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INTERNATIONAL LANGUAGES IN NEW ZEALAND SECONDARY  
SCHOOLS AND UNIVERSITIES:  
COHERENCE, CONSISTENCY AND TRANSPARENCY

by

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**VOLUME TWO**

## ABSTRACT

The overall aim of this research is to provide an up-to-date survey and critical evaluation of aspects of the teaching and learning of international languages other than English in secondary schools and, to a more limited extent, in universities in New Zealand.

The *Introduction* summarizes the aims and objectives of the research and outlines the research methods.

*Chapter 1* introduces the context in which language teaching and learning in New Zealand is conducted, focusing on population size and density, the cultural and linguistic profile of New Zealanders and the structure of New Zealand education.

In *Chapter 2*, a number of landmark publications and reports on language education in New Zealand are examined in the light of the extent to which their recommendations have been adopted.

*Chapter 3* examines language learning in New Zealand secondary schools and universities in terms of the types of course available and the take-up and retention rates.

In *Chapter 4*, New Zealand *Ministry of Education* documents relating to international languages (syllabuses, curriculum statements and curriculum guidelines) are introduced and compared together with an overview of the language offerings of New Zealand universities.

*Chapter 5* critically reviews New Zealand *Ministry of Education* curriculum documents in the context of international literature relating to the teaching and learning of languages and examines the extent to which university language courses focus on language proficiency development.

In *Chapter 6*, national educational awards (particularly *School Certificate* and *University Entrance, Bursary and Scholarship*) for international languages are critiqued and the planned introduction of a *National Certificate in Educational Achievement* is discussed. *Chapter 6* also critiques a number of university language examination papers.

*Chapter 7* reports the results of a questionnaire-based survey of language teachers in New Zealand schools. This report relates primarily to the professional background and training of these teachers, their attitudes towards national language resources and examinations, and their assessment of their own language proficiency achievements and those of their students.

*Chapter 8* reports the results of a study that mimics an earlier United Kingdom-based study. This involved students of German in New Zealand universities taking a German C-Test and/or completing a questionnaire relating primarily to their reasons for learning the language and their attitudes towards German culture.

*Chapter 9* provides an over-view of the project, identifies areas of weakness, outlines the primary findings and recommendations and makes suggestions for future research.

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# CONTENTS

## VOLUME ONE

<b>ABSTRACT</b>	ii
<b>ACKNOWLEDGMENTS</b>	iv
<b>CONTENTS</b>	v
<b>LIST OF TABLES</b>	xiii
<b>LIST OF FIGURES</b>	xxiii

<b>INTRODUCTION</b>	1
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### **CHAPTER 1: SETTING THE SCENE 1: NEW ZEALAND AND THE NEW ZEALAND EDUCATION SYSTEM**

1.1 Introduction	11
1.2 A geographical snapshot	12
1.3 A profile of the population	12
1.4 Immigration	13
1.5 Refugee migration	13
1.6 Future population trend predictions	14
1.7 A profile of languages and language use in New Zealand	14
1.7.1 The Māori language	15
1.7.2 A predominantly monolingual society	17
1.7.3 Other language groups in New Zealand	18
1.7.4 The language use of New Zealand children	19
1.8 The New Zealand education system: an overview	20
1.8.1 Key educational agencies	20
1.8.2 Education at a glance	21
1.8.3 The New Zealand national curriculum	23
1.8.4 The New Zealand National Certificate in Educational Achievement	23
1.8.5 Teacher education	24
1.8.6 International languages in the New Zealand education system	25

### **CHAPTER 2: SETTING THE SCENE 2: LOCATING THE RESEARCH IN RELATION TO SOME LANDMARK PUBLICATIONS**

2.1 Introduction	27
2.2 Establishing the agenda	27
2.3 Looking for direction: modern languages in Australia, the United States of	52

America and the United Kingdom	
2.3.1 Australia	52
2.3.2 The United States of America	55
2.3.3 The United Kingdom	55
2.4 A way forward?	64

### **CHAPTER 3: A PROFILE OF THE LEARNING OF LANGUAGES IN NEW ZEALAND SCHOOLS AND UNIVERSITIES**

3.1 Introduction	66
3.2 Numbers of students taking courses in modern languages in New Zealand schools at secondary level (Year 9 and above)	67
3.3 Modern language examinations for New Zealand secondary school students: entry numbers and grades	78
3.4 New Zealand Ministry of Education initiatives in relation to the teaching and learning of modern languages in schools	83
3.5 Language learning in New Zealand schools: conclusions	84
3.6 The learning of modern languages in New Zealand universities: some indicators of trends	87
3.7 Language learning in New Zealand universities: conclusions	94

### **CHAPTER 4: THE NEW ZEALAND CURRICULUM FOR INTERNATIONAL LANGUAGES IN THE CONTEXT OF THE NEW ZEALAND CURRICULUM FRAMEWORK: CRITICAL OUTLINE**

4.1 Introduction	98
4.2 The <i>New Zealand Curriculum Framework</i> and modern languages in New Zealand schools	98
4.3 <i>New Zealand Ministry of Education</i> syllabuses, curriculum statements and curriculum guidelines for international languages	101
4.3.1 The French and German syllabuses	102
4.3.1.1 The French Syllabus	102
4.3.1.2 The German syllabus	113
4.3.2 The curriculum statements for international languages	120
4.3.2.1 The Spanish curriculum statement	120
4.3.2.2 The Chinese curriculum statement	127
4.3.2.3 The Japanese curriculum statement	133
4.3.2.4 The draft Korean curriculum statement	136
4.3.3 The draft curriculum guidelines for French and German	141
4.3.3.1 The draft curriculum guidelines: overall direction and format	141
4.3.3.2 The draft curriculum guidelines: proficiency target statements	141

4.3.3.3 The draft curriculum guidelines: the nature of the achievement objectives	144
4.3.3.4 The draft curriculum guidelines: the curriculum levels and the question of recycling	144
4.4 Modern languages in New Zealand universities: introduction	147
4.5 Modern languages other than New Zealand Māori in New Zealand universities: overview	150
4.5.1 Language and language-related papers other than papers in New Zealand Māori at the University of Auckland in the year 2000	152
4.5.2 Language and language-related papers other than papers in New Zealand Māori at the University of Waikato in the year 2000	154
4.5.3 Language and language-related papers other than papers in New Zealand Māori at Massey University in the year 2000	155
4.5.4 Language and language-related papers other than papers in New Zealand Māori at Victoria University of Wellington in the year 2000	156
4.5.5 Language and language-related papers other than papers in New Zealand Māori at the University of Canterbury in the year 2000	157
4.5.6 Language and language-related papers other than papers in New Zealand Māori at the University of Otago in the year 2000	158
4.5.7 Summary of language and language-related papers other than papers in New Zealand Māori in six New Zealand universities in the year 2000	159
4.6 Modern languages in New Zealand universities: the question of proficiency levels	160
	161

## **CHAPTER 5: THE NEW ZEALAND CURRICULUM FOR INTERNATIONAL LANGUAGES IN THE CONTEXT OF THE NEW ZEALAND CURRICULUM FRAMEWORK: A CRITIQUE**

5.1 General Introduction	
5.2 The communicative movement in language teaching and learning in relation to <i>New Zealand Ministry of Education</i> curriculum documents	165
5.2.1 Introduction	165
5.2.2 Communicative language teaching	
5.2.3 Attitudes towards a focus on form in communicative language teaching	165
5.2.3.1 Introduction	166
5.2.3.2 A review of some empirical studies of second language acquisition	170
5.2.4 Syllabus design and the communicative movement	170
5.2.4.1 Introduction	
5.2.4.2 The notional/functional syllabus	174

5.2.4.3 Task-based syllabuses, skills-based syllabuses, topic-based syllabuses and situational syllabuses	174
5.2.4.4 The natural syllabus	176
4.2.4.5 Content-based approaches to syllabus design	185
5.2.4.6 Discourse-centred approaches to syllabus design	187
5.2.4.7 Procedural syllabuses	188
5.2.4.8 Language syllabus design: some implications for the design of national language curricula	192
5.2.5 Communicative approaches to methodology and materials	193
5.3 New Zealand language syllabuses and curriculum statements: a comparative critique	194
5.3.1 Introduction	197
5.3.2 Curriculum statement versus syllabus: theoretical and practical issues in the New Zealand context	197
5.3.3 Specific language syllabus documents: a critique	198
5.3.3.1 Introduction	202
5.3.3.2 The French syllabus document	202
5.3.3.3 The German syllabus document	202
5.3.4 The language curriculum statements: a critique	210
5.3.4.1 The Spanish curriculum statement	211
5.3.4.2 The Chinese curriculum statement	212
5.3.4.3 The Japanese curriculum statement	217
5.3.4.4 The draft Korean curriculum statement	219
5.3.5 The draft French and German curriculum guidelines	230
5.4 Modern languages in New Zealand Universities: a critique	234
5.4.1 Introduction	236
5.4.2 An emphasis on internationalisation and the knowledge-based economy	237
5.4.3 International language departments in New Zealand universities: response to the changing educational environment	238
5.4.4 Availability of modern foreign languages in New Zealand universities	239
5.4.4.1 Language acquisition papers at undergraduate level at New Zealand universities: routes from starting point to end point	239
5.4.4.2 An overview of language acquisition paper prescriptions	244
5.4.4.3 Modern language papers in New Zealand universities: some conclusions	246
5.5 General conclusion	247

**CHAPTER 6: THE EXAMINATION AND ASSESSMENT OF INTERNATIONAL LANGUAGES IN NEW ZEALAND SECONDARY SCHOOLS AND UNIVERSITIES: COHERENCE, CONSISTENCY AND TRANSPARENCY**

6.1 Introduction: overall aim	249
6.2 Setting the scene: New Zealand national education awards for international languages in secondary schools and the context in which they operate	252
6.3 A profile of the New Zealand national awards at secondary school level: introduction	256
6.3.1 <i>School Certificate</i>	256
6.3.2 <i>University Entrance, Bursary and Scholarship</i>	259
6.3.3 <i>Sixth Form Certificate</i>	261
6.3.4 <i>Unit standards</i>	262
6.3.5 <i>The National Certificate in Educational Achievement</i> and achievement standards	264
6.4 New Zealand national awards for international languages: establishing criteria for evaluation	267
6.5 New Zealand national awards for international languages: applying the evaluation criteria	277
6.5.1 New Zealand national awards for international languages: an accurate reflection of testing and assessment guidelines in national syllabus and curriculum documents ?	279
6.5.2 New Zealand national awards for international languages: consistency of approach across languages in relation to testing at the same curriculum stages?	296
6.5.3 New Zealand national awards for modern foreign languages: transparent relationship between examination content and achievement objectives?	302
6.5.4 New Zealand national awards for international languages: transparent relationship between examination and assessment grades at different stages in the system?	322
6.5.5 New Zealand national awards for international languages: transparent relationship between internal and external assessment approaches and standards?	331
6.5.6 New Zealand national awards for modern foreign languages: evidence that the system of national awards plays an effective role in the curriculum cycle?	332
6.6 Standards-based assessment and the <i>National Certificate of Educational Achievement</i>	333
6.7 International language examinations in the context of New Zealand university education	336
6.7.1 International languages in one New Zealand tertiary institution: consistency of approach across languages in relation to testing at the same curriculum stages?	337
6.7.2 International languages in one New Zealand tertiary institution: transparent relationship between examination content and achievement objectives?	340
6.7.3 Modern foreign languages in one New Zealand secondary and tertiary institutions: transparent relationship between examination	344

and assessment grades at different stages in the system?	
6.8 Conclusions	344

## **VOLUME TWO**

### **CHAPTER 7: QUESTIONNAIRE FOR LANGUAGE PROFESSIONALS: AN ANALYSIS OF RESPONSE PATTERNS**

7.1 Introduction	348
7.2 Determination of the primary and subsidiary aims of the survey	348
7.3 Determination of the survey approach to be adopted	351
7.4 Determination of the target population	353
7.5 Determination of the processes and procedures to be used in analysing the responses	354
7.6 Production of draft questionnaire	355
7.7 Trialling the questionnaire	355
7.8 The self-completion questionnaire: outline	357
7.9 Questionnaire responses	360
7.9.1 Personal information	360
7.9.2 Professional information	362
7.9.3 Qualifications	370
7.9.4 Self-assessment of language proficiency	373
7.9.5 Views on the effectiveness of training in relation to professional duties and responsibilities	383
7.9.6 Judgments relating to methodological preferences	386
7.9.7 Judgments relating to syllabus design issues	390
7.9.8 Specifying the three most important characteristics of a communicative approach	403
7.9.9 Curriculum and syllabus documents and teaching resources	409
7.9.10 Approaches to assessment and evaluation	416
7.9.11 Approaches to teaching and learning	428
7.9.12 Applying proficiency descriptors	438
7.9.12.1 Applying proficiency descriptors to students of English as a second language	438
7.9.12.2 Applying proficiency descriptors to students of international languages other than English	450
7.9.13 Opinions, Attitudes, Values and Priorities	456

## **CHAPTER 8: PROFILING STUDENTS OF INTERNATIONAL LANGUAGES IN NEW ZEALAND: THE STUDENT OF GERMAN AS AN EXAMPLE**

8.1 Introduction	477
8.2 General background	479
8.3 The origin and development of C-testing	480
8.4 The C-Test selected	481
8.5 Background to the experiment	483
8.6 General introduction to the questionnaire results	485
8.6.1 Gender and level of study (participating students of German in five New Zealand universities)	485
8.6.2 Cultural and linguistic background (participating students of German in five New Zealand universities)	489
8.6.3 C-Test Results: an overview of the German language proficiency (participating students of German in five New Zealand universities)	490
8.6.4 Respondents' contact with Germany and German-speaking countries	494
8.6.5 Respondents' prior learning of German and other languages	496
8.6.6 The motivation of students of German	498
8.6.7 Respondents' attitudes towards people of their own nationality and towards Germans	501
8.6.8 Respondents' expectations in relation to the application of language proficiency achievements	503
8.6.9 Risk-taking and language -learning strategies	504
8.6.10 'Loquacity' of respondents in their own society	508
8.6.11 Linguistic anxiety and identification with the target culture	509
8.6.12 Self-assessed grammatical knowledge of respondents	513
8.6.13 Tasks and activities reported as being used in university-based German learning environments	515
8.7 Comparing New Zealand-based learners of German with those based in the UK	516
8.8: Limitations of the study	517

## **CHAPTER 9: THE TEACHING AND LEARNING OF INTERNATIONAL LANGUAGES IN NEW ZEALAND: CONCLUSIONS AND RECOMMENDATIONS**

9.1 Introduction	518
9.2 Primary findings and recommendations	519
9.2.1 The learning of international languages in the New Zealand secondary school sector from 1995 – 1999: numbers and trends	519
9.2.2 The learning of international languages in the tertiary sector in the year 2000	521 525

year 2000	521
9.2.3 New Zealand <i>Ministry of Education</i> curriculum documents for international languages	525
9.2.4 New Zealand students of languages: examinations, awards and proficiency achievements	526
9.2.5 The views of language teachers in New Zealand schools	527
9.3 Limitations of the research	528
9.3.1 Student numbers and retention rates	528
9.3.2 Curriculum and course documentation	529
9.3.3 Language examinations and awards	529
9.3.4 The survey of language teachers	531
9.3.5 Omissions	532
APPENDIX 1: EXTRACTS FROM THE DRAFT CURRICULUM GUIDELINES FOR FRENCH AND GERMAN	534
APPENDIX 2: DETAILS OF MODERN LANGUAGE COURSES OTHER THAN NEW ZEALAND MÄORI AVAILABLE AT NEW ZEALAND UNIVERSITIES IN THE YEARS 1999 AND 2000	535
APPENDIX 3: OVERALL ACHIEVEMENT OBJECTIVES (PROFICIENCY DESCRIPTOR STATEMENTS) FOR FRENCH AND GERMAN IN THE DRAFT NEW ZEALAND FRENCH AND GERMAN CURRICULUM GUIDELINES	536
APPENDIX 4: SELECTION OF NEW ZEALAND LANGUAGE EXAMINATION PAPERS	537
APPENDIX 5: INSTRUCTIONS FOR THE ASSESSMENT OF NEW ZEALAND <i>SIXTH FORM CERTIFICATE</i>	538
APPENDIX 6: SAMPLE NEW ZEALAND SCHOOL CERTIFICATE CHIEF MARKER'S REPORT AND MARKING SCHEDULE	539
APPENDIX 7: ARTICLE PUBLISHED IN THE <i>NEW ZEALAND JOURNAL OF LANGUAGE TEACHING</i>	540
APPENDIX 8: LETTERS INTRODUCING THE <i>QUESTIONNAIRE FOR LANGUAGE PROFESSIONALS</i>	541
APPENDIX 9: THE <i>QUESTIONNAIRE FOR LANGUAGE PROFESSIONALS</i>	542
APPENDIX 10: LIST OF LANGUAGE TEACHING TEXTBOOKS USED BY RESPONDENTS TO <i>THE QUESTIONNAIRE FOR LANGUAGE PROFESSIONALS</i>	543
APPENDIX 11: STUDENT QUESTIONNAIRE	544
APPENDIX 12: LETTER INTRODUCING THE C-TEST AND STUDENT QUESTIONNAIRE	545
APPENDIX 13: ADDITIONAL TABLES RELATING TO RESPONSES TO STUDENT QUESTIONNAIRE	546
<b>BIBLIOGRAPHY</b>	547

## LIST OF TABLES

### VOLUME ONE

#### Chapter 1

1.1 Population Resident in New Zealand - Official Languages Spoken	15
1.2: Number of Languages Spoken for the Population Resident in New Zealand	17
1.3: Languages spoken by New Zealand residents 1996	18

#### Chapter 2

2.1 Foreign Languages Most Frequently Used in Promotional Materials (1986 Survey)	47
2.2 Foreign Languages Most Frequently Used in Spoken Communication (1986 Survey)	47
2.3 Proficiency Scale Included in 1992 Questionnaire Distributed to 61 New Zealand Firms (1992 Survey)	48
2.4 Respondents' Views on the Importance of Foreign Languages in Promoting Tourism (1992 Survey)	49
2.5 Respondents' Estimates of Required Levels of Language Proficiency in Certain Positions (1992 Survey)	50
2.6 Respondents' Estimates of Percentage of Staff in Various Areas of the Tourist Trade who have a Foreign Language Proficiency of Level 2 or above (1992 Survey)	50

#### Chapter 3

3.1 Number of Students in Years 9 – 15 of New Zealand Schooling from 1995 – 1999.	68
3.2 Course Entries for Students Studying Modern Languages (excluding New Zealand Māori) in New Zealand Schools in Forms 3 and above (Years 9 – 13+) in Each Year from 1990 – 1999	68
3.3 Course Entries for Students Studying Modern Languages (excluding New Zealand Māori) in New Zealand Schools in Form 3 and above (Years 9 – 13+): percentage variance from 1996 – 1999	69
3.4 Course Entries for Students Studying Pacific Island Languages (including New Zealand Māori) as a Subject at Secondary Level (Year 9 and above) in New Zealand Schools from 1993 – 1999	69
3.5 Overall Percentage of Students (Year 9+) Taking Modern Language Courses (excluding New Zealand Māori and Pacific Island languages) in New Zealand Schools from 1995 – 1998 : indicative only (multiple course entries unavailable)	70

3.6 Overall Percentage of Students (Year 9+) Taking Courses in Pacific Island Languages (treated here as a single group) and New Zealand Māori at New Zealand Schools from 1995 – 1998 : indicative only (multiple course entries unavailable)	70
3.7 Number of Students in Years 9 – 13+ of New Zealand Schools Studying French, German and Japanese from 1990 – 1999	71
3.8 Number of Secondary Schools in New Zealand Offering Each Modern Language from 1986 – 1999	71
3.9 Percentage Retention Rates of Students Entering French, Japanese and German Classes in New Zealand Secondary Schools in 1990	75
3.10 Percentage Retention Rates of Students Entering French, Japanese and German Classes in New Zealand Secondary Schools in 1991	75
3.11 Percentage Retention Rates of Students Entering French, Japanese and German Classes in New Zealand Secondary Schools in 1992	76
3.12 Percentage Retention Rates of Students Entering French, Japanese and German Classes in New Zealand Secondary Schools in 1993	76
3.13 Percentage Retention Rates of Students Entering French, Japanese and German Classes in New Zealand Secondary Schools in 1994	76
3.14 Percentage Retention Rates of Students Entering French, Japanese and German Classes in New Zealand Secondary Schools in 1995	77
3.15 Percentage of New Zealand Secondary School Cohort Studying a European and/ or Asian Language in Each Year from 1995 – 1999	78
3.16 Number of New Zealand Students Sitting School Certificate Examinations in International Languages from 1994 – 1999	79
3.17 Number of New Zealand Students sitting University Entrance, Bursary and Scholarship Modern Language Examinations from 1994 – 1999	79
3.18 Percentage of Candidates Scoring A, B, C, D and E Grades in School Certificate Examinations in Modern Languages in Each Year from 1994 to 1999	81
3.19 Percentage of candidates entering for University Entrance, Bursary and Scholarship Examinations in Modern Languages in Each Year from 1994 to 1999 who Achieved Scholarship Passes and A, B, C, D and E Grades	81
3.20 New Zealand University Degree Completions with International Languages as the Main Subject in 1970, 1975, 1980, 1985 and 1990	88
3.21 Summary of New Zealand Graduates in 1970, 1975, 1980, 1985 and 1990	88
3.22 New Zealand University Degree Completions with International Languages as the Main Subject as a Percentage of Overall Degree Completions in 1970, 1975, 1980, 1985 and 1990	89
3.23 Completions of Formal Programmes of Study Involving a Modern Language as a Main Subject in New Zealand Tertiary Institutions in 1997	89
3.24 Completions of Formal Programmes of Study Involving a Modern Language as a Main Subject in New Zealand Tertiary Institutions in 1998	90
3.25 Summary of New Zealand Graduates in 1997	90
3.26 New Zealand University Degree Completions with International Languages as the Main Subject as a Percentage of Overall Degree Completions in 1997	91

3.27 Degree completions including a modern language as a main subject in New Zealand tertiary institutions in 1970, 1975, 1980, 1985, 1990, 1997 and 1998	91
3.28: Degree Completions Including a Number of Different Modern Languages as a Main Subject in New Zealand Tertiary Institutions in 1970, 1975, 1980, 1985, 1990, 1997 and 1998	92
3.29 Annual Percentage Increase and Decrease in Course Enrolments in Three International Languages in One New Zealand tertiary Institution from 1990 – 1999	93
3.30 Annual Percentage Increase and Decrease in Course Enrolments in all International Languages Courses in a New Zealand Tertiary Institution from 1990 – 1999	94
3.31 Annual Percentage increase and Decrease in Degree Completions (BA, BA(Hons), MA, PhD)) with an International Language as the Main Subject in One New Zealand Tertiary Institution from 1994 -1999	94

## Chapter 4

4.1 Comparison of the Achievement Objectives at Level 2 in the Spanish and Chinese Curriculum Statements	130
4.2 The Spanish, Chinese and Japanese Curriculum Statements: Relationship between Curriculum Levels and Language Development Descriptors	135
4.3 The Spanish, Chinese and Japanese Curriculum Statements: Relationship between Curriculum Levels and Levels of the New Zealand Qualifications Framework	135
4.4 Extracts from the Japanese Curriculum Statement: Levels 5 and 6	136
4.5 Extract from the Korean Curriculum Statement - Level 1: Specific Outcomes and Communication Functions	138
4.6 The Spanish, Chinese, Japanese and Korean Curriculum Statements: Relationship between Curriculum Levels and Language Development Descriptors	140
4.7 Proficiency Target Statement Labelling in the Draft French and German Curriculum Guidelines (June 2000)	144
4.8 Suggested Structures and Examples Associated with Achievement Objective 1.5 in the French Draft Curriculum Guidelines	145
4.9 Suggested Structures and Examples Associated with Achievement Objective 1.5 in the German Draft Curriculum Guidelines	146
4.10 Achievement Objective 1.5 recycled at Curriculum Level 2 in the Draft Curriculum Guidelines for French	148
4.11 Achievement Objective 1.5 Recycled at Curriculum Level 3 in the Draft Curriculum Guidelines for French	148
4.12 Achievement Objective 1.5 Recycled at Curriculum Level 2 in the Draft Curriculum Guidelines for German	148
4.13 Achievement Objective 1.5 Recycled at Curriculum Level 5 in the Draft Curriculum Guidelines for German	149
4.14 Languages Offered by New Zealand Universities in the Year 2000	151
4.15 Language and Language-related Papers at the University of Auckland in the Year 2000: Distribution by Type over Stages 1 – 3 and Graduate	154

4.16 Language and Language-related Papers at the University of Auckland in the Year 2000: Distribution by Type over Undergraduate, Graduate and Undergraduate and Graduate Combined	154
4.17 Language and Language-related Papers Available at the University of Auckland in the Year 2000: Percentage of Course Types at Undergraduate and Graduate Levels and at Undergraduate and Graduate Levels Combined	154
4.18 Language and Language-related Papers at the University of Auckland in the Year 2000: Distribution by Type over Stages 1 – 3 and Graduate	155
4.19 Language and Language-related Papers at the University of Auckland in the Year 2000: Distribution by Type over Undergraduate, Graduate and Undergraduate and Graduate Combined	155
4.20 Language and Language-related Papers Available at the University of Auckland in the Year 2000: Percentage of Course Types at Undergraduate and Graduate Levels and at Undergraduate and Graduate Levels Combined	155
4.21 Language and Language-related Papers at the University of Auckland in the Year 2000: Distribution by Type over Stages 1 – 3 and Graduate	156
4.22 Language and Language-related Papers at the University of Auckland in the Year 2000: Distribution by Type over Undergraduate, Graduate and Undergraduate and Graduate Combined	156
4.23 Language and Language-related Papers Available at the University of Auckland in the Year 2000: Percentage of Course Types at Undergraduate and Graduate Levels and at Undergraduate and Graduate Levels Combined	156
4.24 Language and Language-related Papers at Victoria University of Wellington in the Year 2000: Distribution by Type over Stages 1 – 3 and Graduate	157
4.25 Language and Language-related Papers at Victoria University of Wellington in the Year 2000: Distribution by Type over Undergraduate, Graduate and Undergraduate and Graduate Combined	157
4.26 Language and Language-related Papers Available at Victoria University of Wellington in the Year 2000: Percentage of Course Types at Undergraduate and Graduate Levels and at Undergraduate and Graduate Levels Combined	157
4.27 Language and Language-related Papers at the University of Canterbury in the Year 2000: Distribution by Type over Stages 1 – 3 and Graduate	158
4.28 Language and Language-related Papers at the University of Canterbury in the Year 2000: Distribution by Type over Undergraduate, Graduate and Undergraduate and Graduate Combined	158
4.29 Language and Language-related Papers Available at the University of Canterbury in the Year 2000: Percentage of Course Types at Undergraduate and Graduate Levels and at Undergraduate and Graduate Levels Combined	158
4.30 Language and Language-related Papers at the University of Otago in the Year 2000: Distribution by Type over Stages 1 – 3 and Graduate	159
4.31 Language and Language-related Papers at the University of Otago in the Year 2000: Distribution by Type over Undergraduate, Graduate and Undergraduate and Graduate Combined	159

4.32	Language and Language-related Papers Available at the University of Canterbury in the Year 2000: Percentage of Course Types at Undergraduate and Graduate Levels and at Undergraduate and Graduate Levels Combined	159
4.33	Language and Language-related Papers at Six New Zealand Universities in the Year 2000: Distribution by Type over Stages 1 – 3 and Graduate	160
4.34	Language and Language-related Papers at Six New Zealand Universities in the Year 2000: Distribution by Type over Undergraduate, Graduate and Undergraduate and Graduate Combined	160
4.35	Language and Language-related Papers Available at Six New Zealand Universities in the Year 2000: Percentage of Course Types at Undergraduate and Graduate Levels and at Undergraduate and Graduate Levels Combined	160

## Chapter 5

5.1	Relationship between Curriculum Levels and Language Development Descriptors in the New Zealand Ministry of Education Spanish, Chinese and Japanese Curriculum Statements	220
5.2	Relationship between Curriculum Levels in the New Zealand Ministry of Education Spanish, Chinese and Japanese Curriculum Statements and Levels in the New Zealand Qualifications Framework	220
5.3	Relationship between the Learning Development Descriptors in the Spanish, Chinese and Japanese Curriculum Statements and Levels of the New Zealand Curriculum Framework	220
5.4	Comparison of the Language Level Indicators at Level 5 of the Spanish and Chinese Curriculum Statements and the Language Skills at Level 5 of the Japanese Curriculum Statement	223
5.5	Comparison of the Achievement Objectives at Level 5 in the Spanish, Chinese and Japanese Curriculum Statements	224
5.6	Comparison of Achievement Objectives at Level 5 of the Japanese Curriculum Statement with the Levels at which these Achievement Objectives Appear in the Spanish and Chinese Curriculum Statements	227
5.7	Relationship between Language Learning Descriptors and Curriculum Levels for Spanish, Chinese, Japanese and Korean in the New Zealand Curriculum Statements	231
5.8	Sample Achievement Objectives: Draft French and German Curriculum Guidelines	235
5.9	Number of Courses Required to Progress from Beginner to Stage 111 Level in a Number of Modern Languages in Six New Zealand Universities	240
5.10	Estimated Number of Hours of Tuition Available in Language Acquisition Courses from Beginner to Stage 111 in a Number of Modern Languages Available at Six New Zealand Universities	241
5.11	Estimated Number of tuition hours from Sixth Form Certificate/ Bursary level to Stage 3 in three languages at six New Zealand universities	241

