks are described with respect to individual Areas of Experience, (e.g. Everyday Activities) and within particular topics (e.g. Food). In a given situation, individual tasks listed under a number of different topic headings may be combined. Tasks should be considered transferable, as appropriate, to any other Area of Experience or topic.

The way in which the tasks relate to the four ATs is described below.

AT1

Candidates will be expected to understand

- others performing the tasks listed
- announcements, instructions, requests, interviews, monologues and conversations between two or more people on the topics listed.