5.12 Estimated Number of Hours of Language Acquisition Tuition Assumed by University Staff to be Required by Students to Reach the Equivalent of Bursary Level French, German and Japanese	242
5.13 Estimated Relationship between New Zealand Curriculum Levels and International Proficiency Benchmarks (as indicated in the Draft Curriculum Guidelines for French and German)	242
5.14 Outline of IELTS Proficiency Scale	243
5.15 Overall Relationship between IELTS Proficiency Scale and Overall Achievement Objectives Occurring in the New Zealand Draft Curriculum Guidelines for French and German	243

## Chapter 6

6.1 Relationship between New Zealand Curriculum Levels and NCEA Levels	265
6.2 Overall Achievement Objective for Curriculum Level 6 as Indicated in the Draft New Zealand Curriculum Guidelines for French and German	266
6.3 Relationship between Language Learning Descriptors and Curriculum Levels in the New Zealand Curriculum Statements for Spanish, Chinese, Japanese and Korean	272
6.4 Type A Tasks and Type B Tasks Prescribed for New Zealand School Certificate Examinations: Listening and Speaking	284
6.5 Type A Tasks and Type B Tasks Prescribed for New Zealand School Certificate Examinations: Reading, Writing and Cultural Studies	285
6.6 Type A Tasks and Type B Tasks Prescribed for New Zealand University Entrance, Bursary and Scholarship Examinations: Listening and Speaking	286
6.7 Type A Tasks and Type B Tasks Prescribed for New Zealand University Entrance, Bursary and Scholarship Examinations: Reading and Writing	287
6.8 Marks Awarded in New Zealand School Certificate Language Examinations for Type A and Type B Tasks	288
6.9 Marks Awarded in New Zealand University Entrance, Bursary and Scholarship Examinations for Type A and Type B tasks	288
6.10 New Zealand School Certificate French examination (1997): Part A, Section 2 Mark Schedule	289
6.11 New Zealand School Certificate French Examination (1997): Part D, Section One: Mark Schedule - Part 1 (content marks)	290
6.12 New Zealand School Certificate French Examination (1997): Part D, Section One: Mark Schedule - Part 2 (language marks)	291
6.13 New Zealand School Certificate French Examination (1997): Part D, Section One: Mark Schedule - Part 3 (calculating overall mark)	292
6.14 New Zealand School Certificate Prescriptions: Components of Examinations and Maximum Mark Allocations	296
6.15 New Zealand University Entrance, Bursary and Scholarship Prescriptions: Components of Examinations and Maximum Mark Allocations	297
6.16 International Languages in the New Zealand Curriculum Framework: Syllabus and Curriculum Levels and Examination Stages	303

6.17 The Dimensions of Communicative Language Competence as Outlined in the Draft European Framework (Council of Europe, 1996, 4.7.2).	308
6.18 Micro-functions Relating to Socialising in Achievement Objectives in the New Zealand Ministry of Education National French Syllabus (Levels 1 - 3)	309
6.19: Micro-functions Relating to Expressing and Discovering Attitudes in Achievement Objectives in the New Zealand Ministry of Education National French Syllabus (Levels 1 - 3)	310
6.20 Micro-functions Relating to imparting and Seeking Factual Information in Achievement Objectives in the New Zealand Ministry of Education National French Syllabus (Levels 1 - 3)	310
6.21 Micro-functions Relating to Persuasion in Achievement Objectives in the New Zealand Ministry of Education National French Syllabus (Levels 1 - 3)	310
6.22 Utterance-based and Lexically-based Achievement Objectives Occurring in the New Zealand Ministry of Education National French Syllabus (Levels 1 - 3)	311
6.23 Macro-functional Specification of Achievement Objectives in the New Zealand Ministry of Education National French Syllabus (Levels 1 - 3)	311
6.24 Topic-based Objectives Occurring in the New Zealand Ministry of Education National French Syllabus (Levels 1 - 3)	313
6.25 Task-based Objectives Occurring in the New Zealand Ministry of Education National French Syllabus (Levels 1 - 3)	313
6.26 Semantico-grammatical Categories of Achievement Objectives Occurring in the New Zealand Ministry of Education National French Syllabus (Levels 1 - 3)	314
6.27 Classification of New Zealand School Certificate Reading Examination Questions in Relation to Genre (1990 – 1998)	317
6.28 Classification of New Zealand School Certificate Writing Examination Questions in Relation to Genre (1990 – 1998)	317
6.29 Classification of New Zealand School Certificate Translation Examination Questions in Relation to Genre (1990 – 1998)	318
6.30 Classification of New Zealand School Certificate Listening Examination Questions in Relation to Genre (1990 – 1998)	318
6.31 Classification of University Entrance, Bursary and Scholarship: Listening Examination Questions in Relation to Genre (1990 – 1998)	318
6.32 Classification of New Zealand University Entrance, Bursary and Scholarship: Reading Examination Questions in Relation to Genre (1990 – 1998)	319
6.33 Classification of New Zealand University Entrance, Bursary and Scholarship: Translation Examination Questions in Relation to Genre (1990 – 1998)	319
6.34 Classification of New Zealand University Entrance, Bursary and Scholarship: Writing Examination Questions in Relation to Genre (1990 – 1998)	319

6.35 Cohort A: New Zealand School Certificate French Examination Results (1991 and 1997 Examinations)	328
6.36 Cohort B: New Zealand School Certificate French Examination Results (1991 and 1997 Examinations)	329
6.37 New Zealand School Certificate German Examination Results (1991 and 1997 Examinations): Trial Cohort	329
6.38 Comparison of New Zealand School Certificate Examination Structure and Structure of an Equivalent New Zealand University Examination in French	342
6.39 Comparison of New Zealand Bursary Examination Structure and Structure of an Equivalent New Zealand University Examination in French	343

## VOLUME TWO

### Chapter 7

7.1 Other Languages and International Languages with Other Languages	363
7.2 Perceived Value of In-service Provision	370
7.3 Proficiency scale applied to teacher self-assessment	374
7.4 Number of Self-assessment Proficiency Respondents	381
7.5 Proficiency Self-assessment - Numbers in Each Skill in Bands 7 – 9	382
7.6 Proficiency Self-assessment - Numbers in Skill Bands 7 - 9 Combined	382
7.7 In-service Training Priorities A	386
7.8 In-service Training Priorities B	386
7.9 Methodologies Reported as Favoured	390
7.10 Judgments in Relation to Syllabus Types A and C	308
7.11 Non-selection of Syllabus Components	403
7.12 Perceived Usefulness of Ministry of Education Curriculum Documents	411
7.13 Reported Main Objectives in Teaching Languages (Two Responses Compared)	429
7.14 Reported Preferred Language Teaching Methods with Different Age Ranges	430
7.15 Reported Preferred Language Teaching Methods with Different Age Ranges	433
7.16 Applying proficiency descriptors to Learners of English as a Second Language in Schools – Listening	448
7.17 Applying proficiency descriptors to Learners of English as a Second Language in Schools – Reading	448
7.18 Applying proficiency descriptors to Learners of English as a Second Language in Schools – Speaking	448
7.19 Applying proficiency descriptors to Learners of English as a Second Language in Schools – Writing	449
7.20 French as an International Language: Listening Proficiency Judgments Relating to Average Learner	451
7.21 French as an International Language: Reading Proficiency Judgments Relating to Average Learner	451
7.22 French as an International Language: Speaking Proficiency Judgments Relating to Average Learner	451

7.23 French as an International Language: Writing Proficiency Judgments Relating to Average Learner	451
7.24 Japanese as an International Language: Listening Proficiency Judgments Relating to Average Learner	453
7.25 Japanese as an International Language: Reading Proficiency Judgments Relating to Average Learner	453
7.26 Japanese as an International Language: Speaking Proficiency Judgments Relating to Average Learner	453
7.27 Japanese as an International Language: Writing Proficiency Judgments Relating to Average Learner	454
7.28 French as an International Language Speaking Proficiency Judgments – Number of Responses at Each Level	454
7.29 Japanese as an International Language Speaking Proficiency Judgments – Number of Responses at Each Level	454
7.30 French as an International Language Writing Proficiency Judgments – Number of Responses at Each Level	455
7.31 Japanese as an International Language Writing Proficiency Judgments – Number of Responses at Each Level	455

## Chapter 8

8.1 Students completing the questionnaire by level, number, and percentage	485
8.2 Year of Birth of Students of German in New Zealand Universities by Level and Percentage	486
8.3 Percentage of Students Majoring in German by Level, Number and by Percentage	488
8.4 Year of University Study Relative to Stage of German Courses by Level and by Number	488
8.5 Percentage of Foreign or Dual Nationality among the Respondents	489
8.6 Respondents' First Language Maintenance by Number (excluding English)	490
8.7 Total Number of Students Tested by Number and Percentage of Total Group.	491
8.8 Gender of Students Tested by Level, Gender, Number and Percentage	491
8.9 C-Test Scores - Means at Each Stage and in Each Institution Expressed as Percentages	491
8.10 Means for C-Test Scores by Stage and Nationally	492
8.11 C-Test Grade Spread for Each Stage and Overall (percentages)	492
8.12 A Comparison of C-Test Scores of NZ and UK Students	493
8.13 Percentage of Students who have Visited Germany at Each Level and Overall	494
8.14 Number of Visits to Germany by Percentage at Each Level and Overall	495
8.15 Reasons for Visit to Germany or German-speaking County by Percentage at Each Level	495
8.16 Length of Visits to Germany by Percentage at Each Level	496
8.17 Numbers of Students at Each Level Who Have Passed National Qualifications in German.	497

8.18 Other Significant Language Learning Experience	498
8.19 Respondents' Reported Motivations for Studying German	499
8.20 Comparative Rank order of Motivation for Learning German by Level	500
8.21 Attitudes of Respondents to People of their Own Nationality (L1-landers) and to Germans (L2-landers) by Percentage Response to Each Question	501
8.22 Classification of Attitudes of New Zealand Students of German to Germans ( L2-landers)	502
8.23 Rank Order of Expectations of Language Proficiency Application by Level	503
8.24 Rank Order of Expectations of Language Proficiency Application in Descending Order of Interest : Summary	504
8.25 Preparedness to Engage in German Society by Percentage and by Level	505
8.26 Use of Language Skills to Speak to Native Users by Level and by Percentage	506
8.27 Use of Language Skills to Socialise with Native Users by Level and by Percentage	506
8.28 Use of Language Skills to Speak to Friends by Level and by Percentage	506
8.29 Use of Language Skills to Watch TV or Films in the Target Language by Level and by Percentage	506
8.30 Use of Language Skills to Read for Pleasure in the Target Language by Level and by Percentage	507
8.31 Use of Language Skills to Write a Letter in the Target Language by Level and by Percentage	507
8.32 Responses to the Question: 'Would you approach and offer help to a group of young people poring over a map?' by Percentage	508
8.33 Responses to the Question: 'Would you answer the telephone in a friend's house?' by Percentage	509
8.34 Responses to the Question: 'Would you return newly-purchased goods which were found to be damaged ?' by Percentage	509
8.35: Responses to the Question: ' Do you feel embarassed when you make mistakes?' by Percentage	510
8.36 Responses to the Question: 'Would you like people to take you for a native speaker?' by Percentage	510
8.37 Responses to the Question: 'Where would you like your children to grow up?' by Percentage	511
8.38 Responses to the Question: "Do your parents speak any languages other than the ones in Section B?" by Percentage	511
8.39 Responses to the Question: 'Do your parents actively encourage you to learn another language?' by Percentage	512
8.40 Responses to the Question: ' Do your parents exchange visits with friends overseas?' by Percentage	512
8.41 Responses to the Question: ' Are your brothers and sisters keen on foreign languages?' by Percentage	513
8.42 Self -Assessment of Grammatical Knowledge by Stage and by Number	514
8.43 Self Assessment of Grammatical Knowledge by Rank Order	515

8.44 Language activities done in class by number and by level	516
8.45 Language activities done as a test by number and by level	516

UNIVERSITY OF WAIKATO  
LIBRARY

**Appendix 2**

App 2.1 Courses in Chinese Available at Stages 1, 2 and 3 at The University of Auckland in 1999 and 2000	ii
App 2.2 Courses in Chinese Available for BA (Hons) and Masters at the University of Auckland in 1999 and 2000	ii
App 2.3 Summary of Chinese Courses Available at The University of Auckland in 1999 and 2000 in terms of Primary Focus	iii
App 2.4 Courses in Cook Island Maori Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000	iii
App 2.5 Summary of Cook Island Maori courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus	iv
App 2.6 Courses in Croatian Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000	iv
App 2.7 Summary of Croatian Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus	iv
App 2.8 Courses in Dutch Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000	iv
App 2.9 Summary of Dutch Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus	v
App 2.10 Courses in French Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000	vi
App 2.11 Courses in French Available for BA (Hons) and Masters at the University of Auckland in 1999 and 2000	vi
App 2.12 Summary of French Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus	vii
App 2.13 Courses in German available at Stages 1, 2 and 3 at the University of Auckland in the year 2000	vii
App 2.14 Courses in German available for BA (Hons) and Masters at the University of Auckland in the year 2000	viii
App 2.15 Summary of German Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus	ix
App 2.16 Courses in Indonesian Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000	ix
App 2.17 Courses in Indonesian Available for BA (Hons) and Masters at the University of Auckland in 1999 and 2000	x
App 2.18 Summary of Indonesian Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary focus	xi
App 2.19 Courses in Italian Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000	xi
App 2.20 Courses in Italian Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000 (continued)	xii

App 2.21 Courses in Italian available for BA (Hons) and Masters at the University of Auckland in the year 2000	xii
App 2.22 Summary of Italian Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus	xiii
App 2.23 Courses in Japanese Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000	xiii
App 2.24 Courses in Japanese Available for BA (Hons) and Masters at the University of Auckland in 1999 and 2000	xiv
App 2.25 Summary of Japanese Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus	xiv
App 2.26 Courses in Korean Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000	xv
App 2.27 Courses in Korean Available for BA (Hons) and Masters Degrees in Other Subject Areas at the University of Auckland in 1999 and 2000	xv
App 2.28 Summary of Korean Courses Available at The University of Auckland in 1999 and 2000 in terms of Primary Focus	xvi
App 2.29 Courses in Polish Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000	xvi
App 2.30 Summary of Polish Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus	xvi
App 2.31 Courses in Russian Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000	xvii
App 2.32 Courses in Russian Available for BA (Hons) and Masters at the University of Auckland in 1999 and 2000	xvii
App 2.33 Summary of Russian Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus	xvii
App 2.34 Courses in Samoan Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000	xviii
App 2.35 Summary of Samoan Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus	xviii
App 2.36 Courses in Spanish Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000	xix
App 2.37 Courses in Spanish Available for BA (Hons) and Masters at the University of Auckland in 1999 and 2000	xx
App 2.38 Summary of Spanish Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus	xx
App 2.39 Courses in Scandinavian Studies Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000	xxi
App 2.40 Summary of Scandinavian Studies Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus	xxi
App 2.41 Courses in Tongan Available at Stages 1, 2 and 3 at The University of Auckland in 1999 and 2000	xxii
App 2.42 Summary of Tongan Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus	xxii
App 2.43 Asian Studies Additional Courses Offered at the University of Auckland in 1999 and 2000	xxii

App 2.44 European Languages and Literatures Additional Courses Offered at the University of Auckland in 1999 and 2000	xxiii
App 2.45 Latin American Studies Additional Courses Offered at the University of Auckland in 1999 and 2000	xxiii
App 2.46 Pacific Studies Additional Courses Offered at the University of Auckland in 1999 and 2000	xxiii
App 2.47 Summary of Courses Outlined in Tables AP - AS in terms of Primary Focus	xxiv
App 2.48 Courses Available at Parts 1, 2 & 3 in Asian Studies (Chinese) at the University of Waikato in 1999 and 2000	xxv
App 2.49 Courses Available for BA (Hons) and Masters in Asian Studies (Chinese) at the University of Waikato in 1999 and 2000	xxv
App 2.50 Summary of Courses Available at the University of Waikato in Asian Studies in 1999 and 2000 in terms of Primary Focus	xxvi
App 2.51 Courses in French Available at Parts 1, 2, 3 & 4 at the University of Waikato in 1999 and 2000	xxvii
App 2.52 Courses in French Available for BA (Hons) and Masters at the University of Waikato in the year 2000	xxvii
App 2.53 Summary of Courses Available in French at The University of Waikato in 1999 and 2000 in terms of Primary Focus	xxvii
App 2.54 Courses in German Available at Parts 1, 2, 3 & 4 at the University of Waikato in 1999 and 2000	xxviii
App 2.55 Courses in German Available for BA (Hons) and Masters at the University of Waikato in 1999 and 2000	xxix
App 2.56 Summary of Courses in German Available at the University of Waikato in 1999 and 2000 in terms of Primary Focus	xxix
App 2.57 Courses in Japanese Available at Parts 1, 2 & 3 at the University of Waikato in 1999 and 2000	xxx
App 2.58 Courses in Japanese Available for BA (Hons) and Masters at the University of Waikato in 1999 and 2000	xxxi
App 2.59 Summary of Courses in Japanese Available at The University of Waikato in 1999 and 2000 in terms of Primary Focus	xxxi
App 2.60 Courses in Korean Available at Parts 1, 2 & 3 at the University of Waikato in 1999 and 2000	xxxii
App 2.61 Summary of Courses in Korean at the University of Waikato in 1999 and 2000	xxxii
App 2.62 Courses in Spanish Available at Parts 1, 2 & 3 in 1999 and 2000 at the University of Waikato	xxxiii
App 2.63 Summary of Courses in Spanish Available at the University of Waikato in 1999 and 2000 in terms of Primary Focus	xxxiii
App 2.64 Papers Available for European Studies Major at Massey University in the year 2000	xxxv
App 2.65 Papers in French Offered at Massey University in the Year 2000	xxxvi
App 2.66 Papers in German Offered at Massey University in the Year 2000	xxxvii
App 2.67 Papers in Spanish offered at Massey University in the Year 2000	xxxvii
App 2.68 Courses in Chinese Available at Massey University in the Year 2000	xxxviii
App 2.69 Papers in Chinese Offered at Massey University in the Year 2000	xxxviii

App 2.70 Courses in Japanese Available at Massey University in the Year 2000	xxxix
App 2.71 Summary of Japanese Courses Offered at Massey University in the Year 2000 in terms of Primary Focus	xxxix
App 2.72 Courses available for BA (Hons) in Asian Studies, French, German, Japanese, Modern Languages, Russian and, conditionally, also European Studies and Italian available at the Victoria University of Wellington in the year 2000	xl
App 2.73 Part 1, 2 & 3 Chinese Courses Offered at Victoria University of Wellington in the Year 2000	xli
App 2.74 Summary of Chinese Courses Offered at Victoria University of Wellington in the Year 2000 in terms of Primary Focus	xli
App 2.75 Cook Islands Māori Courses Offered at Victoria University of Wellington in the Year 2000	xlii
App 2.76 Summary of Cook Island Māori Courses Offered at Victoria University of Wellington in the Year 2000 in terms of Primary Focus	xlii
App 2.77 Undergraduate Courses in French Offered at Victoria University of Wellington in 1999 and 2000	xlii
App 2.78 French Courses Available for BA (Hons) and Masters at Victoria University of Wellington in 1999 and 2000	xliii
App 2.79 Summary of French Courses Available at Victoria University of Wellington in 1999 and 2000 in terms of Primary Focus	xliii
App 2.80 German Courses at Part 1, 2 and 3 Offered at Victoria University of Wellington in 1999 and 2000	xliv
App 2.81 German Courses Available for BA (Hons) and Masters at Victoria University of Wellington in 1999 and 2000	xliv
App 2.82 Summary of German Courses Available at Victoria University of Wellington in 1999 and 2000 in terms of Primary Focus	xliv
App 2.83 Part 1, 2 & 3 Malay/Indonesian Courses Offered at Victoria University of Wellington in 1999 and 2000	xlv
App 2.84 Summary of Malay/Indonesian Courses Offered at Victoria University of Wellington in 1999 and 2000	xlv
App 2.85 Part 1, 2 & 3 Italian Courses Offered at Victoria University of Wellington in 1999 and 2000	xlvi
App 2.86 Graduate Italian Courses Offered at Victoria University of Wellington in 1999 and 2000	xlvi
App 2.87 Summary of Italian Courses Offered at Victoria University of Wellington in 1999 and 2000	xlvi
App 2.88 Part 1, 2 & 3 Japanese courses offered at Victoria University of Wellington in the year 2000	xlvii
App 2.89 Graduate Courses in Japanese Offered at Victoria University of Wellington in 1999 and 2000	xlvii
App 2.90 Summary of Japanese Courses at Victoria University of Wellington in 1999 and 2000 in terms of Primary Focus	xlvii
App 2.91 Part 1, 2 & 3 Russian Courses Available at Victoria University of Wellington 1999 and 2000	xlviii

App 2.92 Russian Courses Available for BA (Hons) and Masters at Victoria University of Wellington in 1999 and 2000	xlviii
App 2.93 Russian Courses Available at Victoria University of Wellington in 1999 and 2000 in terms of Primary Focus	xliv
App 2.94 Samoan Courses Available at Parts 1, 2 & 3 at Victoria University of Wellington in 1999 and 2000	xliv
App 2.95 Summary of Samoan Courses Offered at Victoria University of Wellington in 1999 and 2000 in terms of Primary Focus	xliv
App 2.96 Spanish Courses Available at Parts 1, 2 & 3 at Victoria University of Wellington in 1999 and 2000	i
App 2.97 Summary of Spanish Courses Offered at Victoria University of Wellington in 1999 and 2000 in terms of Primary Focus	i
App 2.98 Additional Courses Available for Language Programmes at Victoria University of Wellington in 1999 and 2000	li
App 2.99 Courses Available for Diploma in Teaching Japanese at Victoria University of Wellington in 1999 and 2000	lii
App 2.100 Undergraduate Courses in Chinese Offered at The University of Canterbury in 1999 and 2000	liii
App 2.101 Graduate Courses in Chinese Offered at The University of Canterbury in 2000	liii
App 2.102 Summary of Chinese Courses Available at The University of Canterbury in 1999 and 2000: BY TYPE	liii
App 2.103 Undergraduate Courses in French Available at The University of Canterbury in 1999 and 2000	liv
App 2.104 Undergraduate Courses in French Available at The University of Canterbury in 1999 and 2000	lv
App 2.105 Graduate Courses Available in French at The University of Canterbury in 1999 and 2000	lvi
App 2.106 Summary of French Courses Available at The University of Canterbury in 1999 and 2000: BY TYPE	lvi
App 2.107 Undergraduate Courses in German Available at The University of Canterbury in 1999 and 2000	lvii
App 2.108 Graduate Courses in German Available at The University of Canterbury in 1999 and 2000	lvii
App 2.109 Summary of Courses in German Available at The University of Canterbury in 1999 and 2000: BY TYPE	lvii
App 2.110 Undergraduate Courses in Japanese Available at the University of Canterbury in 1999 and 2000	lviii
App 2.111 Graduate Courses in Japanese Available at the University of Canterbury in 1999 and 2000	lix
App 2.112 Summary of Courses in Japanese Available at The University of Canterbury in 1999 and 2000	lix
App 2.113 Undergraduate Courses in Russian Available at the University of Canterbury in 1999 and 2000	lix
App 2.114 BA (Hons) Courses in Russian Available at the University of Canterbury in 1999 and 2000	lx

App 2.115 Additional MA Courses Available in Russian at the University of Canterbury in 1999 and 2000	lx
App 2.116 Summary of Russian Courses Available at The University of Canterbury in 1999 and 2000	lx
App 2.117 Undergraduate Courses in Chinese Available at the University of Otago in 1999 and 2000	lxi
App 2.118 Summary of Chinese Courses Available at the University of Otago in 1999 and 2000	lxii
App 2.119 Undergraduate Courses in French Available at the University of Otago in 1999 and 2000	lxii
App 2.120 Graduate Courses in French Available at the University of Otago in 1999 and 2000	lxiii
App 2.121 Summary of Courses in French Available at the University of Otago in 1999 and 2000	lxiii
App 2.122 Undergraduate Courses in German Available at the University of Otago in 1999 and 2000	lxiii
App 2.123 Graduate Courses in German Available at the University of Otago in 1999 and 2000	lxv
App 2.124 Summary of Courses in French Available at the University of Otago in 1999 and 2000	lxv
App 2.125 Undergraduate Courses in Japanese Available at the University of Otago in 1999 and 2000	lxv
App 2.126 Graduate Courses in Japanese Available at the University of Otago in 1999 and 2000	lxvi
App 2.127 Summary of Japanese Courses Available at the University of Otago in 1999 and 2000	lxvi
 <b>Appendix 13</b>	 546
App 13.1 Nationality of Students of German in New Zealand Universities by Number (double responses possible)	i
App 13.2 First Language of Mother of Students Studying German by Number (multiple answers possible)	ii
App 13.3 First Language of Father of Students Studying German by Number (multiple answers possible)	iii
App 13.4 First language of Students Studying German by Percentage (multiple answers possible)	iv
App 13.5 Expectations of Language Proficiency Application in Pre-Stage 1 New Zealand Learners of German (by percentage of response to each item)	v
App 13.6 Expectations of Language Proficiency Application in Stage 1 New Zealand Learners of German (by percentage of response to each item)	v
App 13.7 Expectations of language proficiency application in Stage II New Zealand learners of German (by percentage of response to each item)	vi
App 13.8 Expectations of Language Proficiency Application in Stage III New Zealand Learners of German (by percentage of response to each item)	vi

App 13.9 Expectations of Language Proficiency Application in Stage 1V New Zealand Learners of German (by percentage of response to each item)

vii

## LIST OF FIGURES

### VOLUME ONE

#### Chapter 1

1.1	The New Zealand Education System: an outline	22
-----	--	----

### VOLUME TWO

#### Chapter 7

7.1	Sex Ratio	360
7.2	Age Range Percentages	361
7.3	Age Range Numbers	361
7.4	Employment Status	362
7.5	Number of Hours Each week Teaching International Languages (166 respondents)	362
7.6	Teaching Sectors Represented	363
7.7A	Language Teaching Profile	364
7.7B	Languages Now Taught	365
7.8	Types of Language Course Now Taught	366
7.9	Years of Teaching Experience	366
7.10A	Specific Responsibilities (%)	367
7.10B	Range of Other Relevant Professional Experiences	367
7.11A	Number of Language-related In-service Training Days Throughout Teaching Career	368
7.11B	In-service Provision (yes/no)	368
7.11C	Number of Days of In-service Provision (yes/no %)	369
7.11D	Perceived Value of In-service Provision (numbers)	369
7.11E	Perceived Value of In-service Provision (%)	370
7.12	Undergraduate Degree without Teaching Qualifications	371
7.13	CELTA, DELTA & Trinity College Qualifications	371
7.14	Overseas Undergraduate Degree in Lang. & Lit. +/- Teaching Diploma	372
7.15	Overseas post-graduate Degree in Lang. & Lit. +/- Teaching Diploma	372
7.16	Overseas Secondary Teaching Qualifications	372
7.17	Numbers without Secondary Teaching Qualifications	373
7.18A	Self-assessment Proficiency: French	374
7.18B	Self-assessment Proficiency: Spanish	375
7.18C	Self-assessment Proficiency: German	375
7.18D	Self-assessment Proficiency: Japanese	376
7.18E	Self-assessment Proficiency: Chinese	376
7.18F	Self-assessment Proficiency – English	377
7.18G	Self-assessment Proficiency: Māori	377

7.19A	French & Spanish Combined: Self-assessment in Reading	378
7.19B	French & Spanish Combined: Self assessment in Writing	378
7.19C	French, Spanish & German Combined: Self-assessment in Listening	379
7.19D	French, Spanish & German Combined: Self-assessment in Speaking	379
7.19E	French, Spanish & German Combined: Self-assessment in Listening	379
7.19F	French, Spanish & German Combined: Self-assessment in Speaking	380
7.19G	Japanese & Chinese Combined: Self-assessment in Reading	380
7.19H	Japanese & Chinese Combined: Self-assessment in Writing	380
7.19I	Japanese & Chinese Combined: Self-assessment in Listening	381
7.19J	Japanese & Chinese Combined: Self-assessment in Speaking	381
7.20	Self-assessment Regarding Adequacy of Training in Relation to Professional Language Teaching, <u>including</u> Non-responses	383
7.21	Self-assessment Regarding Professional Language Teaching Responsibilities, <u>excluding</u> Non-responses	384
7.22	Preparedness in Relation to: curriculum, methodology, classroom management, the custom and practice of teaching, paper work, extra-curricular activities, budget management, other	384
7.23	In-service Training Priorities	385
7.24	Judgments Relating to Methodologies Currently Favoured in Respondents' Institutions	387
7.25	Report of Own Methodological Preferences	388
7.26A	Methodology Preferences – Comparison (A)	389
7.26B	Methodology Preferences – Comparison (B)	389
7.26C	Methodology Preferences – Comparison (C)	389
7.26D	Methodology Preferences – Comparison (D)	389
7.26E	Methodology Preferences – Comparison (E)	389
7.26F	Methodology Preferences – Comparison (F)	389
7.27	Identification of Syllabus Type A (Functional Syllabus)	392
7.28	Syllabus Type A – Identification of 'functional' vs. all other categories	393
7.29	Identification of 'functional' and 'communicative' categories	393
7.30	Identification of Syllabus Type B (structural Syllabus)	394
7.31	Syllabus Type B – Identification of 'Structural', 'Grammatical', 'Formal' vs. all other categories	394
7.32	Identifying Syllabus Type C (Situational)	396
7.33A	Correct Identification of all 3 Syllabus Types	396
7.33B	Acceptable Identification of all 3 Syllabus Types	396
7.34A	Correct Identification with TESOL Training	397
7.34B	Acceptable Identification with TESOL Training	397
7.34C	Correct & Acceptable Identification with TESOL Training	397
7.34D	Correct & Acceptable: with TESOL Training/ with Overseas Teaching Qualification/ with Teaching Diploma from a Single NZ Institution	398
7.35A	Choices in Relation to Language Syllabus Content (1)	399
7.35B	Choices in Relation to Language Syllabus Content (2)	400
7.35C	Choices in Relation to Language Syllabus Content (3)	400
7.35D	Choices in Relation to Language Syllabus Content (4)	400
7.35D	Choices in Relation to Language Syllabus Content (5)	401

7.35E	Choices in Relation to Language Syllabus Content (6) (Repeat)	401
7.35F	Choices in Relation to Language Syllabus Content (7)	401
7.35G	Choices in Relation to Language Syllabus Content (8)	402
7.35H	Choices in Relation to Language Syllabus Content (9)	402
7.35I	Choices in Relation to Language Syllabus Content (10)	402
37.6A	Specifying Characteristics of Communicative Approach: Response vs. Non-response	404
7.36B	Specifying Characteristics of Communicative Approach: Relevance, Authenticity, Interaction	404
7.36C	Focus on Atmosphere & Student-centredness	405
7.37D	Focus on Group/Pair work, Activity-types and Visual	406
7.37E	Use Real Language, Rich Language, Target Language	406
7.36F	Types of Language Emphasis	407
7.36G	Skills Focus	408
7.36H	Remaining Entries	409
7.37	Existence of Relevant Ministry of Education Curriculum Documents	409
7.38	Judgments Concerning Usefulness of Ministry of Education Curriculum Documents	410
7.39	Existence of Institutional Syllabus Documents	411
7.40	Usefulness of Institutional Syllabus Documents	411
7.41	Judgments Relating to Importance of Explicit Syllabus Documents	412
7.42	Action when no Syllabus Document Provided	412
7.43:	Respondents' Report of Textbook Use	413
7.44	Reasons Given for Selecting Particular Textbooks	414
7.45	Reasons Given for Not Using Textbooks	415
7.46	Respondents' Reports on Use of Formative Assessment	417
7.47A	Respondents' Reports on Type of Formative Assessment Used (Numbers)	417
7.47B	Respondents' Reports on Type of Formative Assessment Used (%)	417
7.48A	Formative Assessment Feedback Types Reported(%)	418
7.48B	Formative Assessment Feedback Types Reported (Number)	418
7.49	Respondents' Reports of Use of Summative Assessment	419
7.50A	Respondents' Reports on Types of Summative Assessment Used (Numbers)	420
7.50B	Respondents' Reports on Types of Summative Assessment Used (%)	420
7.51A	Summative Assessment Feedback Types	421
7.51B	Summative Assessment Feedback Types	421
7.52A	Comparison of Percentage Responses for Each Category in Relation to Formative Assessment	421
7.52B	Comparison of Percentage Responses for Each Category in Relation to Summative Assessment	421
7.53	Respondents' Reports on Examinations Prepared by Own Institution for Students	422
7.54	External Examinations: Responses v. Non-responses and Spoiled Responses	422
7.55A	New Zealand-based Examinations by Number of Responses	423
7.55B	New Zealand-based Examinations by Percentage of Responses	423

7.55C	International Foreign Language Examinations	424
7.55D	English Language Examinations	424
7.55E	NZ School Certificate by Year of Entry	424
7.55F:	NZ University Bursary by Year of Entry	424
7.55G	English Language Examinations by Year of Entry	425
7.55H	International/Overseas Examinations by Year of Entry	425
7.56	Reported Extent of Satisfaction with School Certificate Prescriptions	427
7.57	Reported Extent of Satisfaction with Bursary Prescriptions	427
7.58A	Reported Main Objectives in Teaching Language	428
7.58B	Reported Main Objectives in Teaching Language	429
7.59A	Non-responses re Relationship Between Age Ranges and Approaches (A)	430
7.59B	Non-responses re Relationship Between Age Ranges and Approaches (B)	431
7.59C	Non-responses in Each Age Range (Relationship Between Age Ranges and Approaches)	431
7.59D	Average Non-responses in Each Age Range (Relationship Between Age Ranges and Approaches)	431
7.59E	Non-responses re Relationship Between Age Ranges and Approaches	432
7.60A	Responses Relating to Age Ranges and Approaches (A)	433
7.60B	Responses Relating to Age Ranges and Approaches (B)	434
7.60C	Responses Relating to Age Ranges and Approaches (C )	434
7.60D	Responses Relating to Age Ranges and Approaches (D)	435
7.61	Philosophy of Language Teaching	438
7.62A	ESOL Levels After Specified Tuition Hrs (A)	439
7.62B	ESOL Levels After Specified Tuition Hrs (B)	439
7.62C	ESOL Levels After Specified Tuition Hrs (C )	439
7.62D	ESOL Levels After Specified Tuition Hrs (D)	440
7.62E	ESOL Levels After Specified Tuition Hrs (E)	440
7.62F:	ESOL Levels After Specified Tuition Hrs (F)	440
7.62G	ESOL Levels After Specified Tuition Hrs (G)	441
7.62H	ESOL Levels After Specified Tuition Hrs (H)	441
7.62I	ESOL Levels After Specified Tuition Hrs (I)	441
7.62J	ESOL Levels After Specified Tuition Hrs (J)	442
7.62K	ESOL Levels After Specified Tuition Hrs (K)	442
7.62L	ESOL Levels After Specified Tuition Hrs (L)	442
7.64M	ESOL Levels After Specified Tuition Hrs (M)	443
7.62N	ESOL Levels After Specified Tuition Hrs (N)	443
7.62O	ESOL Levels After Specified Tuition Hrs (O)	443
7. 62P	ESOL Levels After Specified Tuition Hrs (P)	444
7.62Q	ESOL Levels After Specified Tuition Hrs (Q)	444
7.62R	ESOL Levels After Specified Tuition Hrs (R)	444
7.62S	ESOL Levels After Specified Tuition Hrs (S)	445
7.62T	ESOL Levels After Specified Tuition Hrs (T)	445
7.62U	ESOL Levels After Specified Tuition Hrs (U)	445
7.62V	ESOL Levels After Specified Tuition Hrs (V)	446
7.62W	ESOL Levels After Specified Tuition Hrs (W)	446
7.62X	ESOL Levels After Specified Tuition Hrs (X)	446

7.62Y	ESOL Levels After Specified Tuition Hrs (Y)	447
7.62Z	ESOL Levels After Specified Tuition Hrs (Z)	447
7.62AA	<i>ESOL Levels After Specified Tuition Hrs (AA)</i>	447
7.63	<i>Respondents' Evaluation of Language Programmes in Own Institution</i>	456
7.64A	Numbers Giving Reasons for Opinions about Programmes in Own Institutions	457
7.64B	Percentage Giving Reasons for Opinions about Programmes in Own Institutions	457
7.65A	Selected Criteria for Evaluation of Own Institution's Language Courses	
7.65B	Respondents' Own Criteria for Evaluation of Own Institution's Language Courses	458
7.66A	Perceived Attitudes of School Management to Languages – Numbers	
7.66B	Perceived Attitudes of School Management to Languages – Percentage	459
7.67A	Perceived Attitudes of Colleagues to Languages - Numbers	459
7.67B:	Perceived Attitudes of Colleagues to Languages - Percentages	460
7.68A	Issues that Make Language Learning and Teaching Difficult –yes/no	460
7.68B	Difficulties of Learning and Teaching of Languages in New Zealand – Selected Reasons	461
7.69	The One Thing Respondents Would Change in the Immediate Environment	462
7.70	The One Thing Respondents Would Change in the New Zealand Environment	463
7.71A	Extra-curricular Activities - yes/ no/ no response	
7.71B	Types of Extra-curricular Activity	464
7.72	Additional Languages Spoken but not Taught	465
7.73	Additional Languages Spoken but not Taught at Level 5 and Above over all Four Skills in Own Proficiency Assessment	465
		466

## **CHAPTER 7**

### **QUESTIONNAIRE FOR LANGUAGE PROFESSIONALS: AN ANALYSIS OF RESPONSE PATTERNS**

#### **7.1 Introduction**

A survey of the views of language teachers in New Zealand schools was conducted as part of this research project. In accordance with the advice contained in Cohen and Manion (1980, pp. 71- 98), a number of issues were taken into account in deciding what form the survey would take, how it would be conducted and how responses would be analysed. As noted by Cohen and Manion (p. 71), "surveys proceed through well-defined stages". In this case, the stages prior to the conduct of the survey itself were as follows:

- . determination of the primary and subsidiary aims of the survey;
- . determination of the survey approach to be adopted;
- . determination of the target population;
- . determination of the processes and procedures to be used in analysing responses;
- . production of draft;
- . pilot of draft survey.

At each of these stages, there were a number of practical considerations that needed to be taken into account. These included considerations of time and cost.

#### **7.2 Determination of the primary and subsidiary aims of the survey**

One of the primary aims of the survey conducted as part of this research project was to determine the professional background and training of teachers of international languages in New Zealand. In particular, it aimed to discover what proportion of these teachers had been specifically trained to teach languages, what form that training took, and to what

extent they felt that that training had prepared them for the task. Another primary aim was to determine to what extent language teachers felt that the curriculum statements and resources provided by the New Zealand Ministry of Education were helpful. A third primary aim was to determine whether, and to what extent, language teachers had participated in in-service training provision relevant to their language teaching duties and responsibilities and, where they had done so, how useful they believed these courses to have been. These were the primary aims.

The secondary aim of the survey was to determine the extent to which language teachers in New Zealand have the types of knowledge and understanding that are required to perform a range of professional tasks. However, reaching conclusions about various professional competencies on the basis of respondents' beliefs about them is sometimes inappropriate. For example, the fact that a respondent believes that the training he or she received was adequate to prepare him or her to meet the requirements of a language teaching position in a New Zealand school does not necessarily mean that it was. There are certain tasks which language teachers, both in New Zealand and overseas, need to be able to perform satisfactorily. For example, teachers of languages in New Zealand schools are expected to be able to understand and implement Ministry of Education curriculum documents and to put Ministry of Education assessment policies into practice. In doing so, they will need to make a range of curriculum decisions that inevitably require some understanding of aspects of the theory and practice of language teaching and learning. This is an area of considerable complexity for a number of reasons. First, competence to perform certain professional tasks is not an absolute, but a matter of degree. Inevitably, some teachers will perform some tasks with greater ease than others. Furthermore, not all teacher educators will necessarily agree about what knowledge and understanding are required in order to perform specific professional tasks satisfactorily. Nevertheless, it was decided to attempt to include questions that could provide useful indicators in this area. Thus, the survey sought to determine whether teachers could recognise and identify markedly different syllabus types and whether they could apply to their own situations the type of language descriptor that are widely used internationally. In addition, teachers were asked to list what they considered to be the three most

important characteristics of communicative language teaching. This seemed relevant in view of the fact that all New Zealand Ministry of Education curriculum documents dealing with languages that were published in the 1990s claimed to be communicative in orientation.

Including questions that relate to professional competencies is a high-risk stratagem. Respondents who feel uncomfortable with this type of question may choose either not to respond in these areas (something that can be significant in itself) or not to return the questionnaire at all. It may, in addition, have an adverse effect on responses to subsequent questions. However, in terms of the research as a whole, it was considered that the value of the survey would be considerably increased if questions of this type were included.

Thus, the aims of the survey were:

- . to determine the professional background and training of teachers of international languages in New Zealand;
- . to determine to what extent language teachers in New Zealand feel that the curriculum statements and resources provided by the New Zealand Ministry of Education are helpful;
- . to determine whether, and to what extent, language teachers in New Zealand had participated in in-service training provision relevant to their language teaching duties and responsibilities and, where they had done so, how useful they believed these courses to have been;
- . to determine the extent to which language teachers in New Zealand have the types of knowledge and understanding that are likely to be required to perform a range of duties related to language teaching.

### 7.3 Determination of the survey approach to be adopted

The number of pupils learning international languages in New Zealand secondary schools has changed considerably over the past ten years, as has the profile of languages offered in these schools (see *Chapter 3*). Furthermore, international languages are now offered in some primary and middle schools as well as in secondary and area schools and there are a wide variety of types of programme on offer. Whereas, for example, some primary and middle schools offer a single international language, others give students the opportunity to sample a range of international languages.

Inevitably, these changes have been reflected in the language teaching profession itself. For example, some of those who once taught a single international language on a full-time basis in one school now teach that language on a part-time basis in more than one school or are now involved in the teaching of other subjects. It is not, therefore, a simple or straightforward matter to determine who teaches which international language/s in which schools in any one year in New Zealand. The situation is further complicated by the operation in New Zealand of a *Privacy Act* (see 7.3 below) whose *Principles* are such as to make it almost impossible for researchers to identify individual teachers in schools. Bearing these things in mind, it was decided that the best way to reach as many teachers of international languages in New Zealand schools as possible was to send out self-completion questionnaires to schools. Because it was not possible to determine with certainty which schools offered one or more international languages in the year in which the survey was conducted (1999), it was decided to send the questionnaires to as many schools as possible. In the event, the budget allowed for contact with all schools in New Zealand with the exception of primary schools. Thus, contact was made with all of the 445 secondary, intermediate, middle and area schools (private and public) recorded in the *Directory of New Zealand Schools and Tertiary Institutions* (Ministry of Education Data Management Unit, 1988). The 1988 *Directory* provides lists of schools operating in 1997. To this list were added two Kura Kaupapa Māori schools (schools operating in terms of Māori philosophy) that had recently opened. The total number of schools contacted was, thus, 447.

The decision to use a self-completion questionnaire related, in part, to the local situation in New Zealand. A decision to conduct a survey based on, for example, in-depth interviews, would, bearing in mind financial and time constraints, have meant that some form of sampling would have been required. Because it was not possible to be sure who taught which international languages in which schools, any attempt at sampling, whatever approach to sampling was adopted, appeared inappropriate. Furthermore, the comparatively small number of secondary, middle and area schools in New Zealand as a whole (compared with, for example, the U.K.) meant that it was possible to attempt to involve all of them in the study. However, it was recognised that this would mean that it would be impossible to determine the precise teacher response level. It was also recognised that some of those teachers who might have responded to in-depth interviewing might resist the more impersonal approach implied in the use of self-completion questionnaires. Equally, self-completion questionnaires that preserve anonymity throughout the survey process can represent less of a perceived threat than in-depth interviews.

Another significant aspect of the decision to use self-completion questionnaires was the range and extent of the information and views sought (see 7.1 above). Any approach to interviewing that was adopted would have required more time and more financial resources for travel than were available.

There was a significant problem associated with the choice of self-completion questionnaires. Although it would be possible to identify which schools had responded if they chose to use the pre-paid, school-coded reply envelopes supplied, it would not, in many cases, be possible to know whether all teachers of international languages in a particular school had responded. Furthermore, in some cases, non-response would mean

that the school concerned did not offer international languages as part of its programme. Under such circumstances, follow-up would clearly present major problems. It was, therefore, decided that there would be no follow-up whose aim was to encourage response. Instead, the focus would be on preparing the ground for the survey in ways that would be likely to lead to a high response rate. In this connection, a number of factors were of significance. First, the researcher was personally known to a large number of teachers of international languages in New Zealand schools because:

- . she was for many years a language teacher and Head of Department of languages in a large secondary school;
- . she had been Junior Vice-President, President and Senior Vice-President of the *New Zealand Association of Language Teachers*, and
- . she had given a number of presentations at conferences attended by New Zealand language teachers.

Secondly, it proved possible to persuade the *New Zealand Language Teacher* to publish an article introducing the researcher, outlining the nature and purpose of the research and encouraging language teachers to respond (see *Appendix 7*). The journal editor also agreed to publish a later article summarizing the findings, something to which reference could be made in the first article. It was hoped that these things, together with the letters that were sent out introducing the survey (see *Appendix 8*), would prove sufficient to guarantee a reasonable level of response.

#### **7.4 Determination of the target population**

It is not possible for a researcher in New Zealand, unless he or she is working in an official capacity for government, to secure a list of the names of teachers of international

languages in schools in New Zealand. Under the terms of the *Privacy Act* (1993, 10 (a) – (g)), there are very few exceptions to the Principle that "an agency that holds personal information that was obtained in connection with one purpose shall not use the information for any other purpose". This meant, as indicated above, that although it was decided that the target population for the survey would be every teacher of international languages currently associated with a New Zealand secondary, area or middle school, it was not possible to contact these teachers directly.

There were, at the time of the survey, 447 secondary, middle and area schools in New Zealand. Not all of these schools offered international languages and not all of those that did so offered them as part of their mainstream curriculum. However, the volumes of *Education Statistics of New Zealand* (see *Chapter 3*), do not report the number of schools offering international languages as part of their mainstream curriculum. For this reason, questionnaires were sent to all 447 schools referred to above. In the event, 106 pre-paid envelopes (several containing more than one response) were returned and there were 29 additional envelopes (some also containing more than one response). Thus, there appear to have been responses from 135 of the 447 schools contacted. It is, however, impossible to determine what the teacher response level was. All that can be said is that there were 230 individual responses. Of these, 5 recorded that they taught Māori only and 25 recorded that they taught English as a second language only.

## **7.5 Determination of the processes and procedures to be used in analysing the responses**

Of primary importance in deciding on the processes and procedures to be used in analysing responses was the nature of the questionnaire itself. In accordance with the advice of Hoinville and Jowell (1978), it was decided to intersperse behaviour questions with attitude ones and to provide opportunities for respondents to make reference to matters of concern to them. It was also decided (see 7.1 above) to include questions relating to professional competencies. The final result was a questionnaire (see *Appendix 9*) that included 62 questions over 22 printed pages.

## **7.6 Production of draft questionnaire**

The draft questionnaire was produced in A4 format with temporary binding. Attention was paid to potential coding problems and open-ended questions were avoided wherever possible. In most cases where respondents were asked to make judgments relating to points on a scale, an even rather than an odd number of points was included in order to avoid centre-clustering. Attention was paid to the need to keep the language as simple as possible, to use a clear and consistent layout, to provide adequate space for responses, and to integrate factual and attitudinal questions, moving from simpler through more complex questions towards final questions that were likely to have high interest/relevance (Hoinville and Jowell, 1978).

## **7.7 Trialling the questionnaire**

Having decided in favour of distributing a self-completion questionnaire to all practising teachers of international languages in New Zealand secondary, middle and area schools, and having created a draft of the questionnaire, it was important to seek ethical approval. In terms of the content of the questionnaire and the procedures to be followed, the approval of the appropriate University ethics committee was required. Ethics committee approval requires that there be an assurance that no individual or school should be identified in any report of the responses. Other conditions of ethics committee approval are:

- . participants should be informed of the aims of the research;
- . completed questionnaires should be kept in a locked cabinet for an agreed period of time.

Gaining approval of the questionnaire in relation to ethical considerations would not, however, guarantee that the questionnaire would receive a positive response from potential respondents. Thus, a number of language teachers were asked to complete and

comment on two drafts, the second of which was prepared in response to their comments on the first. They were asked to record any difficulties they had in completing any of the questions and to report on any other aspects of the questionnaire that they found problematic in any way.

The trial group was made up of ten language teachers who were selected simply on the basis that (a) they were known to the researcher, and (b) they were willing to participate. A considerable number of changes in relation to wording and layout were made in response to the views expressed by members of the trial group. The most significant of these changes was the decision to have the final document produced by a professional printing house. This had the effect of making the questionnaire appear both more professional and less demanding. Furthermore, it looked very different from the bulk of questionnaires sent to schools by New Zealand researchers. Also on the advice of those involved in the pilot study, one of the four point scale questions was altered to a five point scale. Thus, in the question below, the third point (3 = necessary) was added:

**What are your in-service training priorities?**

Please **number** the boxes below using the following scale.

1 = essential; 2 = high priority; 3 = necessary; 4 = not really necessary;

5 = unnecessary

Because many teachers receive a large number of questionnaires from a variety of sources, it was felt initially that they might be unwilling to complete this one. After all, it contained a large number of questions, some of which (those relating to professional competencies) might be seen as intrusive. In the event, a majority of those involved in the pilot (6 out of 10) observed that they felt uneasy about the questions that related to professional competencies. None of them, however, recommended that they be removed. All ten observed that research into their subject was something they saw as positive, particularly if there was some possibility that it might help to alleviate what they saw as a deteriorating professional situation. All ten also commented on the length of the

questionnaire. However, eight of the ten indicated that they believed that language teachers might actually prefer a longer questionnaire so long as they believed that there was some possibility that the findings would be useful in terms of improving their lot.

### **7.8 The self-completion questionnaire: outline**

The final questionnaire was produced and bound in booklet format by a professional printing house. It was entitled: *Questionnaire for Language Professionals*. This heading appeared in bold on the cover page below an additional heading in smaller type as follows: *Second Language Learning Opportunities in New Zealand Secondary Schools and Tertiary Institutions*. At the foot of the cover page were the scheduled date for return of completed questionnaires and the return address. The final question (*Do you have any other comments you wish to make?* ) was printed at the top of an otherwise blank page in order to provide adequate space for a response. This was followed by a further page recording thanks to those who had responded. Of the remaining 61 questions, only two were open-ended:

*Question 60:* If you could change one thing about the immediate context in which you teach language, what would it be?

*Question 61:* If you could change one thing about the New Zealand languages context, what would it be?

A further question (*Question 23* below) could present coding difficulties if respondents decided to add comments:

*Question 23:* If you ticked 'communicative' in either 19 or 20, please list below what you consider to be the three most important characteristics of a communicative approach.

This leaves 58 questions. Of these, 12 were of the *yes/no* type; one involved a choice of *yes, no* or *I'm not sure*. The further 45 questions were of a variety of types. One (*Question 1*) offers a simple binary choice (male/female) relating to personal information. The other 44 can be classified as follows:

Completion of boxes with relevant personal or professional information:

Questions 4, 6, 13, 14, 16, 33, 43

Selection of one option:

Questions 2, 10, 12, 27, 29, 47, 55

Selection of one or more options:

Questions 3, 9, 11, 15, 20, 21, 22, 25, 30, 34; 35, 37, 38, 40, 41, 45, 51, 53, 54, 57, 59

Selection of one or more options and assessment of each in terms of a 4 point scale:

Questions 8, 44, 46

Selection of one or more options and assessment of each in terms of a 5 point scale:

Question 17

Selection of one or more options and assessment of each in terms of an internationally established 9 point proficiency scale:

Questions 48, 49

Self-assessment of language abilities:

Questions 18, 19

Identification of a list as belonging to a specific type (type to be named by respondent):

Question 24

Some of the questions were designed to elicit *background information* about the respondent, about his or her training and about his or her teaching situation. These were:

Questions 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 20, 26, 28, 32, 33, 42, 43, 58, 59.

Others questions were designed to elicit information about *opinions, attitudes, values and priorities*:

Questions 7, 8, 17, 27, 29, 45, 50, 51, 52, 54, 55, 56, 57, 60, 61.

Some questions involved *self-assessment in relation to language competencies*:

Questions 18, 19.

A number of questions related more directly to *understanding of aspects of language teaching and learning theory and practice*:

Questions 23, 24, 30.

Some questions required responses that combined an *understanding of the theory and practice of language teaching and learning with professional opinion*. These were:

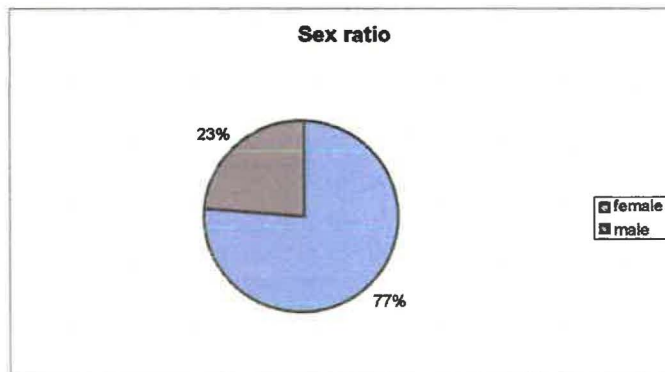
Questions 21, 22, 25, 31, 34, 35, 36, 37, 38, 39, 40, 41, 44, 46, 47, 48, 49, 53.

## 7.9 Questionnaire responses

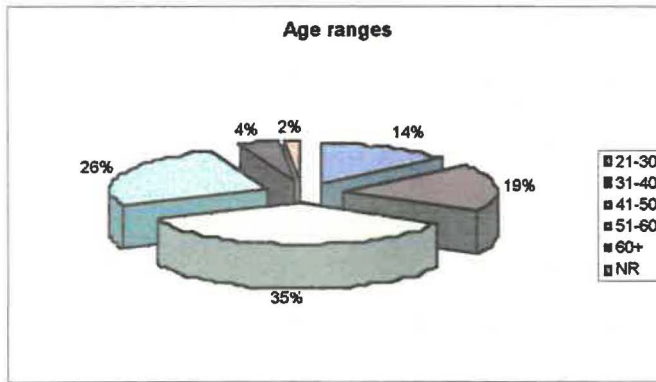
Two hundred and thirty (230) completed or partially completed questionnaires were returned. In the case of partial completion, Moser and Kalton (1977) recommend that, at worst, respondents can be contacted to supply the missing information. In this case, the questionnaires were completed anonymously and, therefore, any such procedure would have been impossible. Furthermore, in several cases, the absence of a response could prove to be significant. The responses are outlined and discussed below. Wherever possible, the information discussed is also provided in diagrammatic form.

### 7.9.1 Personal information

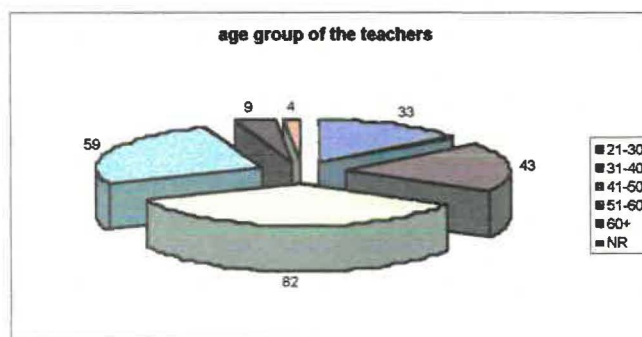
Aspects of the personal information provided are indicated in *Figures 7.1, 7.2 and 7.3* (relating to *Questions 1 and 2*).



*Figure 7.1: Sex Ratio*



**Figure 7.2: Age Range Percentages**



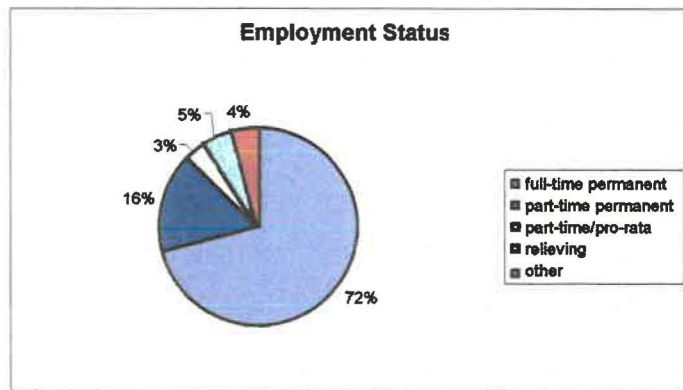
**Figure 7.3: Age Range Numbers**

Thus, 23% (53) of the respondents were male and 77% (177) were female. The majority (65%) were aged over 40, with the age range percentages being as follows:

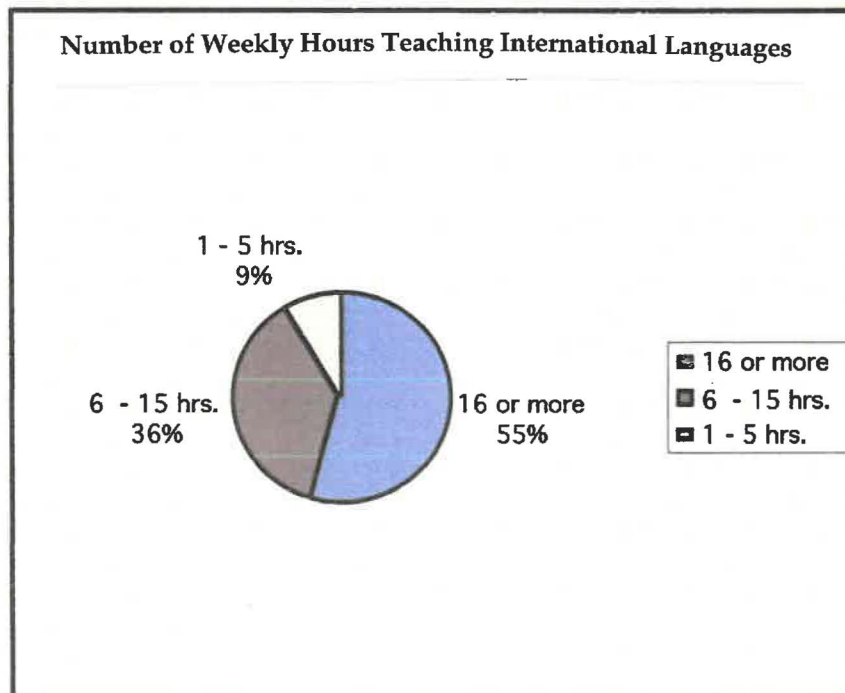
- Age 21 - 30 = 14%
- Age 31 - 40 = 19%
- Age 41 - 50 = 35%
- Age 51 - 60 = 26%
- Age 60+ = 4%
- No response = 2%.

## 7.9.2 Professional information

Figures 7.4 and 7.5 provide initial information about professional matters. The first (employment status) relates to *Question 10*; the second (teaching hours) relates to *Question 13*.

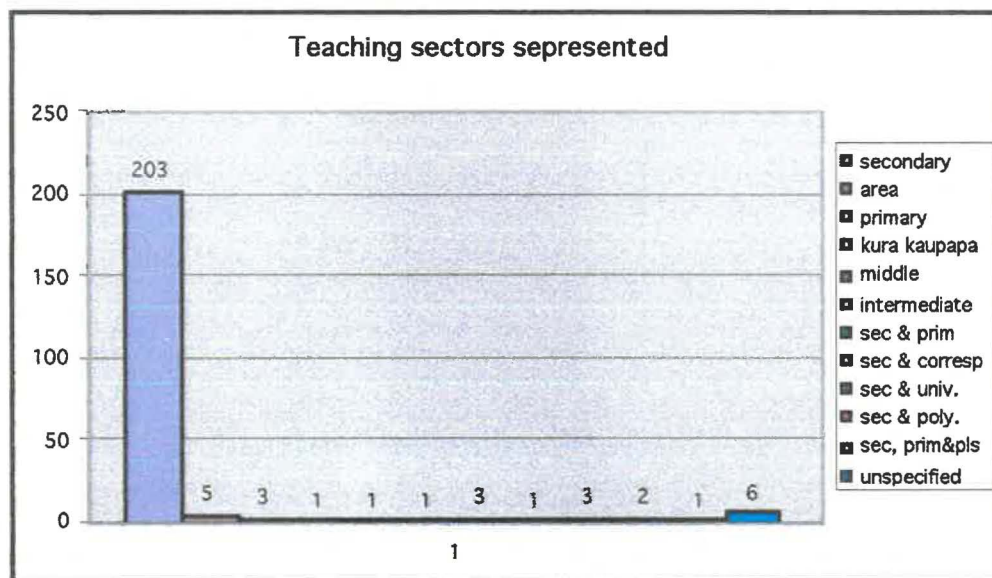


*Figure 7.4: Employment Status*



*Figure 7.5: Number of Hours Each Week Teaching International Languages (166 respondents)*

A considerable percentage of the respondents (72%) are in full-time permanent positions. They teach mainly (Question 9) in secondary schools (see *Figure 7.6*):



**Figure 7.6: Teaching Sectors Represented**

However, further analysis of the questionnaire responses reveals that these teachers will not necessarily be teaching more than a few hours a week of international languages. Several of the respondents (25) recorded that they were currently teaching ESOL only; several others (5) recorded that they are currently teaching Māori only; a number were teaching one or more international languages as well as ESOL (14) or one or more international languages as well as Māori. (4). Two were teaching Latin only and one was teaching Latin and English (see *Table 7.1* below):

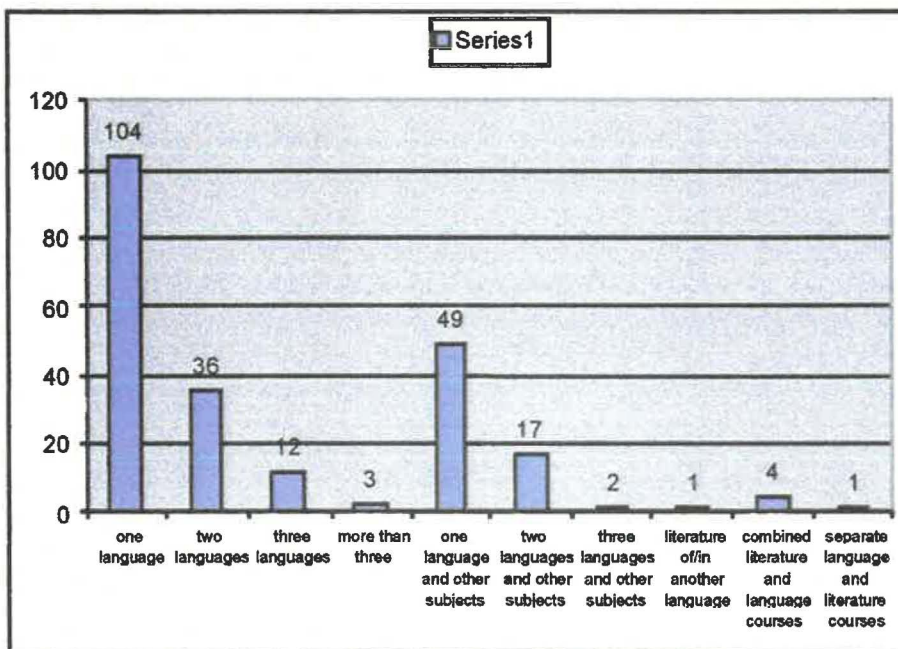
**Table 7.1: Other Languages and International Languages with Other Languages**

ESOL only	Māori only	Latin only	Latin PLUS ESOL	International Language/s PLUS ESOL	International language/s PLUS Māori
25	5	2	1	14	4

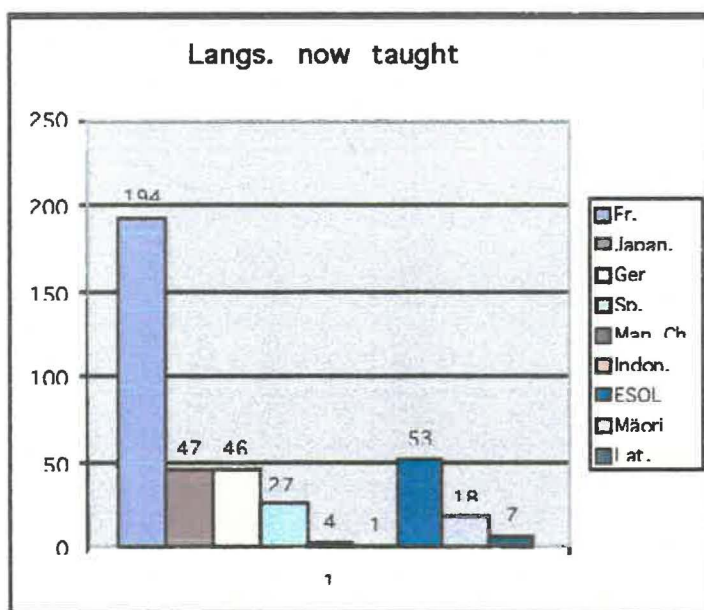
Those teaching ESOL only, Māori only, Latin only and Latin plus ESOL only are omitted from consideration in the next figure. Also omitted from consideration were those who either (a) did not supply figures for the number of hours of each international language taught weekly, or (b) supplied figures that were considered to be possibly unrealistic (over 30 hours of language teaching per week). These were treated together for the purposes of this chart as spoiled responses. There were 13 of these. This left 166 responses to be considered in this section.

The total number of teaching hours that this group of 166 respondents recorded as devoting to teaching international languages weekly was 2,784. That is, these respondents recorded teaching an average of just under 17 hours per week of international languages. However, 75 of these 166 respondents (45%) recorded teaching international languages for 15 hours or fewer each week and, of these, 15 (9%) recorded teaching international languages for 5 hours or fewer.

See Figures 7.7A and 7.7B for teaching profiles.



*Figure 7.7A: Language Teaching Profile*



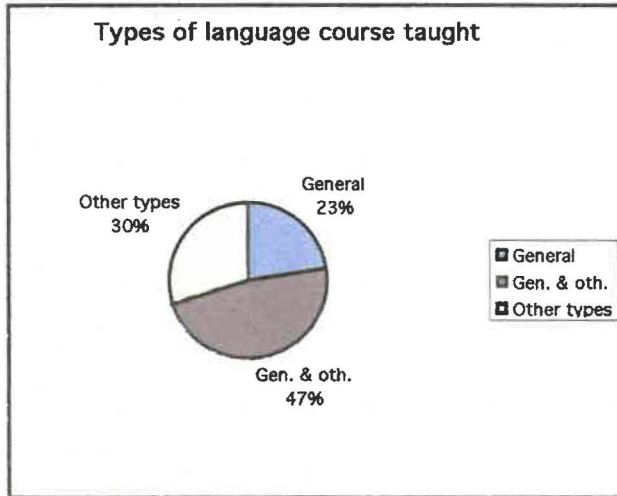
*Figure 7.7B: Languages Now Taught*

*Question 12* asked about the number of languages taught by each respondent. As *Figure 7.7A* indicates, 22% teach more than one language. The numbers currently engaged in teaching each language (see *Question 13*) are also indicated (see *Figure 7.7 B*). The majority response (194 responses) relates to French, followed by Japanese (47), German (46), Spanish (27), Mandarin Chinese (4) and Indonesian (1). There are, in addition, 53 responses relating to English as a second language.

In relation to the types of courses currently taught (see *Question 20*), the vast majority of the respondents either taught general language courses only (52 respondents) or a combination (109 respondents) of general language courses (see *Figure 7.8*). The other types of courses offered included:

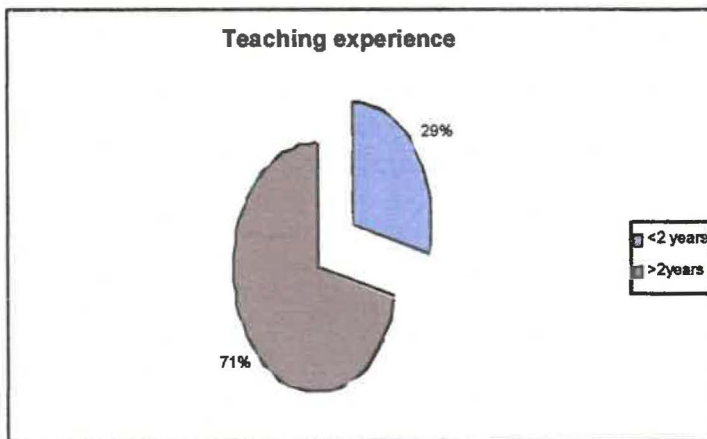
- language for academic purposes;
- language for scientific purposes;
- language for literary studies;
- language for examination preparation;
- language for travellers;

language for leisure;  
language for new migrants.



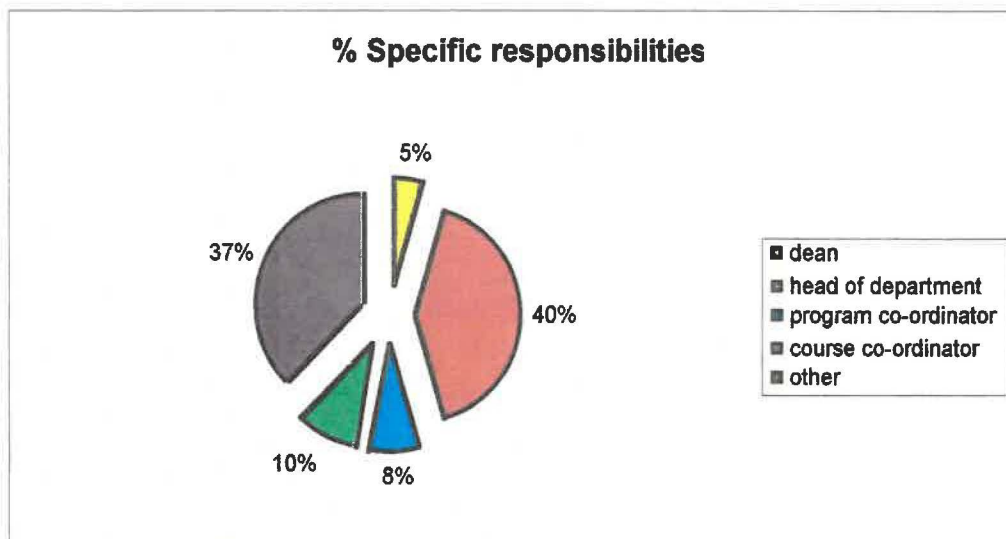
**Figure 7.8:** Types of Language Course Now Taught

In terms of years of teaching experience (*Question 14*), 71% of the respondents have over 2 years of teaching experience.



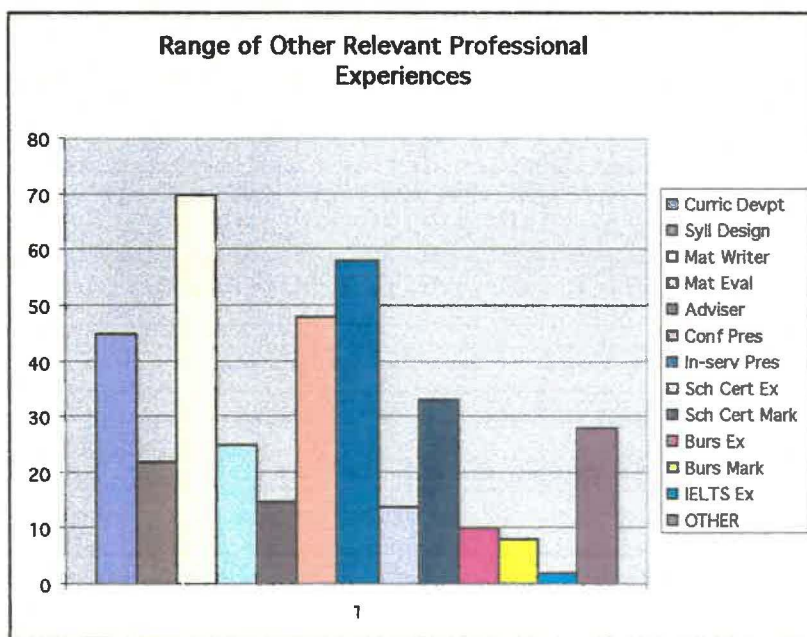
**Figure 7.9:** Years of Teaching Experience

Most of the respondents have experience of a range of special responsibilities (*Question 11*). For example, 40% of the respondents have Head of Department responsibilities.



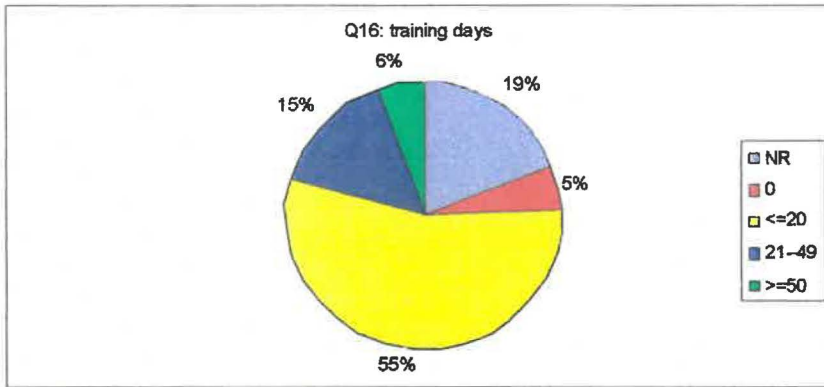
**Figure 7.10A: Specific Responsibilities (%)**

The respondents also (see *Figure 7.10*) have a wide range of other types of language-related professional experience (*Question 15*). For example, 70 respondents (30%) report being involved in materials writing, 44 (19%) in School Certificate or Bursary examination marking, 24 (10%) in School Certificate or Bursary examining, 58 (25%) in giving in-service presentations and 48 (21%) in giving conference presentations.



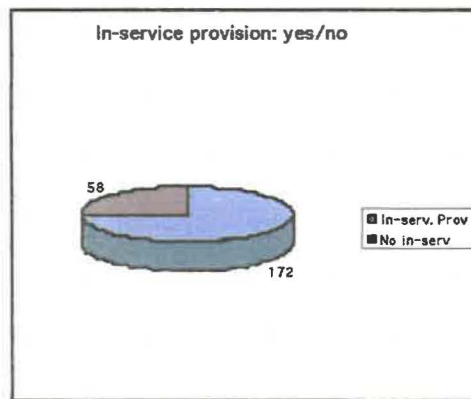
**Figure 7.10B: Range of Other Relevant Professional Experiences**

In terms of language-related in-service training (see *Question 16*), 55% of respondents indicated either that they had had fewer than 20 days of such training or none at all (5%). However, a further 19% did not make any entries in the columns provided for listing in-service courses attended and it therefore appears likely that they should be included among those who specifically indicated that they had had no in-service training, bringing that percentage up to 24% (see *Figure 7.11A*).

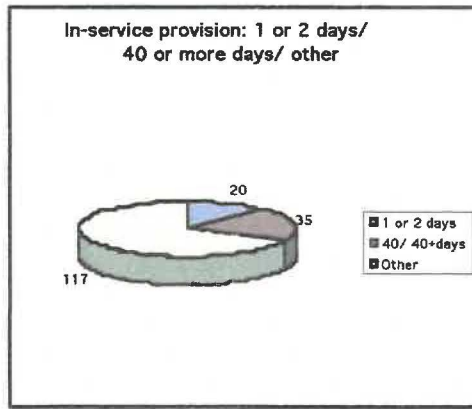


**Figure 7.11A: Number of Language-related In-service Training Days Throughout Teaching Career**

Thus, 58 respondents did not record having had any language-related in-service days and a further 22 respondents recorded having had only either one or two days. Thirty five (35) respondents recorded having 40 or more days of language-related in-service provision; 22 recorded having only one day or two days.



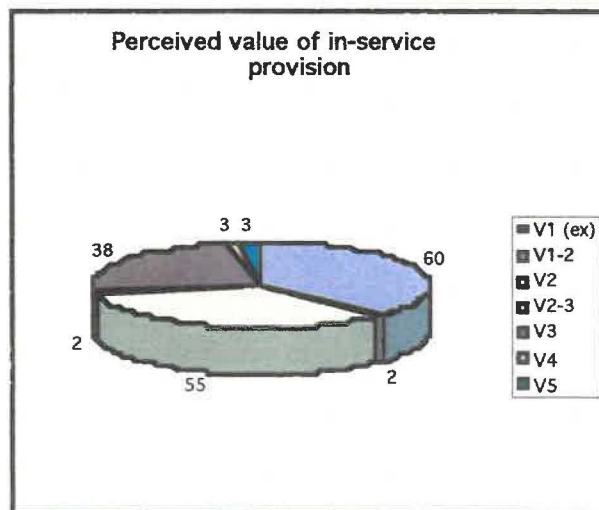
**Figure 7.11B: In-service Provision (yes/no)**



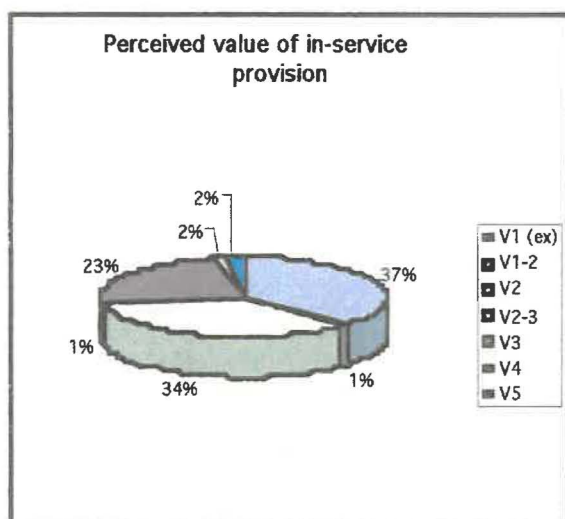
**Figure 7.11C: Number of Days of In-service Provision**

The total number of days of language-related in-service provision recorded was 3,255.5, that is, an average of 14 days per respondent. Even bearing in mind the fact that respondents have taught for different lengths of time, the amount of in-service provision appears to be very uneven.

Respondents were asked to record their views in relation to the value of the in-service provision they had had on a five point scale with 1 = excellent and 5 = poor (see Figures 7.11D and 7.11E).



**Figure 7.11D: Perceived Value of In-service Provision (numbers)**



**Figure 7.11E: Perceived Value of In-service Provision (%)**

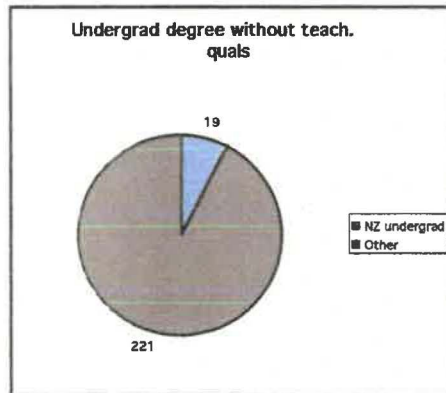
In general, the provision was highly valued, with 117 of the 163 who responded (72%) selecting categories 1, 1-2 or 2. Only 6 respondents selected categories 4 and 5:

**Table 7.2: Perceived Value of In-service Provision**

Value of in-service provision	1 (excellent)	1 - 2	2	2 - 3	3	4	5
	60	2	55	2	38	3	3

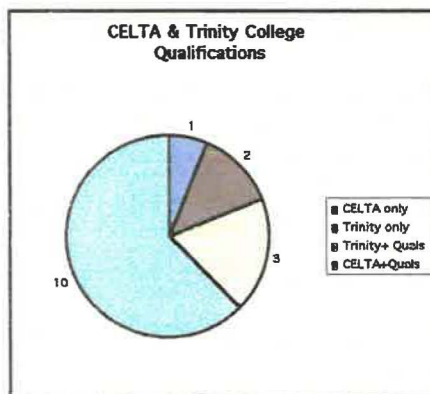
### 7.9.3 Qualifications

Questions 3 - 6 (see Figures 7.12 – 7.17) related to professional qualifications. Twenty seven of the respondents (12%) recorded having no secondary teaching qualification. Of these, 20 had a primary teaching qualification, 4 had a primary teaching qualification plus a CELTA or Trinity College qualification and 3 had a CELTA or Trinity College qualification only.



**Figure 7.12: Undergraduate Degree without Teaching Qualifications**

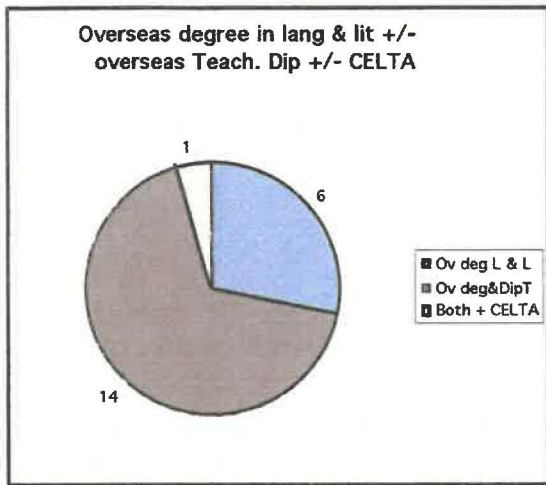
Overall, 16 respondents reported having CELTA or Trinity College qualifications. Of these, 3 had Trinity College qualifications plus other teaching qualifications and 10 had a CELTA plus other teaching qualifications (see Figure 7.13).



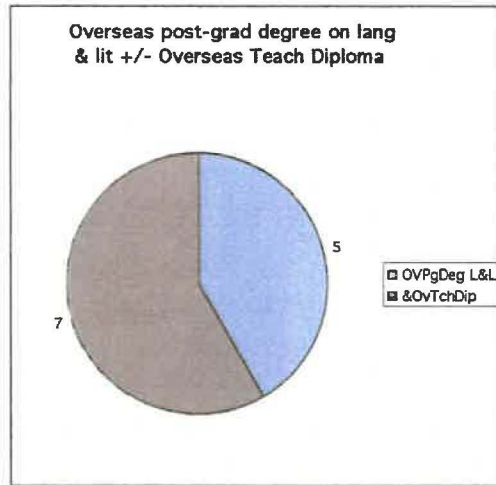
**Figure 7.13: CELTA, DELTA & Trinity College Qualifications**

A number of respondents reported having overseas qualifications. Six respondents have an undergraduate degree in language and literature from overseas; fourteen have a degree in language and literature from overseas plus an overseas teaching diploma; one has both of these plus a CELTA (see Figure 7.14).

Five respondents reported having an overseas postgraduate degree in language and literature; seven reported having an overseas postgraduate degree in language and literature plus an overseas secondary teaching diploma (see *Figure 7.15*).

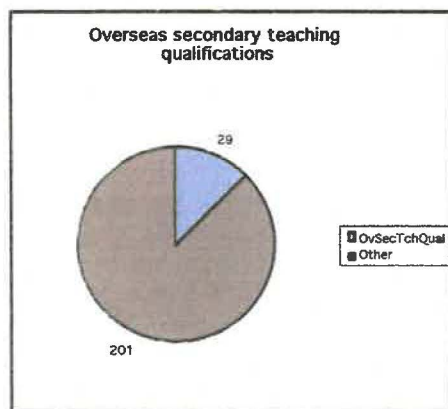


**Figure 7.14:** Overseas Undergraduate Degree in Lang. & Lit. +/- Overseas Teaching Diploma

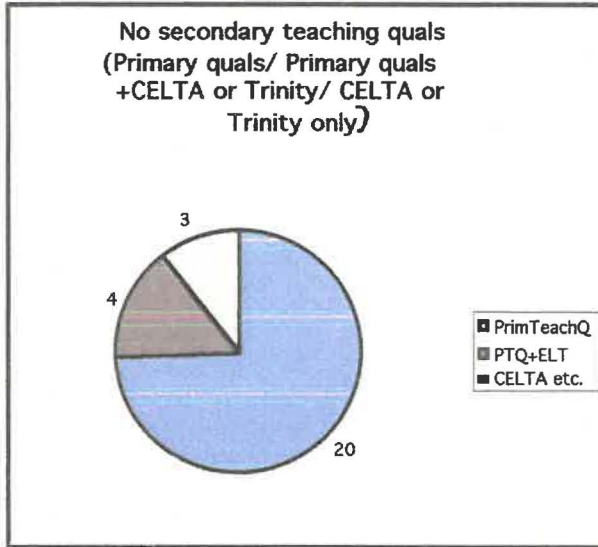


**Figure 7.15:** Overseas post-graduate Degree in Lang. & Lit. +/- Teaching Diploma

Overall, 29 respondents (just under 13%) reported having overseas secondary teaching qualifications (see *Figure 7.16*).



**Figure 7.16:** Overseas Secondary Teaching Qualifications



**Figure 7.17:** Numbers without Secondary Teaching Qualifications

Of the 27 respondents (just under 12%) who reported having no secondary teaching qualifications (see *Figure 7.17*), twenty reported having primary teaching qualifications; 4 as having primary teaching qualifications plus qualifications in teaching English as a second language (CELTA or Trinity College) and 3 reported their only teaching qualification as being a CELTA or Trinity College one.

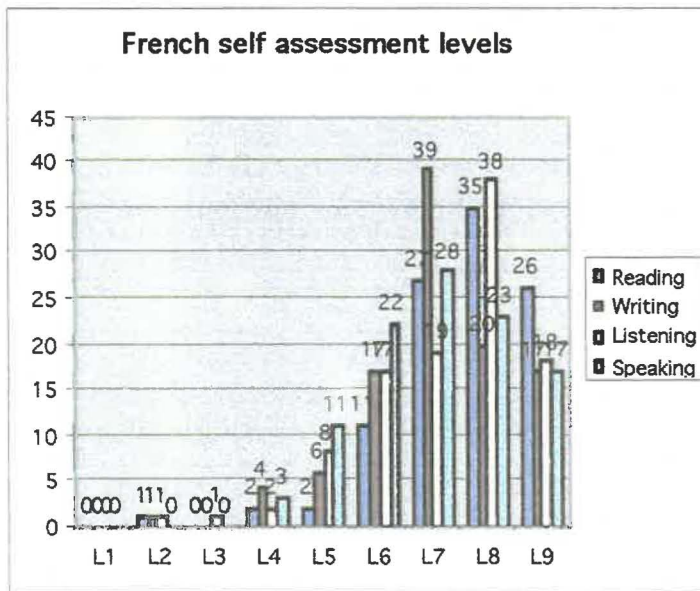
#### 7.9.4 Self-assessment of language proficiency

Respondents were asked (Question 18) to rate their own language ability in four skills (reading, writing, listening, speaking) in the languages they teach. The scale to be applied was the following (IELTS):

**Table 7.3 : Proficiency scale applied to teacher self-assessment**

<b>1. Non-user</b>	A few isolated words.
<b>2. Intermittent User</b>	No real communication possible except the most basic information using isolated words or short formulae in predicable situations to meet immediate needs. Great difficulty in understanding spoken and written language.
<b>3. Very Limited User</b>	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication.
<b>4. Limited User</b>	Basic competence is limited to familiar situations. Frequent problems in understanding and expression. Not able to use complex language.
<b>5. Modest User</b>	Partial command of the language, coping with overall meaning in most situations though likely to make many mistakes. Should be able to handle basic communication in familiar areas.
<b>6. Competent User</b>	Generally effective command of the language in spite of some inaccuracies, inappropriate usages and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
<b>7. Good User</b>	Has operational command of the language with occasional inaccuracies, inappropriate usages and misunderstandings in some situations. Generally understands and uses complex language well and can follow, and produce, detailed reasoning.
<b>8. Very Good User</b>	Fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usages. Misunderstandings may occur in unfamiliar situations. Handles complex, detailed argumentation well.
<b>9. Expert User</b>	Fully operational command of the language: appropriate, fluent, accurate, with complete understanding.

The self-assessment records are provided in *Figure 7.18A* (French), *Figure 7.18B* (Spanish), *Figure 18C* (German), *Figure 7.18D* (Japanese), *Figure 7.18E* (Chinese). The figures for English and Māori are given in *Figures 7.18F* and *7.18G* respectively.



**Figure 7.18A: Self-assessment Proficiency: French**

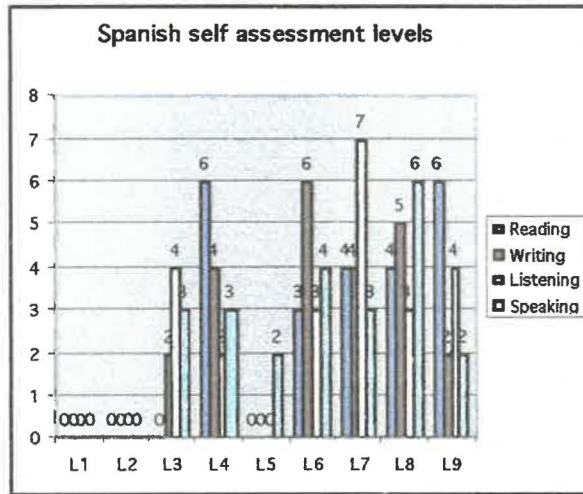


Figure 7.18B: Self-assessment Proficiency: Spanish

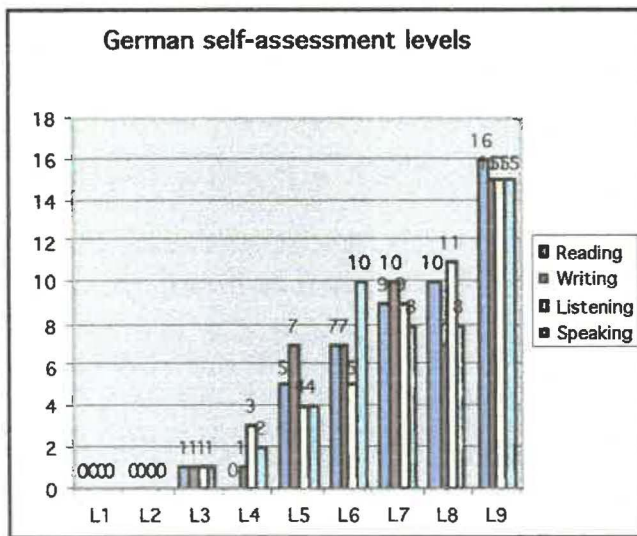
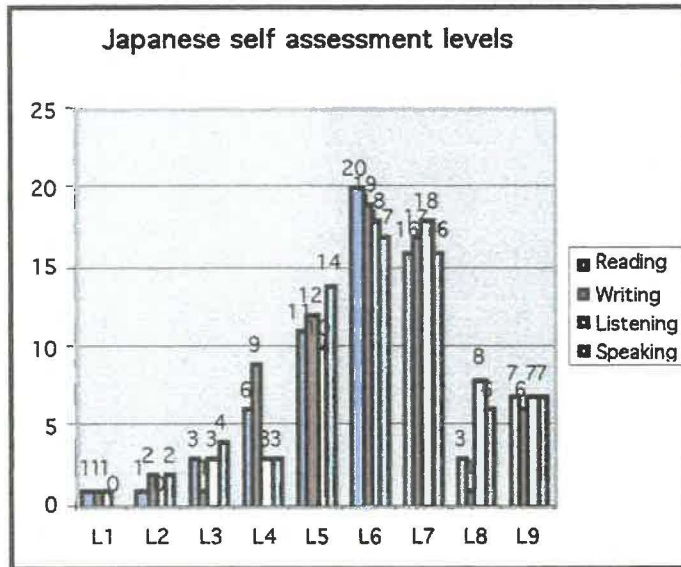
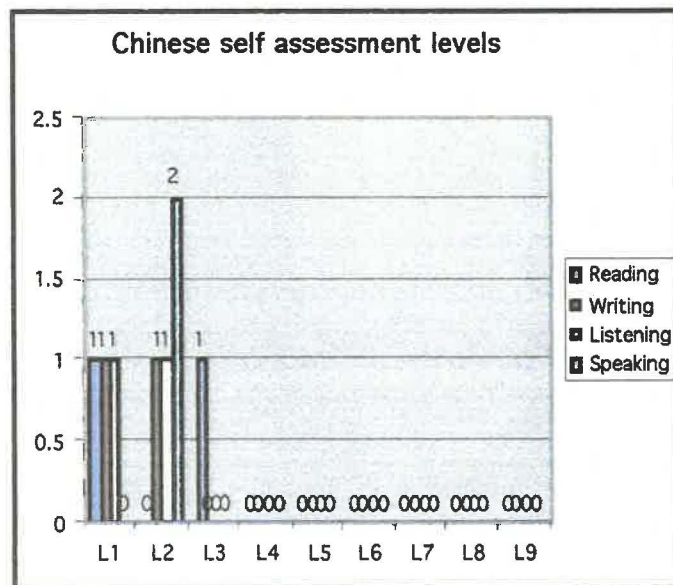


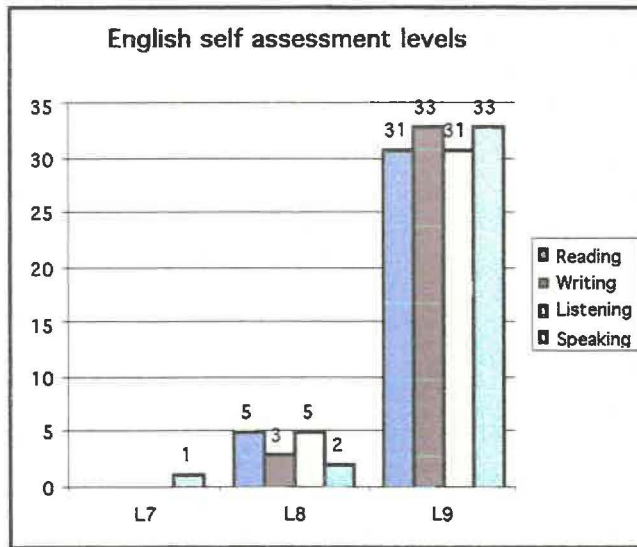
Figure 7.18C: Self-assessment Proficiency: German



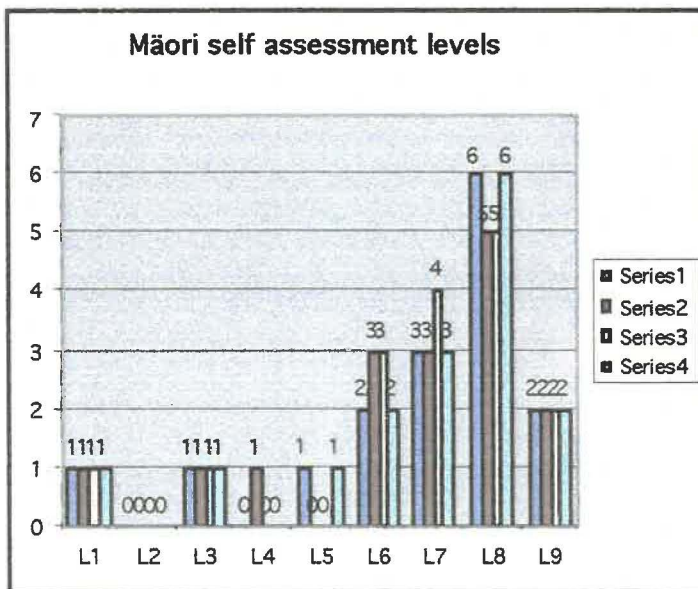
**Figure 7.18D: Self-assessment Proficiency: Japanese**



**Figure 7.18E: Self-assessment Proficiency: Chinese**

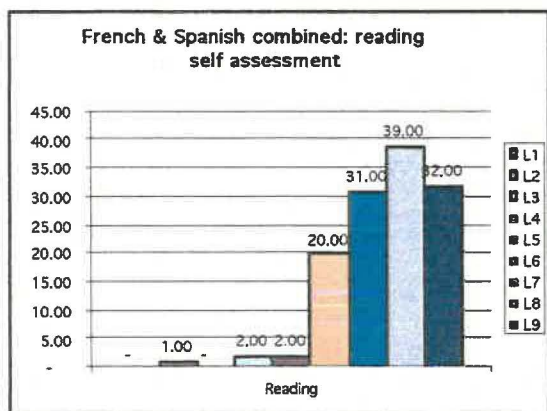


*Figure 7.18F: Self-assessment Proficiency - English*

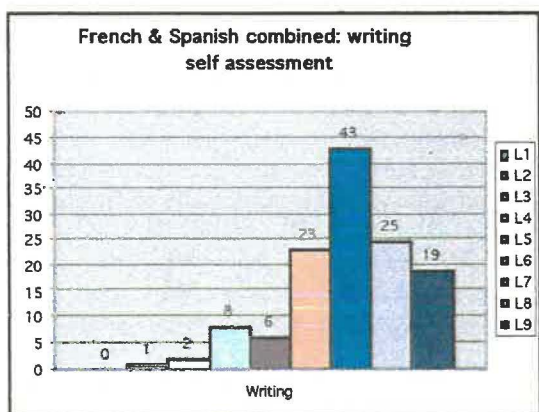


*Figure 7.18G: Self-assessment Proficiency: Māori*

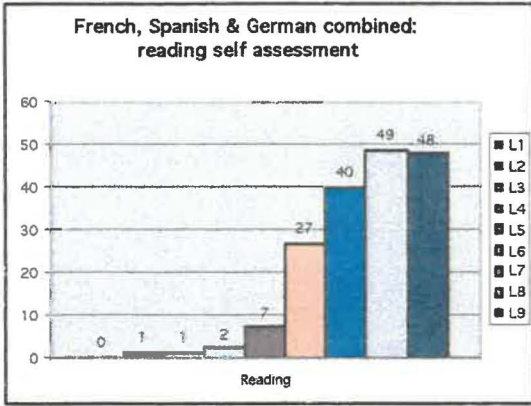
Separating out the four skills provides for a more sensitive comparison. This is done for French and Spanish combined in Figures 7.19A - 7.19B. The figures for French, Spanish and German combined are provided in Figures 7.19C - 7.19F. The figures for Japanese and Chinese are given in Figures 7.19G - 7.19J.



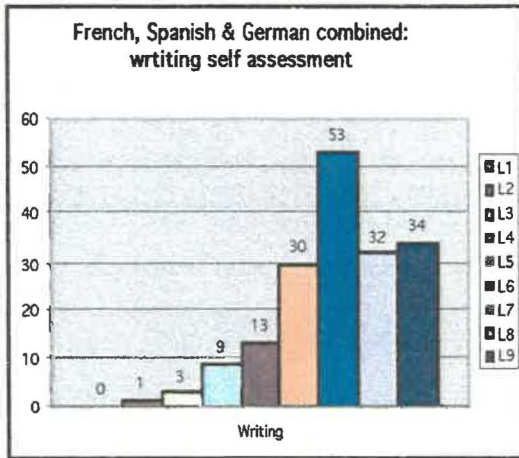
**Figure 7.19A:** French & Spanish Combined: Self-assessment in Reading



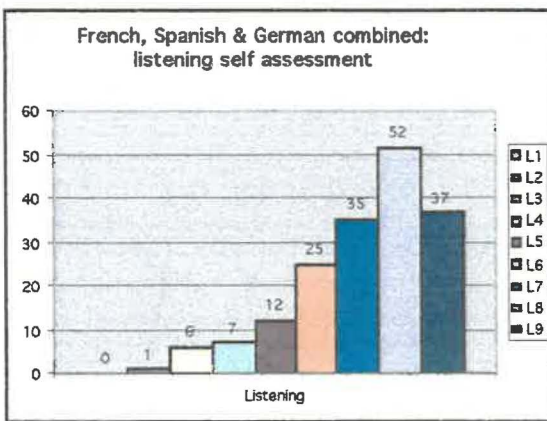
**Figure 7.19B:** French & Spanish Combined: Self assessment in Writing



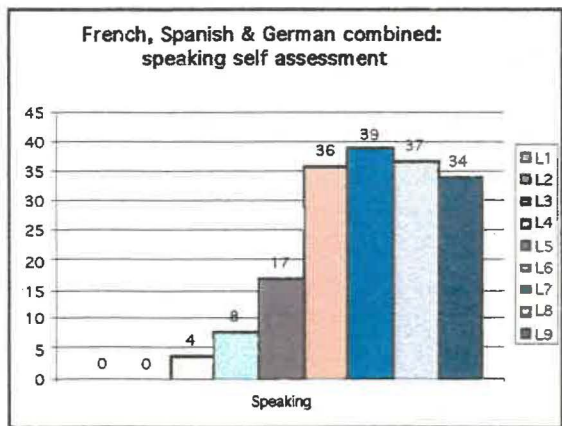
**Figure 7.19C:** French, Spanish & German Combined: Self-assessment in Listening



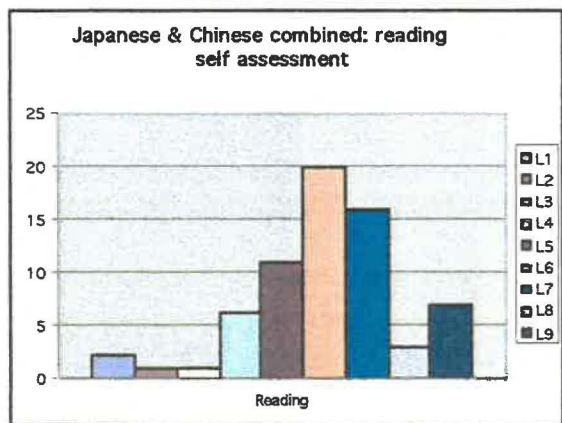
**Figure 7.19D:** French, Spanish & German Combined: Self-assessment in Speaking



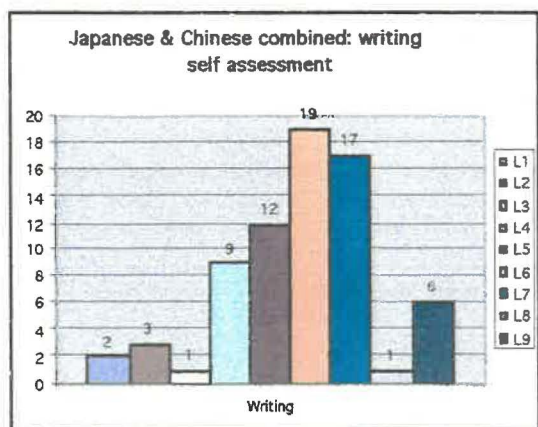
**Figure 7.19E:** French, Spanish & German Combined: Self-assessment in Listening



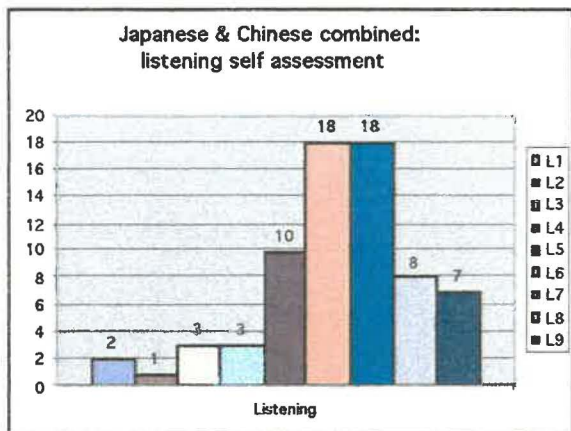
*Figure 7.19F: French, Spanish & German Combined: Self-assessment in Speaking*



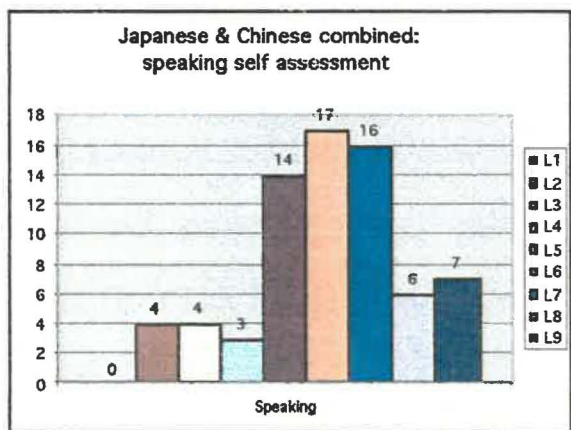
*Figure 7.19G: Japanese & Chinese Combined: Self-assessment in Reading*



*Figure 7.19H: Japanese & Chinese Combined: Self-assessment in Writing*



**Figure 7.19I:** Japanese & Chinese Combined: Self-assessment in Listening



**Figure 7.19J:** Japanese & Chinese Combined: Self-assessment in Speaking

For each of the languages, the number of respondents was as indicated in *Table 7.4* below:

**Table 7.4:** Number of Self-assessment Proficiency Respondents

	French	Spanish	German	Japanese	Chinese	English	Māori
	87	23	48	58	2	36	16

What is revealed in responses to this question is that the self-assessment levels for French, German and Spanish are very high overall, with the majority falling into bands 7 and 8 for French and 6 - 9 for German. There is a wider spread for Spanish with some concentration in band 4 as well as in bands 6 - 9. For Japanese, the concentration is in bands 5 - 7. For Chinese (with only 2 respondents), the concentration is in bands 1 - 3. Even assuming (a) that many of these self-assessments are inflated in comparison with what the levels would be in a proficiency test, and (b) that a few (in addition to those for English) may relate to native speakers, the figures provide some support for the notion that French and Spanish present fewer problems for speakers of English than does German, and that all three present fewer problems than do Japanese and Spanish.

The table below gives the actual numbers in each of the three highest bands (7, 8 and 9) for reading, writing, listening and speaking in relation to French, Spanish, German and Japanese:

**Table 7.5: Proficiency Self-assessment - Numbers in Each Skill in Bands 7 – 9**

	Reading			Writing			Listening			Speaking		
French	27	35	26	39	20	17	19	38	18	28	23	17
Spanish	4	4	6	4	5	2	7	3	4	3	6	2
German	9	10	16	10	7	15	9	11	15	8	8	15
Japanese	16	3	7	17	1	6	18	8	7	16	6	7

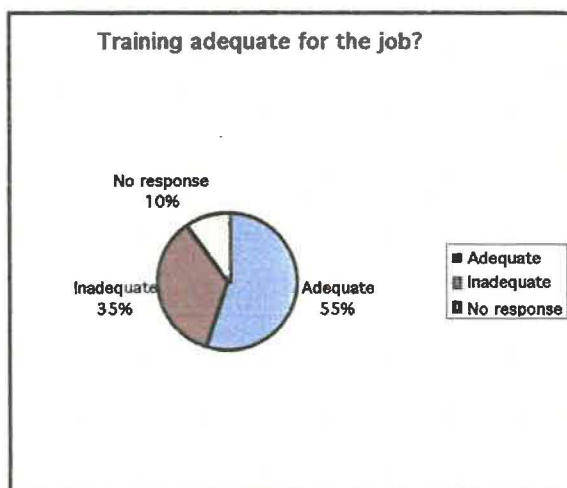
**Table 7.6: Proficiency Self-assessment - Numbers in Skill Bands 7 - 9 Combined**

	Levels 6, 7 and 8 combined			
	Reading	Writing	Listening	Speaking
French	88	76	65	66
Spanish	14	11	14	11
German	35	32	35	31
Japanese	26	24	33	29

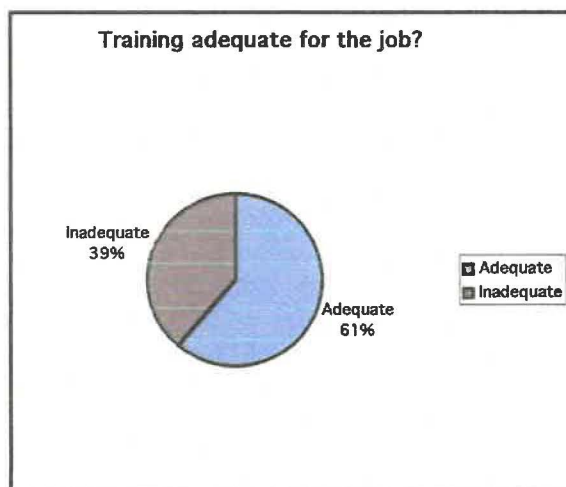
For French, reading appears to present fewer difficulties than writing and reading and writing together appear to present fewer difficulties than listening and speaking together. For Spanish and German, reading and listening appear to present fewer difficulties than speaking and writing. For Japanese, listening is ahead of speaking and these are both followed by reading and writing respectively.

### 7.9.5 Views on the effectiveness of training in relation to professional duties and responsibilities

Of the 230 respondents, 35% believed that their training did not prepare them adequately for their teaching jobs and a further 10% either (a) did not select a response or (b) indicated that they felt that they had been adequately prepared in some respects but not in others (*Question 7: see Figures 7.20 and 7.21*).



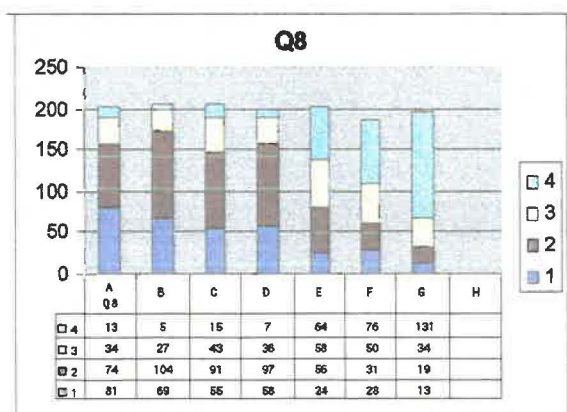
**Figure 7.20:** *Self-assessment Regarding Adequacy of Training in Relation to Professional Language Teaching, including Non-responses*



**Figure 7.21:** Self-assessment Regarding Professional Language Teaching Responsibilities, *excluding* Non-responses

Specifically, respondents were asked (see *Question 8*) to assess their preparedness in a number of areas on a four-point scale as follows:

- 1 = well prepared;
- 2 = adequately prepared;
- 3 = not well prepared;
- 4 = not prepared.



**Figure 22:** Preparedness in Relation to:

- A= Curriculum;
- B= Methodology;
- C = Classroom management;
- D = The custom and practice of teaching;
- E = Paper work;
- F = Extra-curricular activities;
- G = Budget management;
- H = Other.

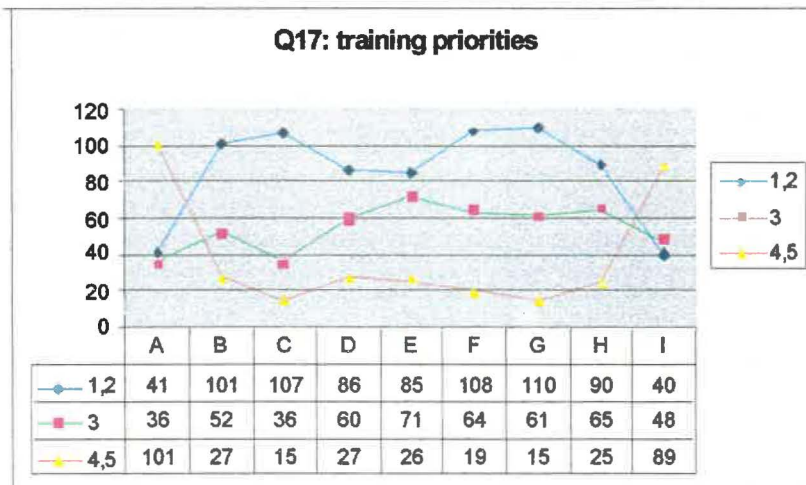
As is indicated in *Figure 7.22*, the majority of respondents (155 out of 230) felt themselves to be well-prepared or adequately prepared in the area of curriculum and an even greater number (173) believed themselves to be well prepared in relation to methodology. However, as will be discussed in more detail later, responses to questions that required the exercise of skills relating to understanding of language curricula and language teaching and learning methodology suggest that there may be problems in this area, problems about which the teachers may be largely unaware.

Respondents were asked (see Question 17), to assess their training priorities on a five point scale as follows:

- 1 = essential;
- 2 = high priority;
- 3 = necessary;
- 4 = not really necessary;
- 5 = unnecessary

In *Figure 23*, each of the letters (A - H) stands for a specific training priority as follows:

- A = class management;
- B = curriculum;
- C = language maintenance (yours)
- D = materials design;
- E = methodology;
- F = technology (computers, multi-media etc.);
- G = testing and evaluation;
- H = syllabus implementation;
- I = unit standards.



*Figure 7.23: In-service Training Priorities*

The figures are shown in the tables below:

*Table 7.7: In-service Training Priorities A*

	Testing & Eval.	Tech-nology	Own lang. maint.	Curric.	Syllab. Impl.	Mater. design	Methodo l.	Class. manage-ment	Unit stand.
Essent. or very high priority	110	108	107	101	90	86	85	41	40
Necess.	61	64	36	52	65	60	71	36	48
Not really necess. or not necess.	15	15	15	27	25	27	26	101	89

*Table 7.8: In-service Training Priorities B*

	Testing & Eval.	Tech-nology	Own lang. maint.	Curric.	Syllab. Impl.	Mater. design	Methodo l.	Class. manage-ment	Unit stand.
Essent. or very high priority or necess.	171	172	143	153	155	146	156	77	88
Not really necess. or not necess.	15	15	15	27	25	27	26	101	89

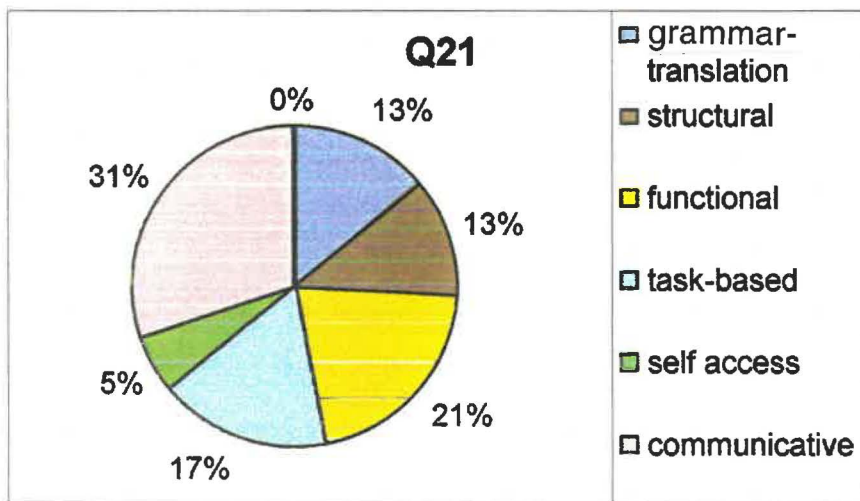
### 7.9.6 Judgments relating to methodological preferences

*Question 21* asked respondents to report on which types of methodology were currently favoured within their own institutions. There was the potential in this area for

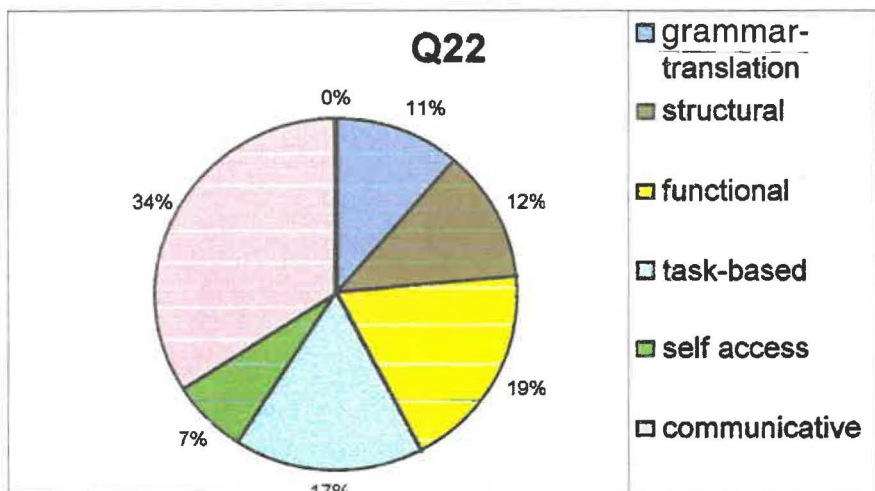
disagreement about terminology and for overlapping categories. However, respondents were asked to tick as many of the following as they wished:

- grammar-translation;
- structural;
- functional;
- task-based;
- self-access;
- communicative;
- other.

Some of the respondents (13%) report that they believe that the grammar-translation method is favoured in their schools and fewer than half (31%) report believing that communicative methodology is favoured (see *Figure 7.24*). Respondents' reports of their own methodological preferences (see *Figure 7. 25*) were not very different.



*Figure 7.24: Judgments Relating to Methodologies Currently Favoured in Respondents' Institutions*



**Figure 7.25: Report of Own Methodological Preferences**

Responses to *Questions 21 and 22* (see *Figures 26A - 26F*) can be compared in terms of the numbers of respondents who ticked each of the categories. In the charts, the blue segments represent the numbers reporting that a particular methodology was favoured in their institution whereas the brown segments indicate the numbers who reported having a personal preference for them. Thus:

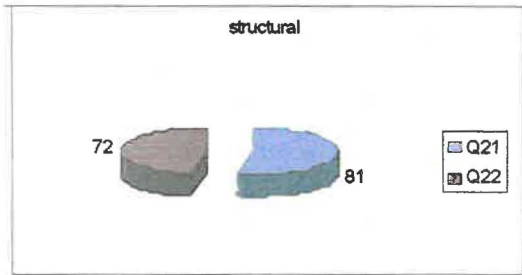
blue segments = method reported as being favoured in respondents' institutions

brown segments = method reported as personally favoured by respondent

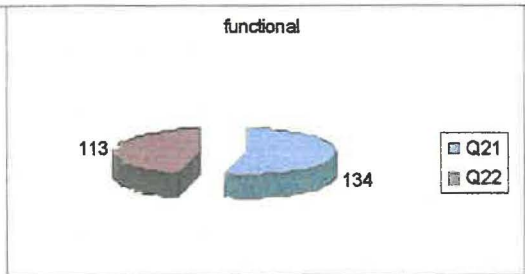
Thus, 13% of respondents believe that grammar-translation is currently favoured in their own institution and 11% report favouring it themselves. Only 30% report believing that communicative methodologies are favoured in their institution; 34% report favouring these methodologies themselves.



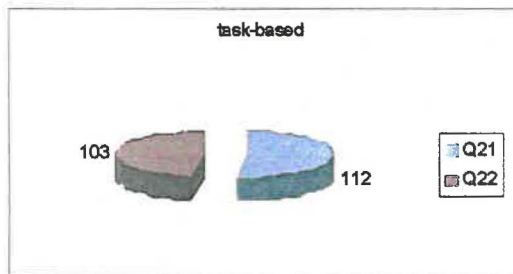
**Figure 7.26A : Methodology Preferences – Comparison (A)**



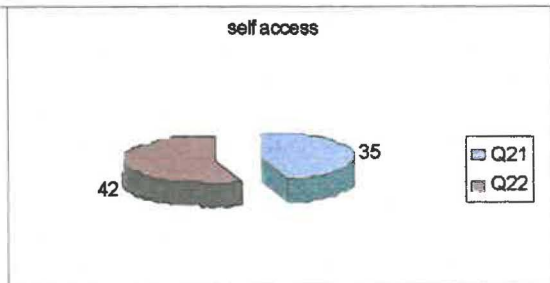
**Figure 7.26B : Methodology Preferences – Comparison (B)**



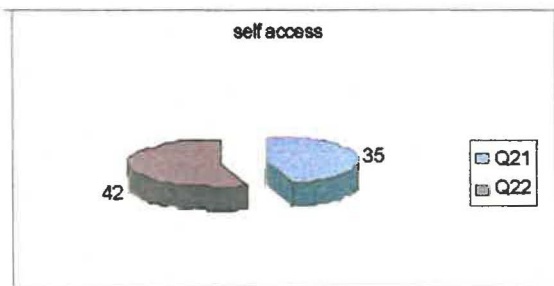
**Figure 7.26C: Methodology Preferences – Comparison (C)**



**Figure 7.26D : Methodology Preferences – Comparison (D)**



**Figure 7.26E: Methodology Preferences – Comparison (E)**



**Figure 7.26F : Methodology Preferences – Comparison (F)**

The figures for each category are outlined in the following table:

**Table 7.9: Methodologies Reported as Favoured**

	Grammar-translation	Structural	Functional	Task-based	Self-access	Communicative
Favoured in own institution	13%	13%	21%	17%	5%	31%
Favoured by self	11%	12%	19%	17%	7%	34%

### 7.9.7 Judgments relating to syllabus design issues

Question 24 provided three syllabus segments and asked respondents the following question:

*Each one of the following three syllabus types has a highlighted column without a title. This column is the main organising principle of the syllabus. Write in the most appropriate heading for the column and then say what kind of syllabus you believe this to be:*

**A: Syllabus type** \_\_\_\_\_

	Language focus	Vocabulary	Phonology	Listening	Speaking
suggesting	Why don't you . . . You could . . . Have you thought about . . . ? How about . . . ?	go Try Take care, ask  Fishing Running Jogging windsurfing	rise-fall intonation for suggestions	Listening for detail	Consolidation of rise-fall intonation pattern for suggestions

**B: Syllabus type:** \_\_\_\_\_  
 (Note that the language elements expressed here may not apply to all languages)

<p>past perfect;          passive;          relative clauses;          simple past;          present perfect;          conjunctions;          prepositions;</p>
---

**C: Syllabus type:** \_\_\_\_\_

	Vocabulary	Phonology	Receptive	Productive
At the post office	Post Stamp Letter Fax	rising intonation for question forms	listening for detail	using polite question forms
At the pharmacy	prescription bandage cough syrup		listening for detail for the use of medication	Statements used as question forms eg "I want a mild cough syrup for my son."

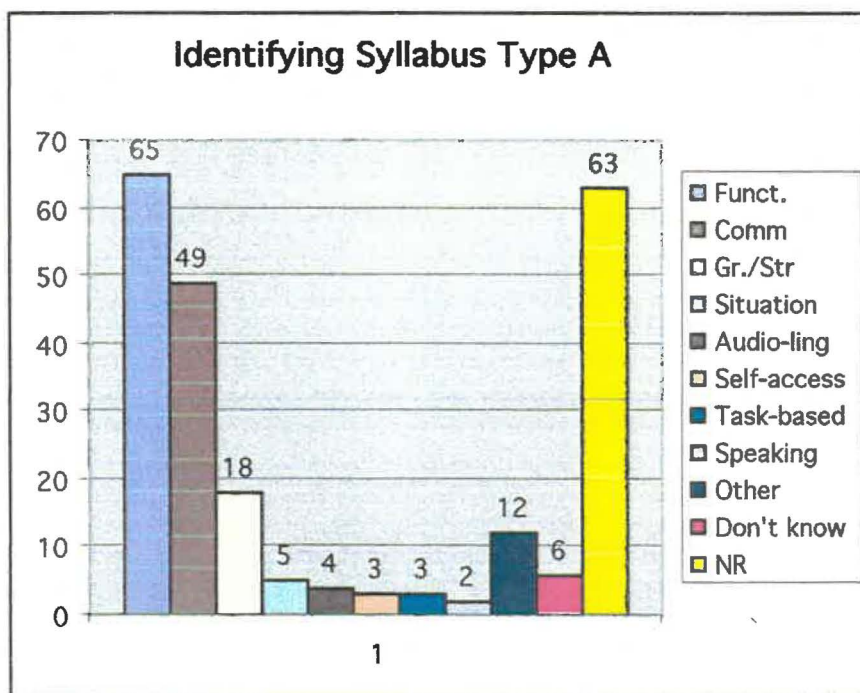
So far as **Type A (functional syllabus)** above is concerned, the responses were as follows:

- 65 respondents identified it as *functional*;
- 49 respondents identified it as *communicative*;
- 18 respondents identified it as *grammatical or structural*;
- 5 respondents identified it as *situational*;
- 4 respondents identified it as *audio-lingual*;
- 3 respondents identified it as *self-access*;
- 3 respondents identified it as *task-based*;
- 2 respondents identified it as *speaking*.

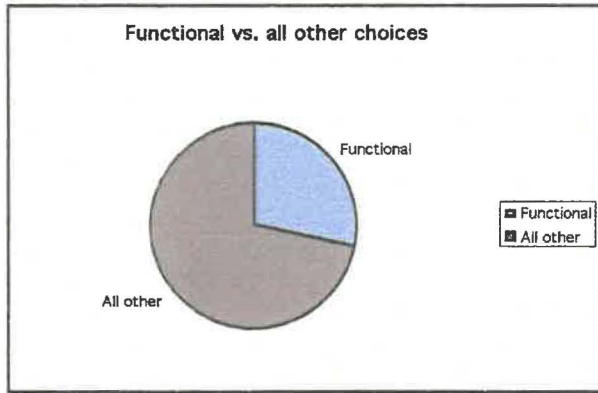
A number of others attempted a response, as follows;

Application	1
General	1
Handbook	1
Holistic	1
Language	1
Level 8/9	1
Notions	1
Oral	1
Suggestion	1
Remedial	1
Socratic	1
Thoughts	1

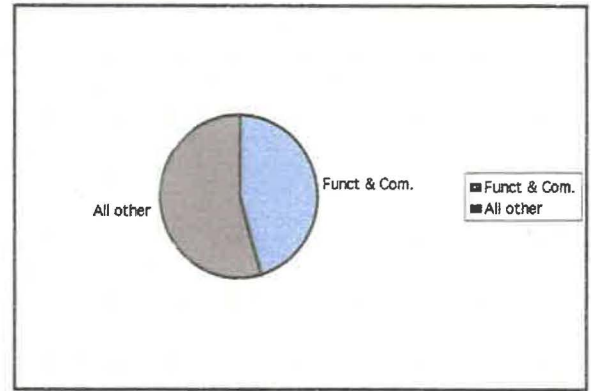
Thus **161** respondents attempted to identify *Type A*. A further **6** respondents recorded that they could not identify it. Just over 27% (63) left this section of the questionnaire blank (see *Figures 7.27, 7.28 and 7.29*).



**Figure 7.27: Identification of Syllabus Type A (Functional Syllabus)**



**Figure 7.28:** Syllabus Type A - Identification of 'functional' vs. all other categories



**Figure 7.29:** Syllabus Type A Identification of 'functional' and 'communicative' categories

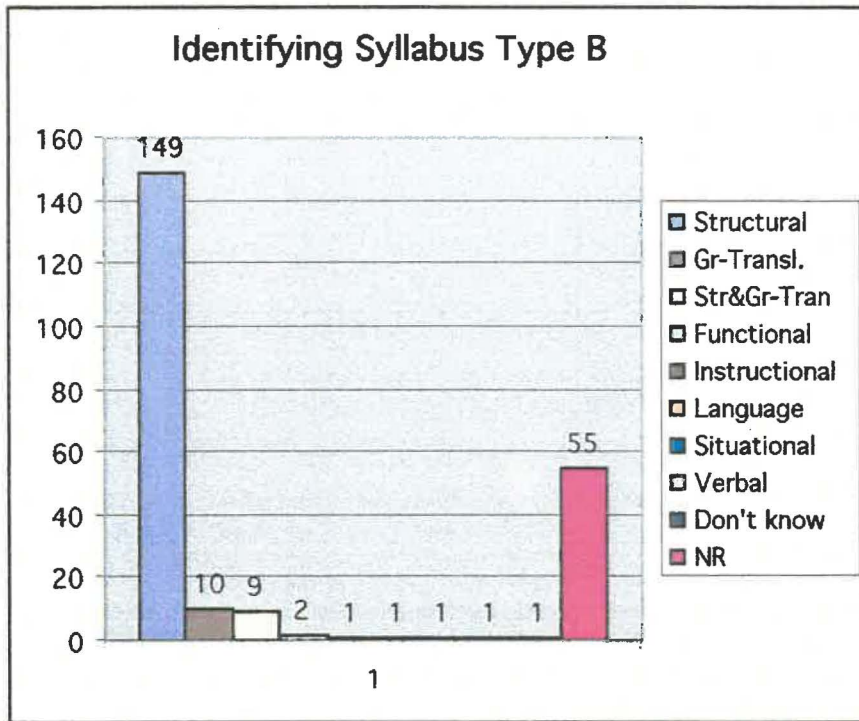
So far as syllabus **Type B** above is concerned, the responses were as follows:

- 149** respondents identified it as *grammatical/ structural/ formal/ syntactic*;
- 3** respondents identified it as *grammar-translation*;
- 9** respondents identified it as *structural and grammar-translation*;
- 2** respondents identified it as *functional*.

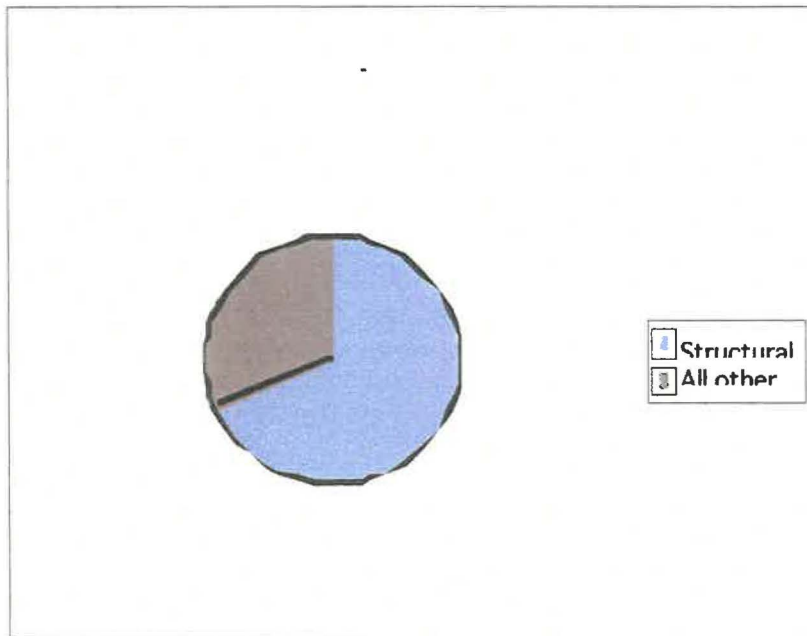
A number of others attempted a response, as follows:

- 1** respondent identified it as *instructional*;
- 1** respondent identified it as *language (as with the other 2 syllabus types)*;
- 1** respondent identified it as *reading and writing*;
- 1** respondent identified it as *situational*;
- 1** respondent identified it as *verbal*.

Five respondents (5) reported that they *could not identify* the syllabus type. *There was no response from the other 49* (see Figures 7.30 and 7.31).



**Figure 7.30:** Identification of Syllabus Type B (structural Syllabus)



**Figure 7.31:** Syllabus Type B – Identification of 'Structural', 'Grammatical', 'Formal' vs. all other categories

So far as syllabus **Type C** (*situational*) above is concerned, the responses were as follows (see *Figure 7.32*):

- 13 respondents identified it as *situational*;
- 1 respondent identified it as *both situational and topic-based*;
- 39 respondents identified it as *communicative* ;
- 34 respondents identified it as *task-based*;
- 33 respondents identified it as *functional*;
- 15 respondents identified it as *topic-based*;
- 3 respondents identified it as *both functional and communicative*;
- 2 respondents identified it as *both functional and task-based*;

A number of others attempted a response, as follows:

- 1 respondent identified it as *beginner*;
- 1 respondent identified it as *audio-lingual*;
- 1 respondent identified it as *everyday*;
- 1 respondent identified it as *experiential*;
- 1 respondent identified it as *idiosyncratic*;
- 1 respondent identified it as *interactive*;
- 1 respondent identified it as *introductory*;
- 1 respondent identified it as *language (as with the other 2 syllabus types)*;
- 1 respondent identified it as *level 3/4*;
- 1 respondent identified it as *list*;
- 1 respondent identified it as *location*;
- 1 respondent identified it as *practical*;
- 1 respondent identified it as *role play*;
- 1 respondents identified it as *thematic*;
- 1 respondent identified it as *translation*;
- 1 respondent identified it as *shopping*;
- 1 respondent identified it as *skills-based*;
- 1 respondent identified it as *vocabulary*.

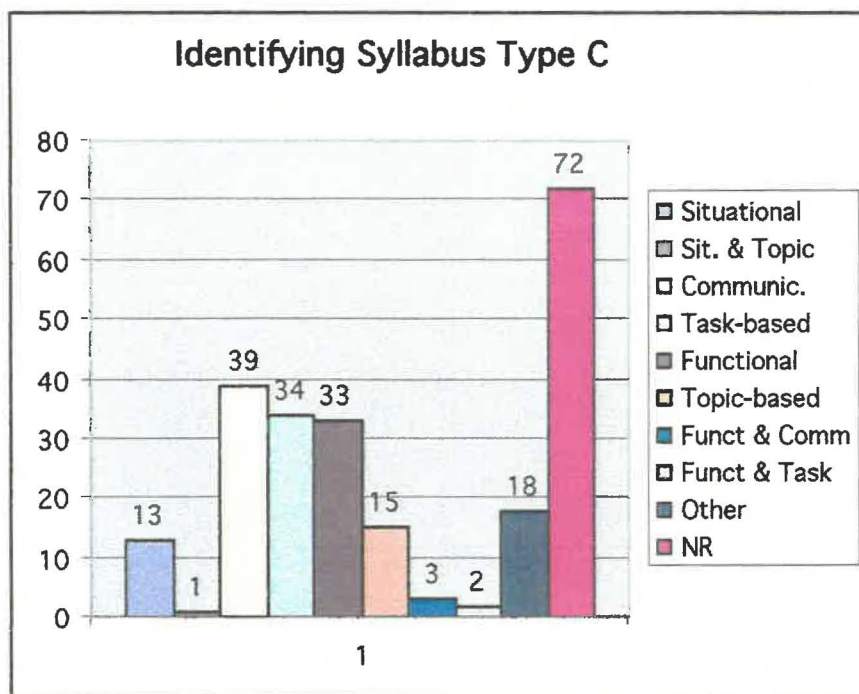


Figure 7.32: Identifying Syllabus Type C (Situational)

Very few of the respondents (9) identified all three syllabus types accurately (see Figure 7.33A). However, if, in addition to *situational*, *topic-based*, *theme-based* and *task-based* are accepted for Syllabus Type C and the other two categories have been recorded as acceptable, a further 24 responses would be considered acceptable (see Figure 7.33B).

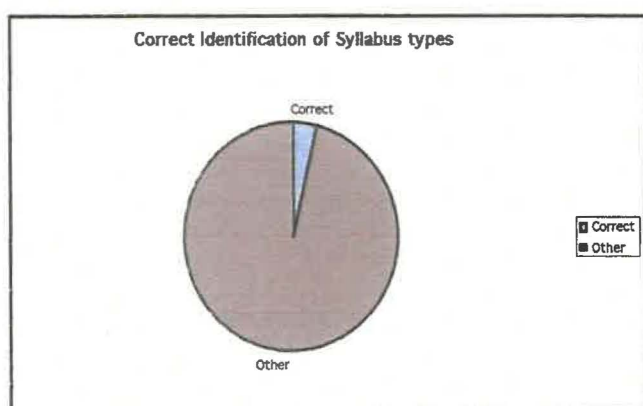


Figure 7.33A: Correct Identification of all 3 Syllabus Types

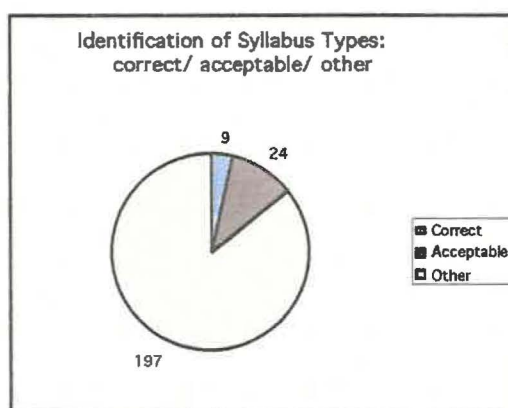
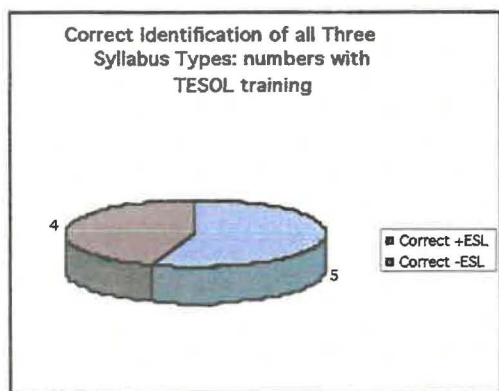
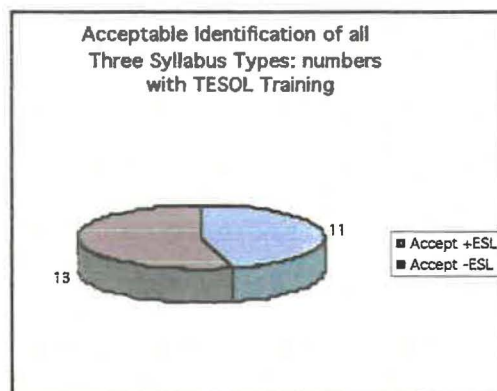


Figure 7.33B: Acceptable Identification of all 3 Syllabus Types

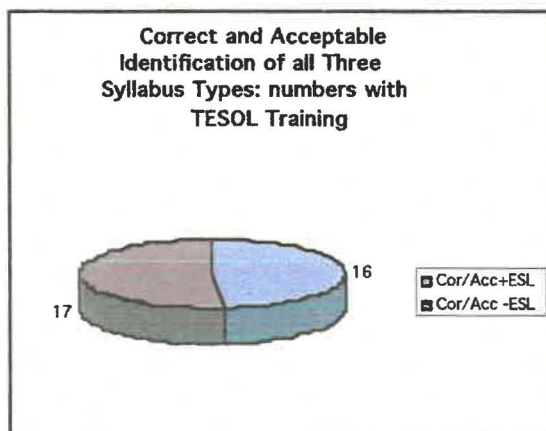
A very high percentage of those who identified all three syllabus types accurately or acceptably had either TESOL qualifications (48%), teaching qualifications from overseas (1%), or a teaching qualification from a single New Zealand institution (33%) (see *Figures 7.34A – 7.34D*). There is no detectable significant correlation between correct and/or acceptable responses in this area and amount of in-service training or perception of the value of any in-service training received.



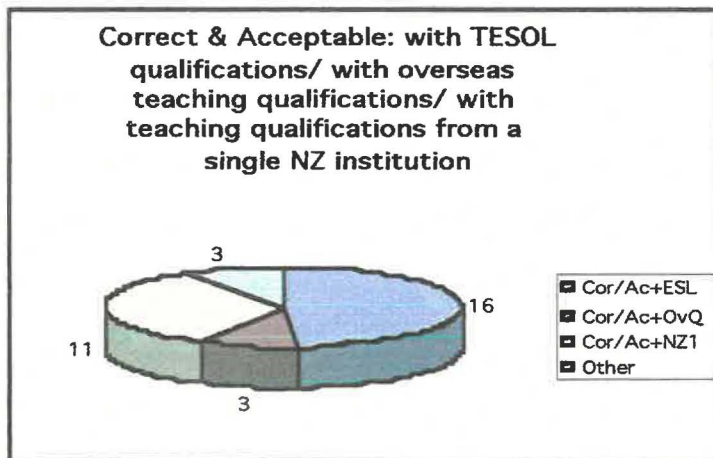
**Figure 7.34A:** Correct Identification with TESOL Training



**Figure 7.34B;** Acceptable Identification with TESOL Training



**Figure 7.34C:** Correct & Acceptable Identification with TESOL Training



**Figure 7.34D:** Correct & Acceptable: with TESOL Training/ with Overseas Teaching Qualification/ with Teaching Diploma from a Single NZ Institution

A number of respondents used the term 'communicative' to refer to Syllabus Type A and/or or Syllabus Type C:

**Table 7.10 :** Judgments in Relation to Syllabus Types A and C

	Syllabus Type A	Syllabus Type C
<b>Judged to be communicative</b>	<b>49</b>	<b>39</b>

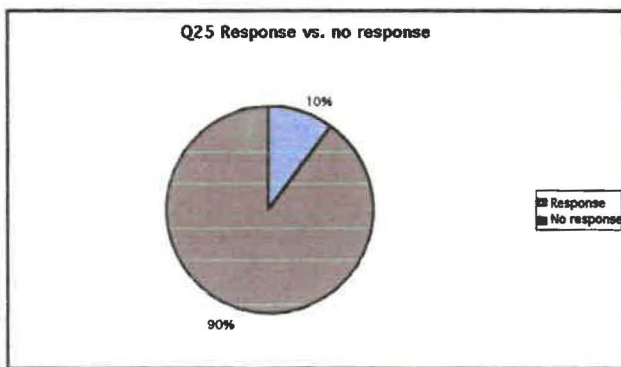
Question 25 asked respondents to identify which items from a list should, in their opinion be included in a syllabus document. For the purposes of coding, each item was associated with a letter as follows:

- A = vocabulary
- B = methodology
- C = assessment (formative)
- D = assessment (summative)
- E = tasks for listening
- F = tasks for writing
- G = tasks for speaking
- H = tasks for reading

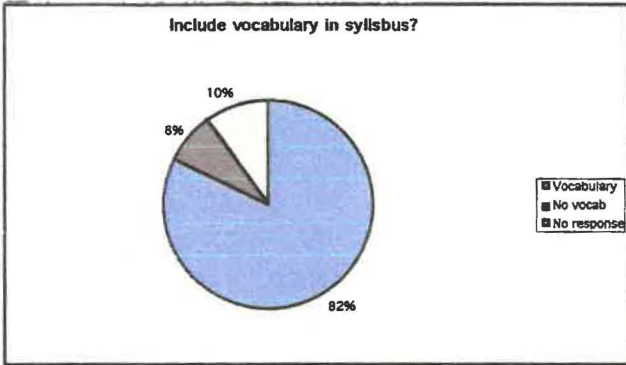
- I = textbook/ materials recommendations
- J = phonology
- K = learning outcomes
- L = structure (grammar)
- M = functions
- N = notions
- O = ways of expressing relations (e.g. cause and effect)
- P = features of genre/s
- Q = cohesive devices
- R = other (please specify)

The number of those who *did not respond* to this question was **23**. The actual numbers that selected several of the categories is outlined below (see *Figures 7.35A – 7.35I*).

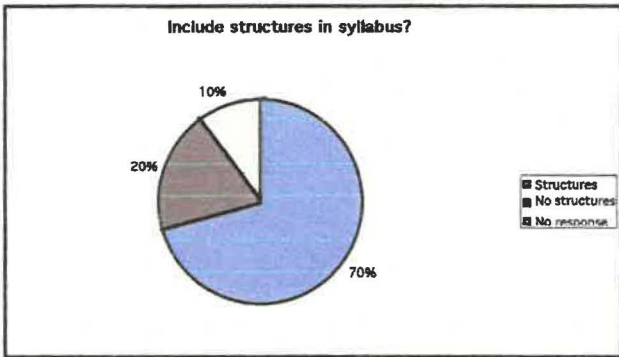
A = vocabulary	189
L = structure (grammar)	162
M = functions	108
N = notions	31
O = ways of expressing relations (e.g. cause and effect)	35
P = features of genre/s	35
Q = cohesive devices	25
R = other (please specify)	4



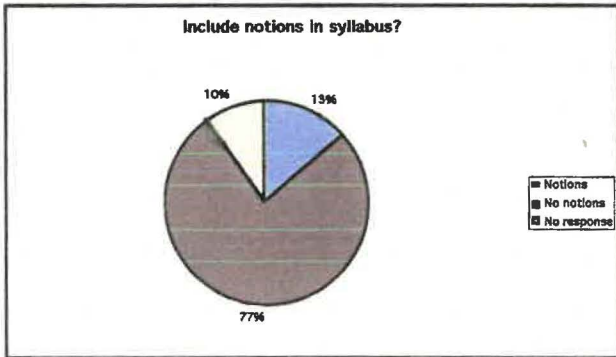
**Figure 7.35A:** Choices in Relation to Language Syllabus Content (1)



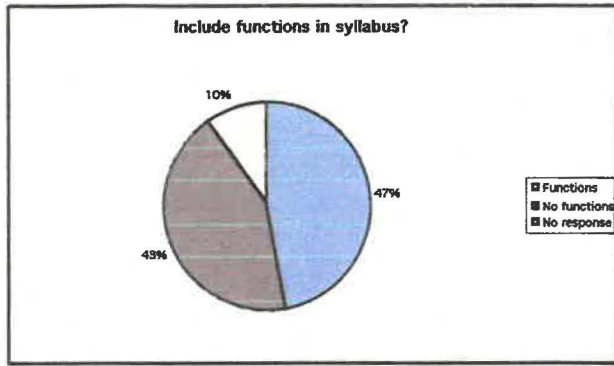
**Figure 7.35B: Choices in Relation to Language Syllabus Content (2)**



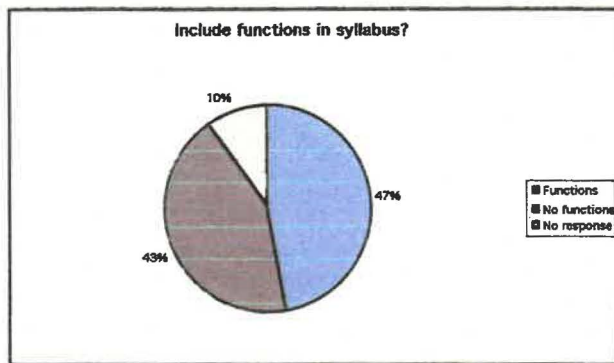
**Figure 7.35C: Choices in Relation to Language Syllabus Content (3)**



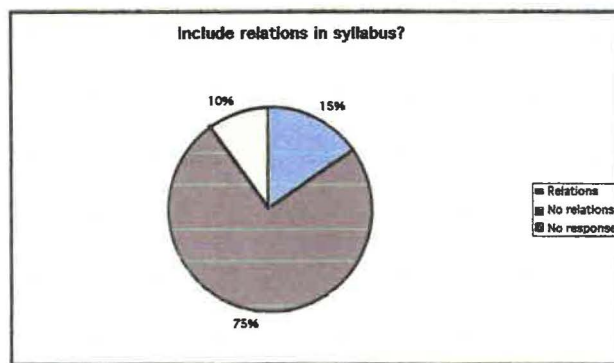
**Figure 7.35D: Choices in Relation to Language Syllabus Content (4)**



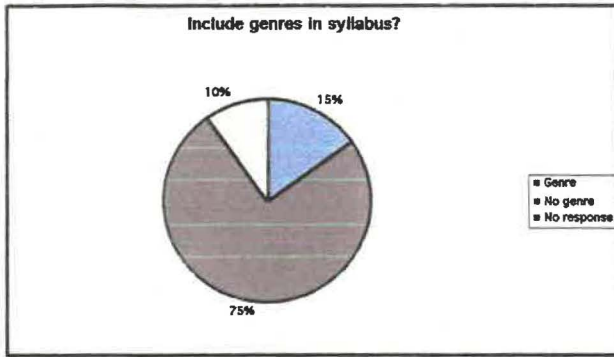
**Figure 7.35D:** Choices in Relation to Language Syllabus Content (5)



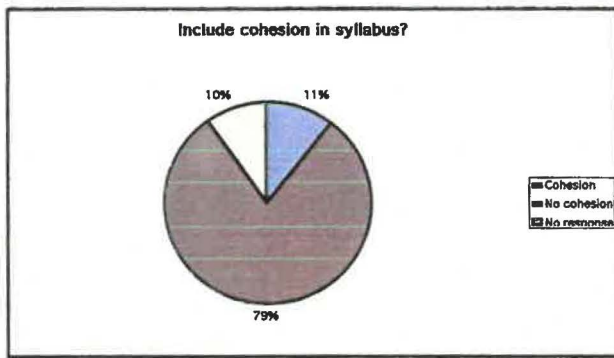
**Figure 7.35E:** Choices in Relation to Language Syllabus Content (6) (Repeat)



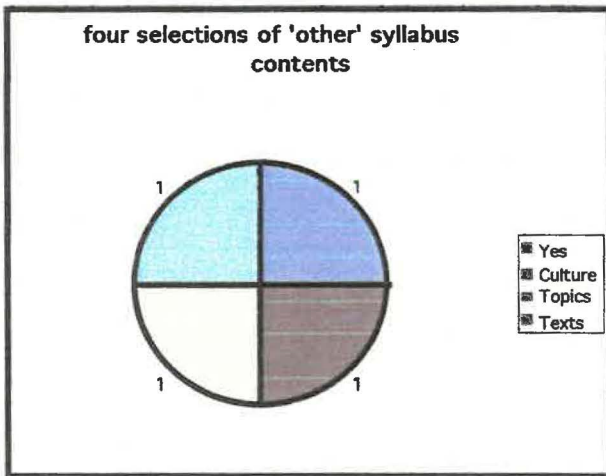
**Figure 7.35F:** Choices in Relation to Language Syllabus Content (7)



**Figure 7.35G :** Choices in Relation to Language Syllabus Content (8)



**Figure 7.35H:** Choices in Relation to Language Syllabus Content (9)



**Figure 7.35I :** Choices in Relation to Language Syllabus Content (10)

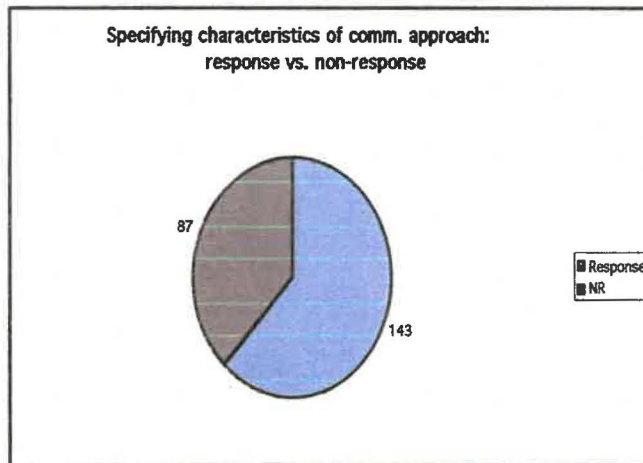
*Question 25* included a number of distracters in the form of categories which, although undoubtedly relevant so far as the curriculum as a whole are concerned, would not necessarily be included in a syllabus. It was anticipated, however, that the responses to certain of the categories could prove to be significant. The first thing that seems to be worth noting is that 23 of the 230 respondents chose not to respond to this question although it involved no more than ticking boxes. Of those who did respond (207), the following numbers *did not* select certain categories as being necessary for inclusion in a language syllabus:

**Table 7.11: Non-selection of Syllabus Components**

Category	Number (from 207 completions) NOT selecting the category	% of completions NOT selecting the category (% rounded up)	% of total respondents <b>either</b> NOT selecting the category <b>or</b> NOT responding to the Question
Vocabulary	18	9%	<b>18%</b>
Structures (grammar)	45	22%	<b>29.5%</b>
Functions	99	49%	<b>53%</b>
Notions	176	85%	<b>86.5%</b>
Relations	172	83%	<b>85%</b>
Genres	172	83%	<b>85%</b>
Cohesive devices	182	88%	<b>89%</b>
Other	203	98%	<b>98%</b>

### 7.9.8 Specifying the three most important characteristics of a communicative approach

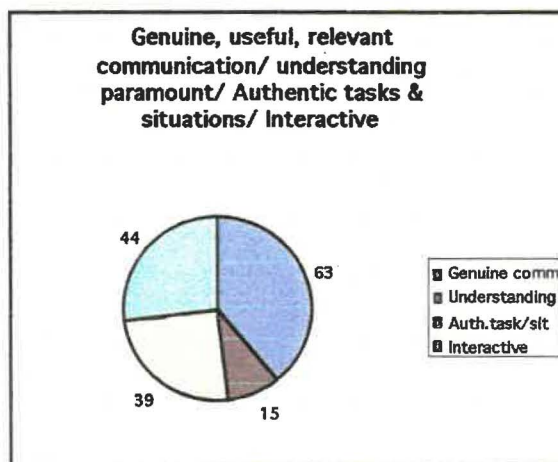
Participants were asked to list what they believed to be the three most important characteristics of a communicative approach (*Question 23*). There were 143 responses (62%) and 87 (38%) non-responses (see *Figure 7.36A*). Not all of the 143 teachers who responded provided three separate entries. The number of entries was 363.



**Figure 37.6A:** Specifying Characteristics of Communicative Approach: Response Vs. Non-response

Among the most popular responses in this area (see *Figure 36B*) were:

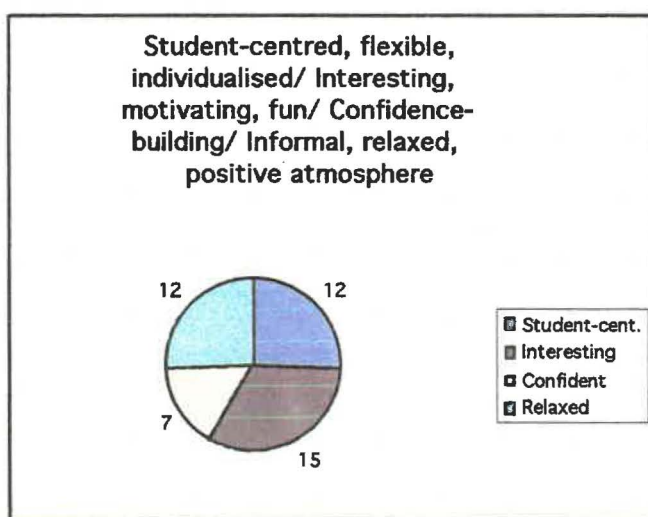
Genuine/ useful/ relevant communication	63 entries;
Understanding paramount	15 entries;
Authentic tasks and authentic situations	39 entries;
Interactive approach	44 entries.



**Figure 7.36B:** Specifying Characteristics of Communicative Approach: Relevance, Authenticity, Interaction

There were also a significant number of entries relating to flexibility, student-centredness, interest, confidence-building and relaxed, positive atmosphere (see *Figure 7.36C*):

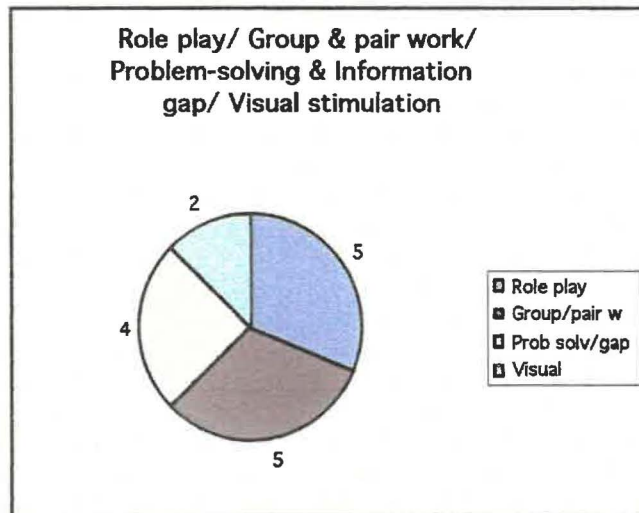
Student-centred, flexible, individualised	12 entries;
Interesting, motivating, fun	15 entries;
Confidence-building	7 entries;
Relaxed/ positive atmosphere	12 entries.



*Figure 7.36C: Focus on Atmosphere & Student-centredness*

Role-play, group and pair work, problem solving and information gap activities and visual stimulation were each listed by more than one respondent (see *Figure 7.37D*):

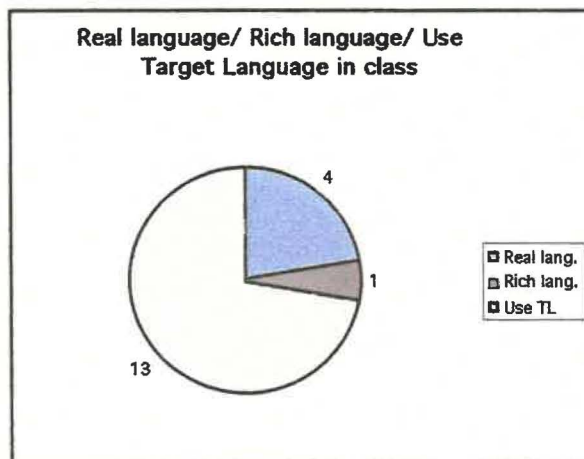
Role play	5 entries;
Group and pair work	5 entries;
Problem-solving & information gap activities	4 entries;
Visual stimulation	2 entries.



**Figure 7.36D:** Focus on Group/Pair work, Activity-types and Visual

A number of respondents (13) made reference to using the target language in the classroom; one referred to 'real language'; another referred to 'rich language' (see *Figure 36E*):

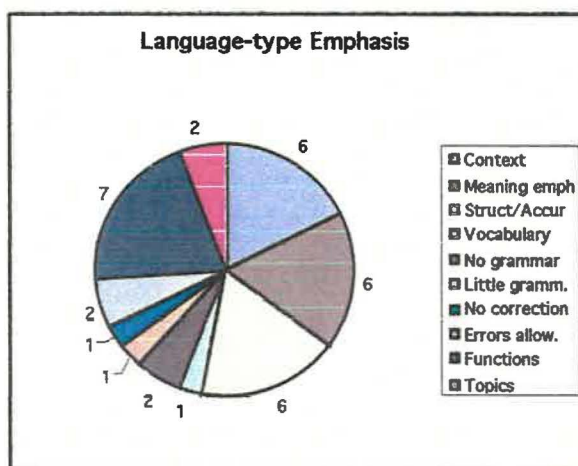
Use target language in classroom	13 entries;
Use 'real language'	1 entry;
Use 'rich language'	1 entry.



**Figure 7.36E:** Use Real Language, Rich Language, Target Language

In terms of language-type emphasis, 6 respondents referred to the importance of context and 6 referred to emphasis on meaning; 6 believed that structure and accuracy should be emphasized, 2 believed no grammar should be taught and 1 believed that there should be very little emphasis on grammar; 1 believed there should be no correction and 2 referred to the fact that errors are permissible. Seven (7) respondents included in their lists the fact that functions should be emphasised, 2 referred to the inclusion of topics and 1 included vocabulary in his/her list (see *Figure 7.36F*):

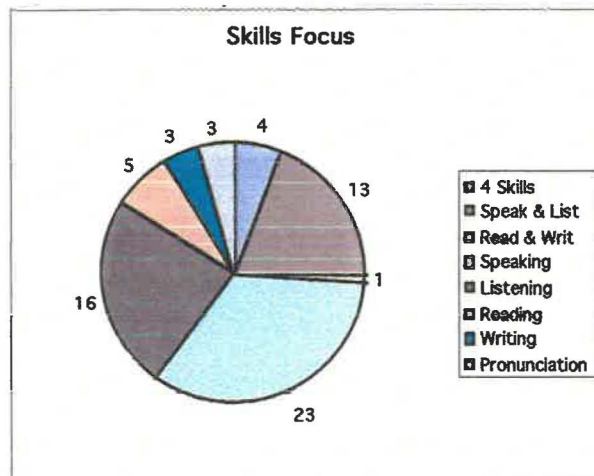
Emphasise structure and accuracy	6 entries;
No grammar should be taught	2 entries;
Very little emphasis on grammar	1 entry;
No error correction	1 entry;
Errors allowed	2 entries;
Include functions	7 entries;
Include topics	2 entries;
Include vocabulary	1 entry.



**Figure 7.36F: Types of Language Emphasis**

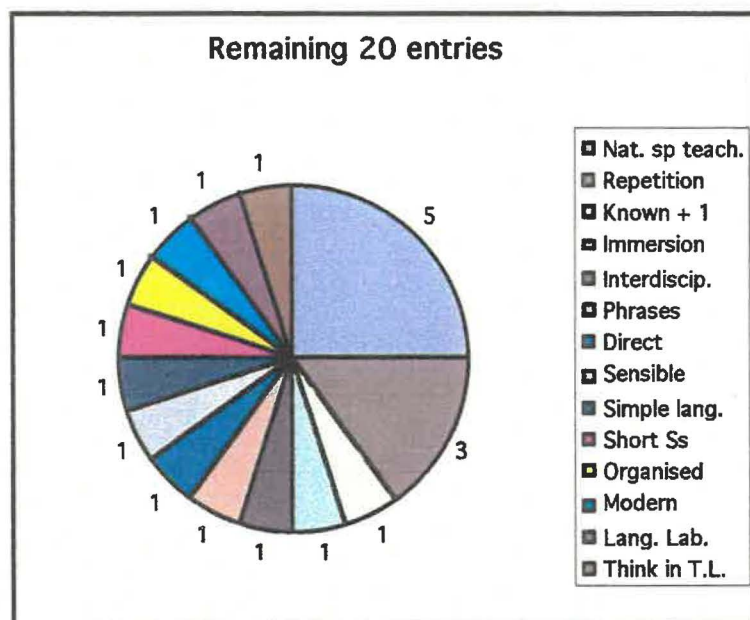
The entries in relation to skills focus (see *Figure 7.36G*) were as follows:

Four skills	4 entries;
Speaking & Listening	13 entries;
Reading & Writing	1 entry;
Speaking	23 entries;
Listening	16 entries;
Reading	5 entries;
Writing	3 entries;
Pronunciation	3 entries.



**Figure 7.36G: Skills Focus**

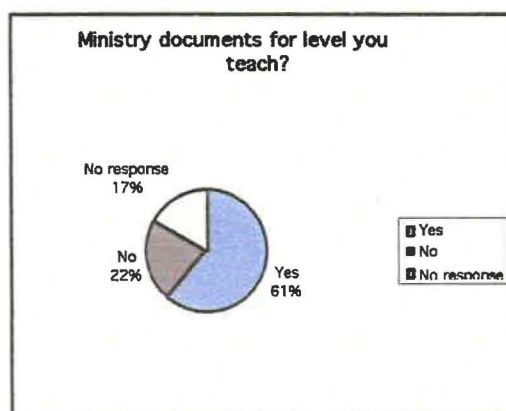
The remaining 20 entries (see *Figure 7.36H*) were difficult to classify and have, therefore, been put together into a separate group:



**Figure 7.36H: Remaining Entries**

### 7.9.9 Curriculum and syllabus documents and teaching resources

With *Question 26*, respondents were asked to tick the appropriate box (yes; no; I'm not sure) to indicate whether there were Ministry of Education curriculum documents designed for use at the level they teach (see *Figure 7.37*).



**Figure 7.37: Existence of Relevant Ministry of Education Curriculum Documents**

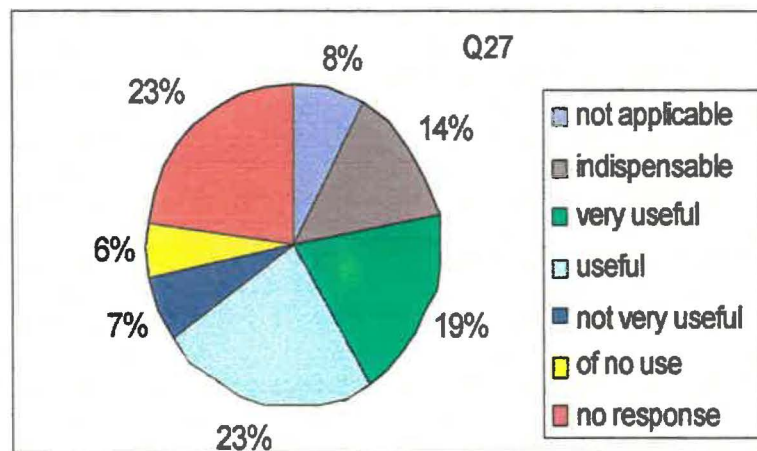
The next question (*Question 27*) was as follows:

*If there are Ministry of Education curriculum documents designed for use at the level you teach, how useful are they for your teaching?*

Here respondents were asked to tick one of six choices:

*not applicable; indispensable; very useful; useful; not very useful; of no use*

In response to this question, 56% of the respondents indicated that they found Ministry of Education curriculum documents designed for use at the level they taught to be either *indispensable, very useful or useful*. Only 13% of respondents recorded that they found these documents to be either *not very useful or of no use* (see *Figure 7.38*).

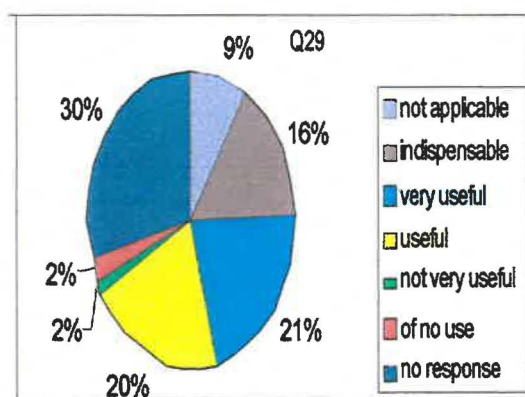
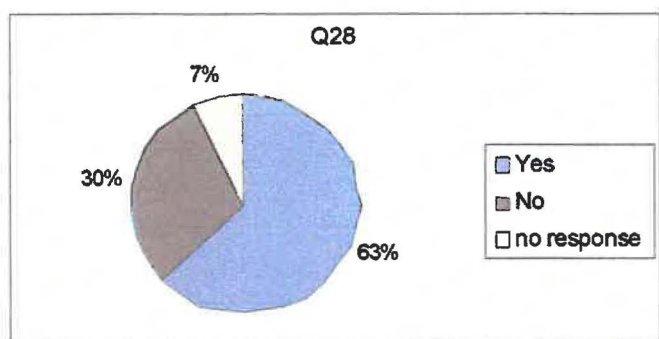


**Figure 7.38:** *Judgments Concerning Usefulness of Ministry of Education Curriculum Documents*

*Question 28*, a yes/no question, related to syllabus documents and asked:

*Are there syllabus documents provided by your institution which are designed for use at the level you teach?*

A majority of respondents (63%) recorded that there were (see *Figure 7.39*). When asked about the usefulness of these documents, 57% of respondents (see *Figure 7.40*) indicated that they are *indispensable, very useful or useful*.



**Figure 7.39:** Existence of Institutional Documents

**Figure 7.40:** Usefulness of Institutional Syllabus Documents

Thus, whereas 13% of respondents recorded that they found Ministry of Education curriculum documents to be either *not very useful* or *of no use*, only 4% of those for whom syllabus documents were available at school level found them to be *not very useful* or *of no use*. Comparative figures are given in the table below:

**Table 7.12:** Perceived Usefulness of Ministry of Education Curriculum Documents

	not applicable	indispensable	very useful	useful	not very useful	of no use	no response
Ministry of Education curriculum documents	8%	14%	19%	23%	7%	6%	23%
School syllabus documents	9%	16%	21%	20%	2%	2%	30%

Question 31, a yes/no question, asked respondents whether they thought it was important to have an explicit syllabus document (even if they departed from it where necessary in response to learner needs). The responses were as indicated in Figure 7.41:

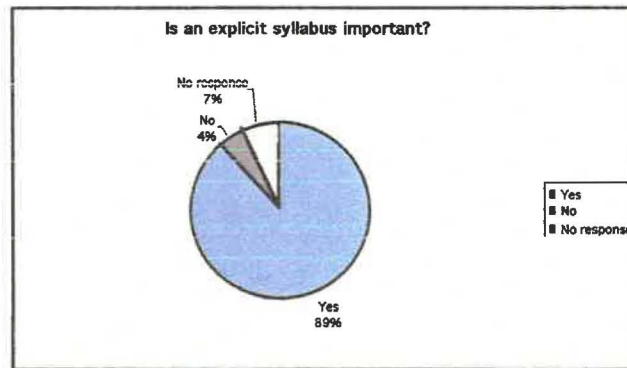


Figure 7.41: Judgments Relating to Importance of Explicit Syllabus Documents

Question 30 asked respondents what action they took in cases where they were not provided with an explicit syllabus document. The choices (see Figure 7.42) were:

- A = prepare one yourself for your own use
- B = prepare one yourself for your own use and give a copy to students
- C = allow the syllabus to emerge as the teaching proceeds
- D = focus on materials and methodology rather than syllabus
- E = other (please specify)

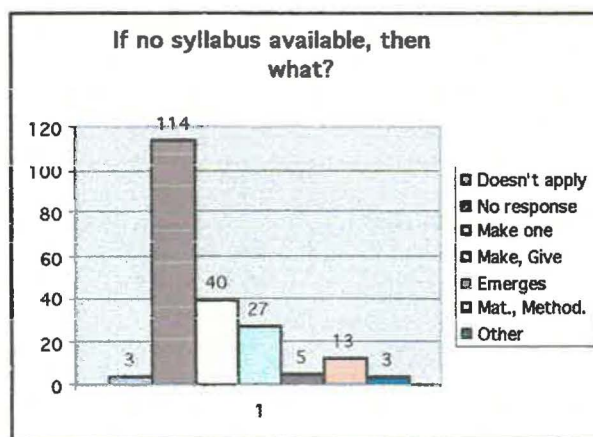
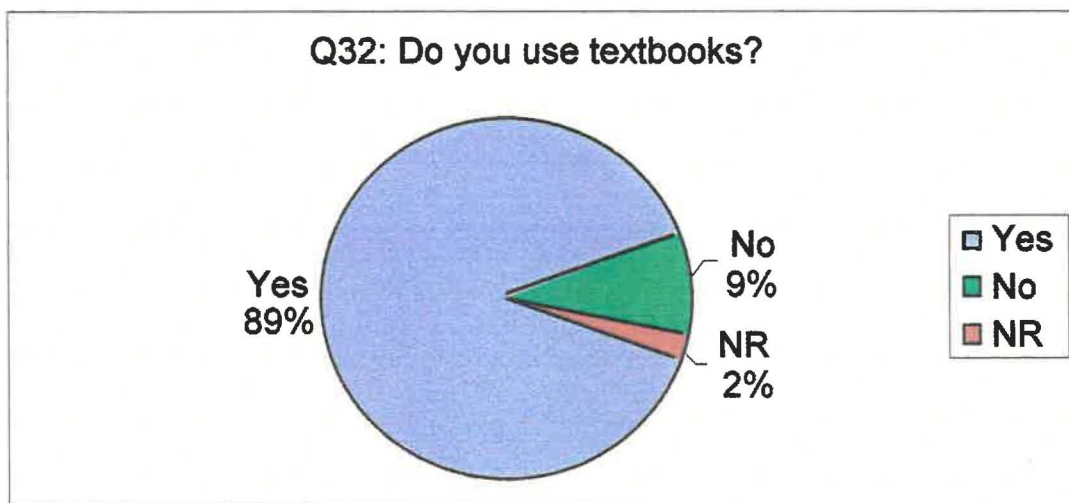


Figure 7.42: Action when no Syllabus Document Provided

Two of the respondents selected *E*, but actually specified that they would prepare a document themselves. They were, therefore, transferred to the *A* category. The figures for those who did not respond to this question indicated that it was not applicable to their circumstances, or chose a single option from *A - E* are indicated in *Figure 7.42*. There was no response from 114 (52%) to this question and only 40 (17%) indicated that they would prepare one for themselves.

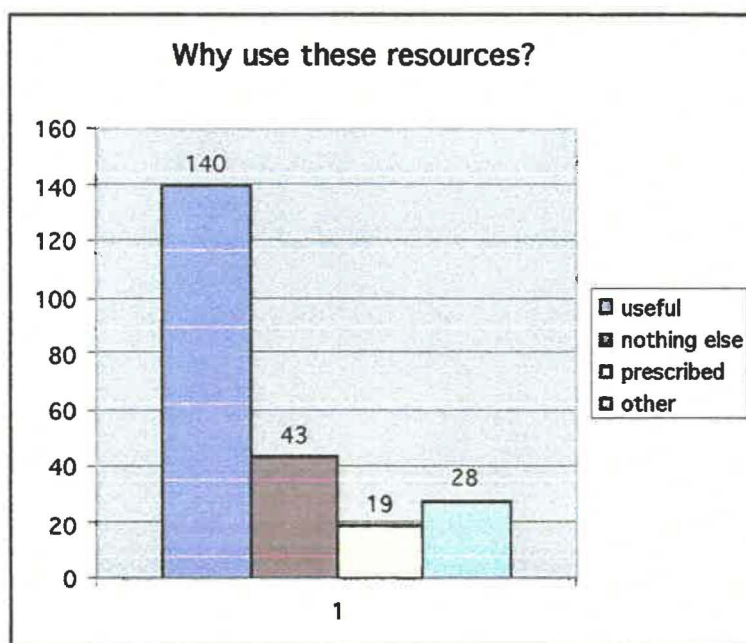
Of the three who selected *E* (i.e. other approach where no appropriate syllabus provided), two indicated that they would use textbooks and one that s/he would request a syllabus before agreeing to teach the course.

*Question 32*, a yes/ no question asked whether the respondents used textbooks. In 89% of cases (see *Figure 7.43*), they did. They were then asked to name the textbooks they used. What was revealed here was the fact that there are a very wide range of textbooks currently in use for most languages. A list, giving extent of use, for each of the languages is attached as *Appendix 10*.



*Figure 7.43: Respondents' Report of Textbook Use*

Those respondents who named textbooks in response to the previous question were then asked (*Question 34*) to indicate the main reason, or reasons for using these resources. In general, respondents reported using these resources because they considered them to be useful rather than because they were available or prescribed (see *Figure 7.44*).



*Figure 7.44: Reasons Given for Selecting Particular Textbooks*

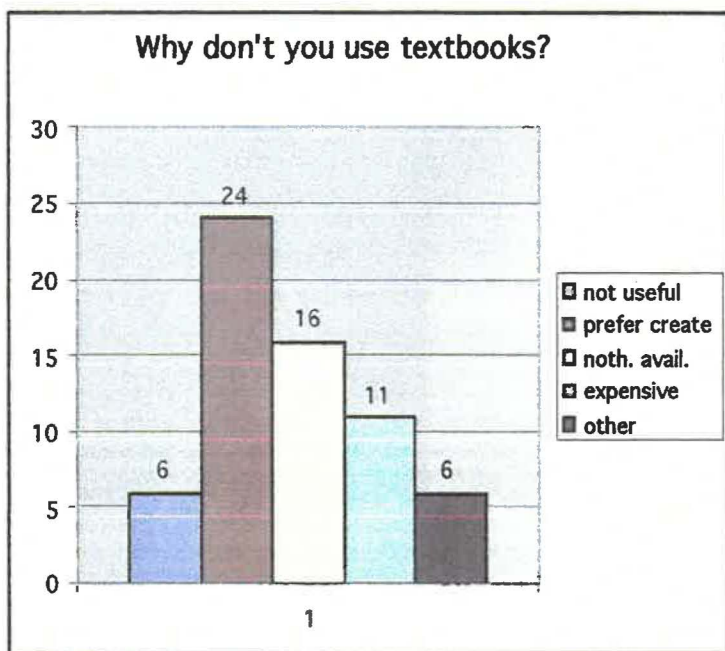
The main reason specified (140 respondents) for using textbooks was that teachers find them useful. A number (45) also expressed some dissatisfaction with what is available either commercially or within their own institution. Two (2) respondents had chosen books on the advice of a language advisor and a further 2 gave budgetary constraints as the reason for their choice (or not) of textbooks. 3 respondents indicated that their textbooks were those that they had 'inherited' when they arrived in their current school.

Where respondents had signalled that they do not use textbooks, they were asked (*Question 35*) to give the reason or reasons, ticking the appropriate boxes from the following:

A = I don't find them useful;

- B = There isn't anything available;
- C = Books are too expensive;
- D = I prefer to create my own material;
- E = Other (please specify)

The responses indicated (see *Figure 7.45*) that the primary reason was a preference for creating individualised materials.



*Figure 7.45: Reasons Given for Not Using Textbooks*

It is apparent that the textbook situation is approached with some pragmatism. Only 3 respondents expressed any degree of enthusiasm for their current textbooks as a match for the curriculum or syllabus document. The picture which emerges is one in which choices of text are being made on the basis that they seem the most appropriate of those that are available (*Questionnaire 171*) but 'no one book that is suitable at any level' (*Questionnaire 223*). Teachers are using a system where textbooks are seen as a resource but not as the fundamental classroom tool they once might have been. As one respondent outlines 'most teaching material is culled from many sources and self-written.' (*Questionnaire 1*) and another still uses textbooks but irregularly because 'creating and finding all one's own material is too time consuming' (*Questionnaire 76*).

The lack of good fundamental textbooks that are tailored to the specific curriculum being delivered in the New Zealand context does have advantages. Teachers are free to individualise and customise their programmes in way that would not be possible in the same way with only a small number of textbook resources.

#### **7.9.10 Approaches to assessment and evaluation**

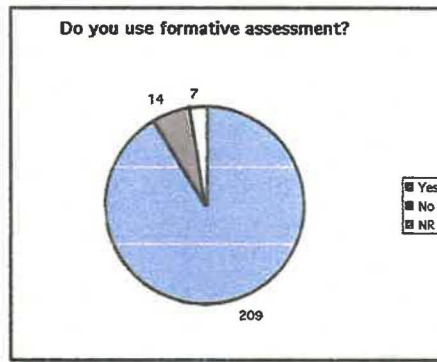
In this area, respondents were initially asked a yes/no question (*Question 36*):

*Do you use formative assessment (whose purpose is to identify strengths and weaknesses rather than to make judgments about rank order or overall level) with your students?*

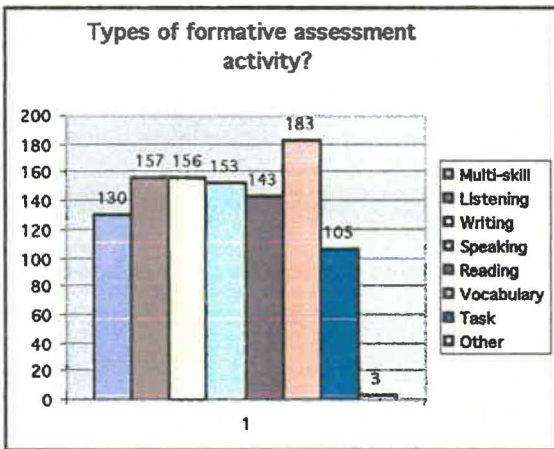
A large majority (91%) indicated that they did (see *Figure 7.46*). They were then asked (*Question 37*) to indicate how any formative assessments they were involved in were conducted. The choice was to tick one or more of the following:

- A = multi-skill tests
- B = listening tests
- C = writing tests
- D = speaking tests
- E = reading tests;
- F = vocabulary tests;
- G = performance of a task;
- H = other (please specify).

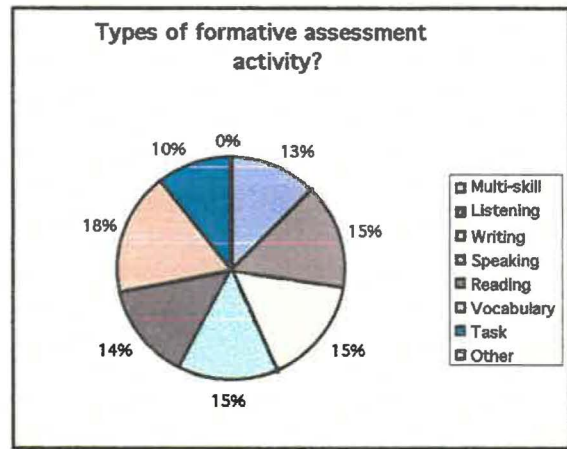
When the number of ticks for each category is recorded, it appears (see *Figure 7.47A and B*) that the most common type of formative assessment used is the vocabulary test (183 respondents ticked this category). This is closely followed by listening (157) and writing (156) tests, with speaking (153) and reading tests (143) coming not far behind.



**Figure 7.46: Respondents' Reports on Use of Formative Assessment**



**Figure 7.47A: Respondents' Reports on Type of Formative Assessment Used (Numbers)**



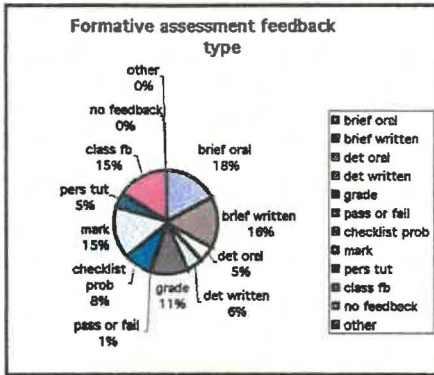
**Figure 7.47B: Respondents' Reports on Type of Formative Assessment Used (%)**

The next question (*Question 38*) was concerned with feedback in relation to formative assessment. Here, respondents were asked to select one or more of the following:

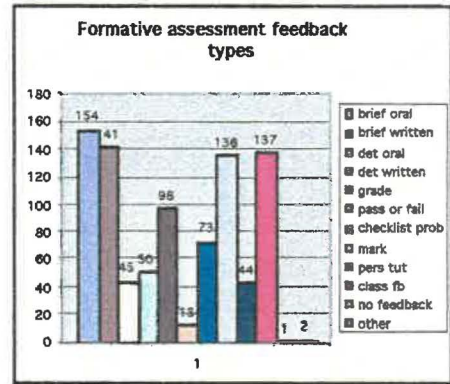
- A = brief oral feedback;
- B = brief written feedback
- C = detailed oral feedback;
- D = detailed written feedback;
- E = a grade;
- F = a pass or fail indication;
- G = a checklist of problem areas;
- H = a mark;

- I = a personal tutorial;
- J = feedback in class;
- K = no feedback at all;
- L = other (please specify)

Brief oral (154 responses) and brief written (141 responses) feedback were recorded as being the most popular feedback types (see Figures 7.48A and 7.48B).



**Figure 7.48A: Formative Assessment Feedback Types Reported (%)**

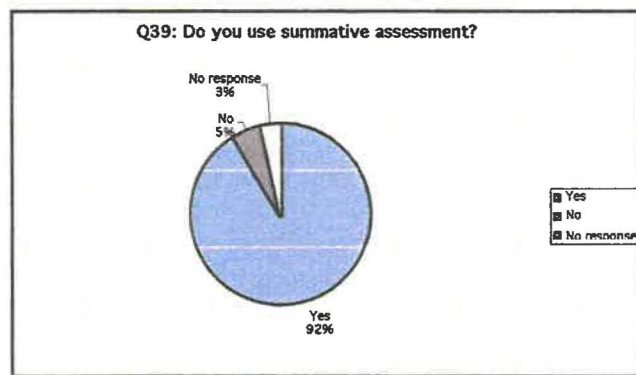


**Figure 7.48B: Formative Assessment Feedback Types Reported (Numbers)**

In the next question (Question 39), respondents were asked whether (yes/no) they used summative assessment:

*Do you use summative assessment (end of course/ segment assessment whose purpose is to give students an overall grade and/or place them in rank order) with your students?*

Once again, the vast majority (92%) reported that they did (see Figure 7.49).

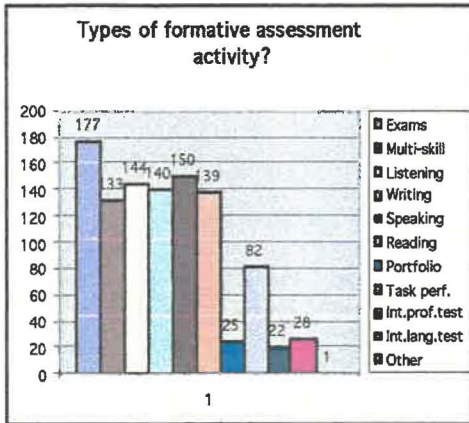


*Figure 7.49: Respondents' Reports of Use of Summative Assessment*

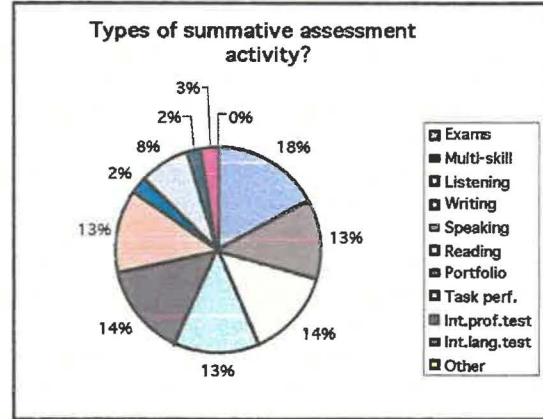
This was followed by a question (*Question 40*) in which respondents were asked to tick one or more boxes in relation to the form that their summative assessments took:

- A = examinations;
- B = multi-skill tests
- C =listening tests;
- D =writing tests;
- E =speaking tests;
- F = reading tests
- G =production of a portfolio;
- H =performance of a task;
- I =international proficiency test;
- J =international language test (e.g. IELTS);
- K =other (please specify)

The responses (see *Figures 7.50A and 7.50B*) indicate that the most popular forms of summative assessment are examinations, multi-skill tests and listening, writing, speaking and reading tests (with speaking and writing tests being, apparently, slightly more popular than listening and reading tests). The majority of respondents appear not to associate portfolios with summative assessment (only 25 ticked this category) although there are a variety of ways of using portfolios for summative assessment purposes, including asking students to revisit a range of activities in the light of knowledge and understanding achieved at the end of a course or course segment.



**Figure 7.50A: Respondents' Reports On Types of Summative Assessment Used (Numbers)**

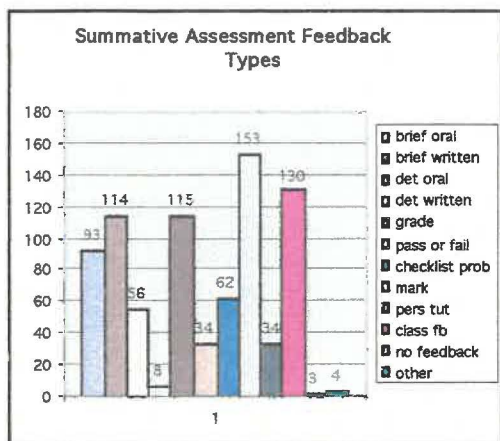


**Figure 7.50B: Respondents' Reports on Types of Summative Assessment Used (%)**

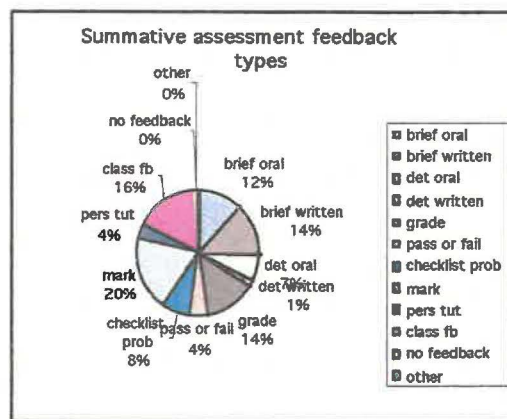
In terms of feedback types, respondents were asked (*Question 41*) to select one of more of the following to indicate the type of feedback they gave in the case of summative assessment:

- A = brief oral feedback;
- B = brief written feedback
- C = detailed oral feedback;
- D = detailed written feedback;
- E = a grade;
- F = a pass or fail indication;
- G = a checklist of problem areas;
- H = a mark;
- I = a personal tutorial;
- J = feedback in class;
- K = no feedback at all;
- L = other (please specify)

In this case (see *Figures 51A and 51B*), the most popular form of feedback was a mark (153 responses).

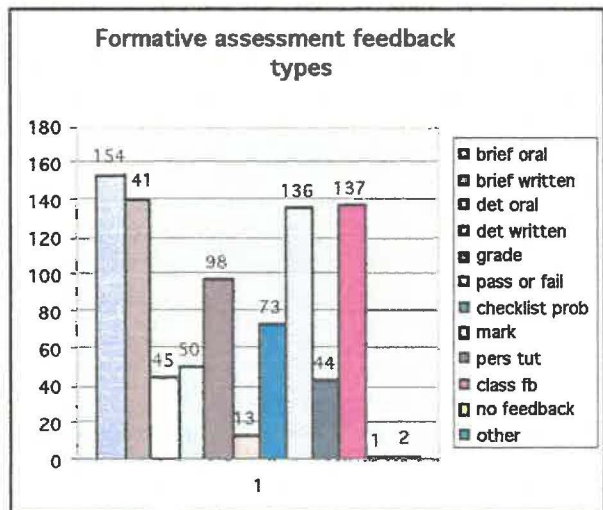


**Figure 7.51A:** *Summative Assessment Feedback Types*

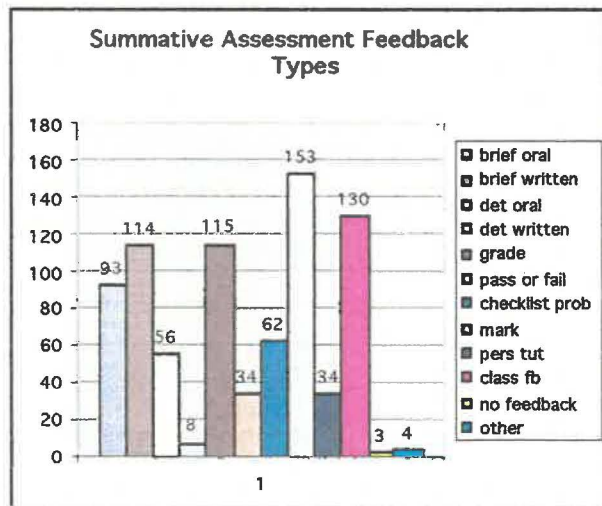


**Figure 7.51B:** *Summative Assessment Feedback Types*

The responses for types of feedback for formative and summative assessment are compared. What the comparison suggests is that, in terms of feedback, there is little difference between the two assessment types.

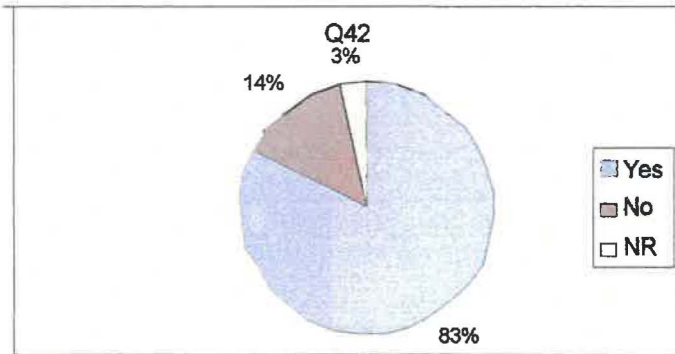


**Figure 7.52A:** *Comparison of Responses for Each Category in Relation to Formative Assessment*

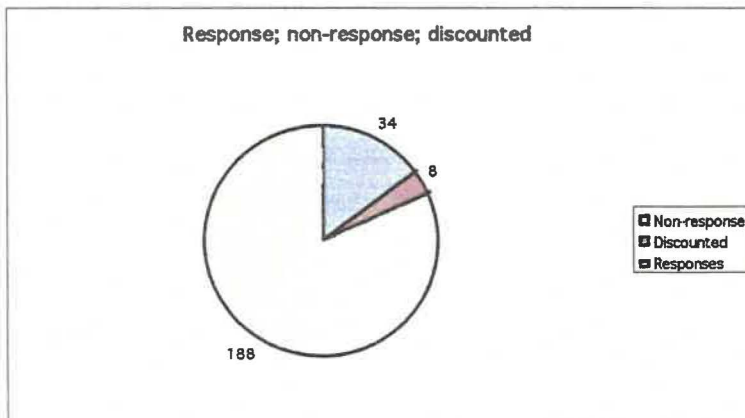


**Figure 7.52B:** *Comparison of Responses for Each Category in Relation to Summative Assessment*

The next question (*Question 42*) asked (yes/no) whether any of the respondents' students sat examinations or tests that were not prepared by the respondents' own institutions. In 83% of cases, respondents reported that they did (see *Figures 54A* and *54B*).

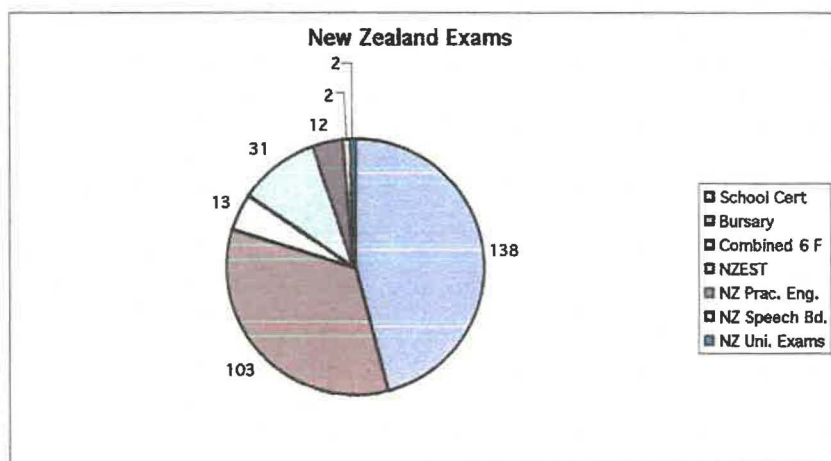


**Figure 7.53:** Respondents' Reports on Examinations Prepared by Own Institution for Students

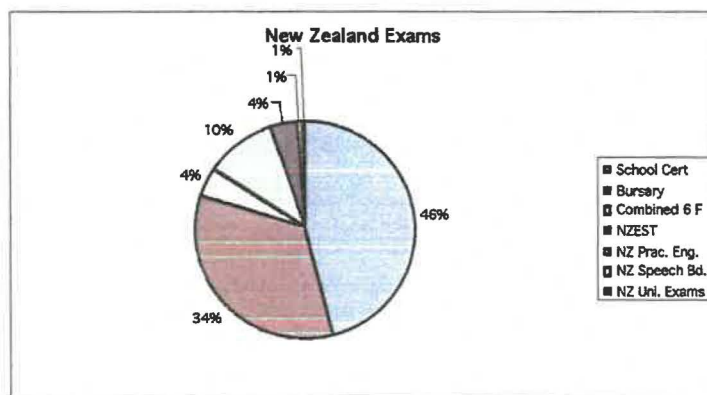


**Figure 7.54:** External Examinations: Responses v. Non-responses and Spoiled Responses

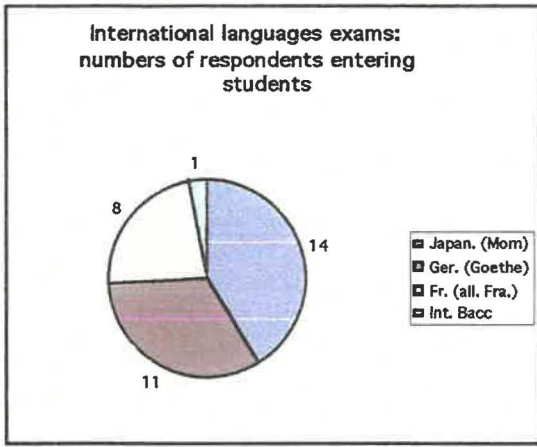
Respondents were then asked (*Question 43*) to indicate what these examinations were and at what level students took them. The responses are indicated in *Figures 55A - 55I*.



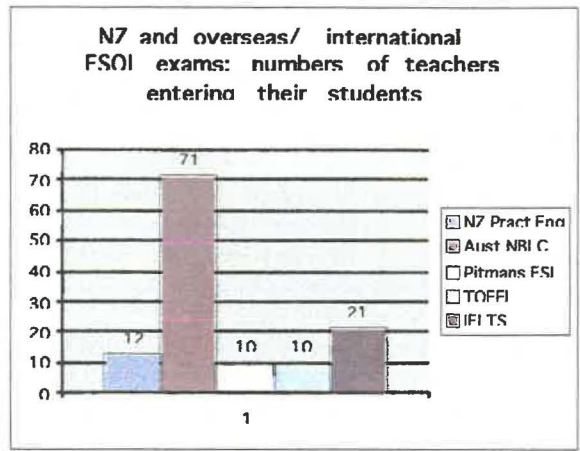
**Figure 7.55A:** *New Zealand-based Examinations by Number of Responses*



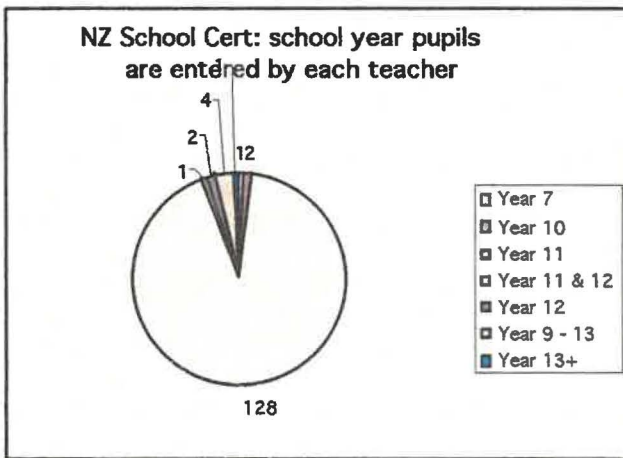
**Figure 7. 55B:** *New Zealand-based Examinations by Percentage of Responses*



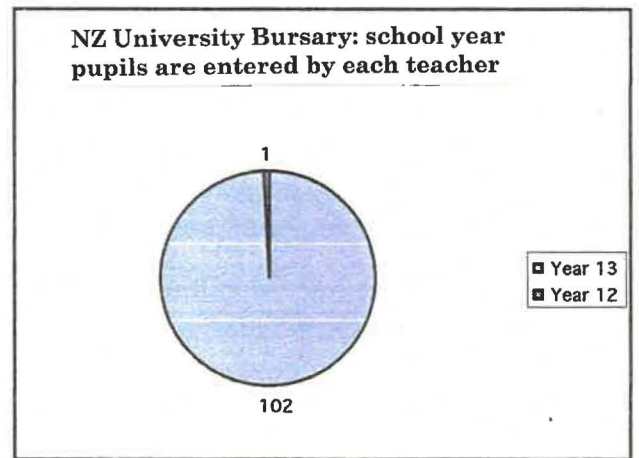
**Figure 7.55C: International Foreign Language Examinations**



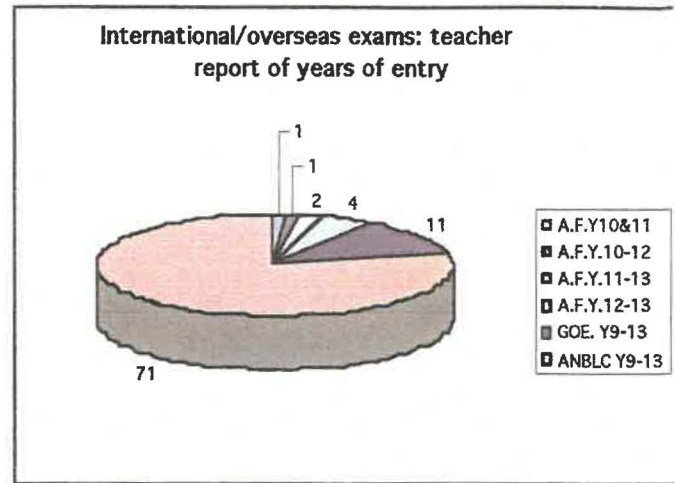
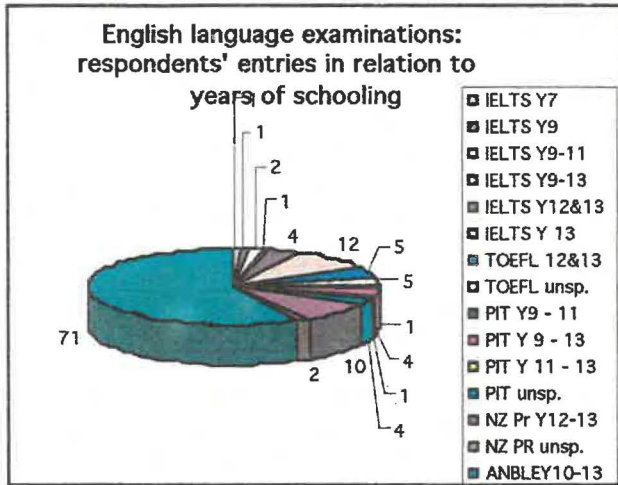
**Figure 7.55D: English Language Examinations**



**Figure 7.55E: NZ School Certificate By Year of Entry**



**Figure 7.55F: NZ University Bursary by Year of Entry**



**Figure 7.55G: English Language Examinations by Year of Entry**

**Figure 7.55H: International/Overseas Examinations by Year of Entry**

A large number of respondents record that their students sit New Zealand examinations:

NZ School Certificate	138;
NZ Bursary	103;
NZ Combined 6 <sup>th</sup> Form Certificate	13;
NZ Practical English examination	12;
NZ Speech Board examination	2;
NZ University examinations	2.

A number of teachers also enter their students for international/ overseas examinations as follows:

Japanese (Mombusho)	14;
German (Goethe Society)	11;
French (Alliance Française)	8;
International baccalaureat	1.

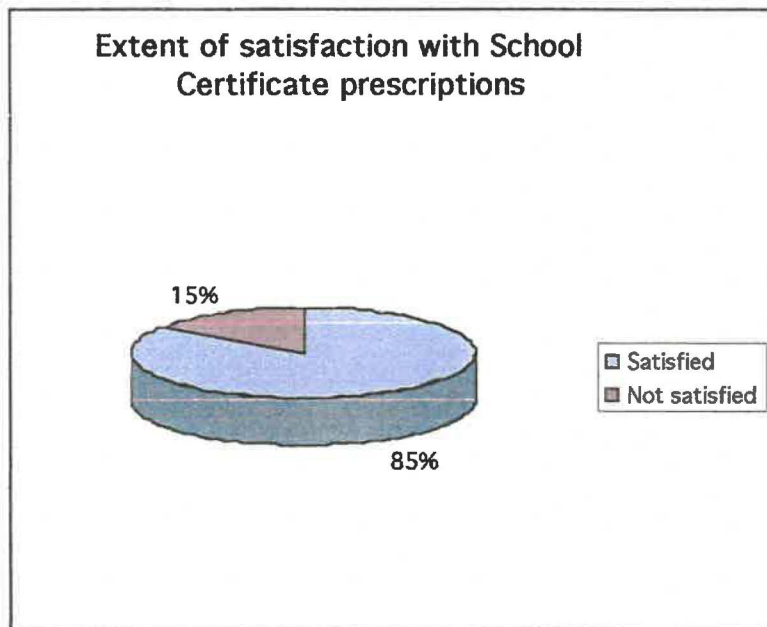
In the area of English as a second language, a number of teachers enter their students for New Zealand and international/ overseas examinations:

NZ Practical English Certificate	12;
Australian National Bank Languages Certificate	71;
Pitmans ESL Certificate	10;
TOEFL	10;
IELTS	21.

The most commonly sat examinations, New Zealand School Certificate and Bursary, are most commonly sat in Year 11 and Year 13 of schooling respectively. The age ranges at which teachers record entering their students for these examinations is outlined below:

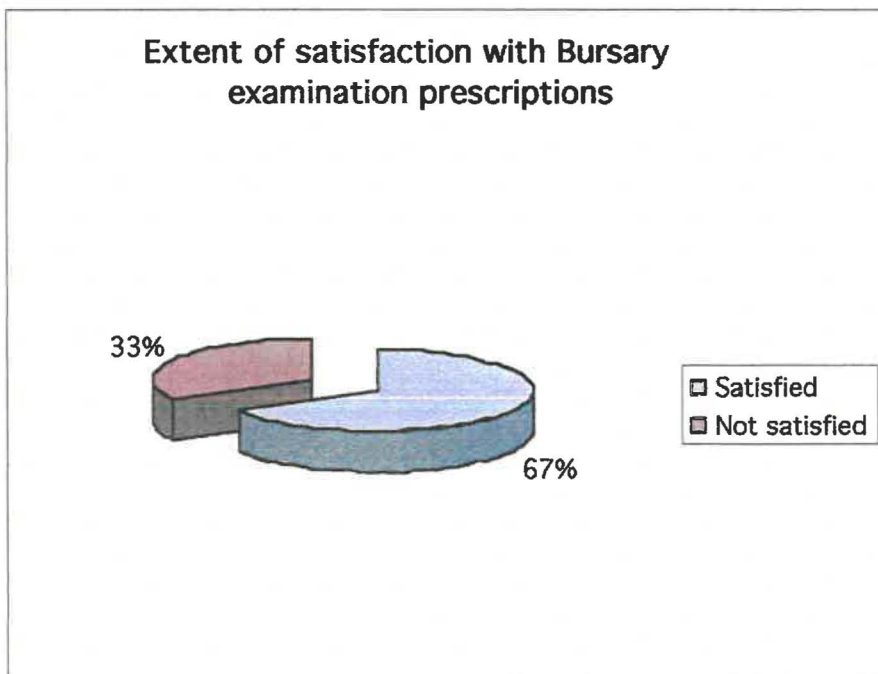
Australian National Bank Languages Certificates	Years 10 - 13;
IELTS	Years 7 - 13;
TOEFL	Years 12 & 13;
Pitmans	Years 9 - 13;
NZ Practical English	Years 12 & 13.

Respondents were then asked (*Question 44*) to indicate whether, in cases where there was a prescribed syllabus document for these tests/ examinations, they were satisfied with the relationship between the test/ examination and the syllabus. Their reports of degree of satisfaction with this relationship were on a four point scale, with 1 = *very satisfied* and 4 = *not at all satisfied*. The results for New Zealand School Certificate and Bursary are indicated in *Figures 7.56* and *7.57*.



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**Figure 7.56: Reported Extent of Satisfaction with School Certificate Prescriptions**



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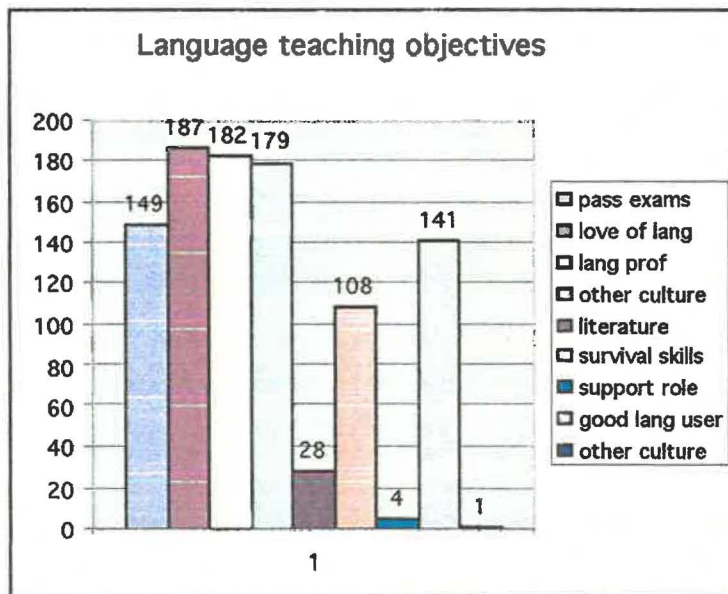
**Figure 7.57: Reported Extent of Satisfaction with Bursary Prescriptions**

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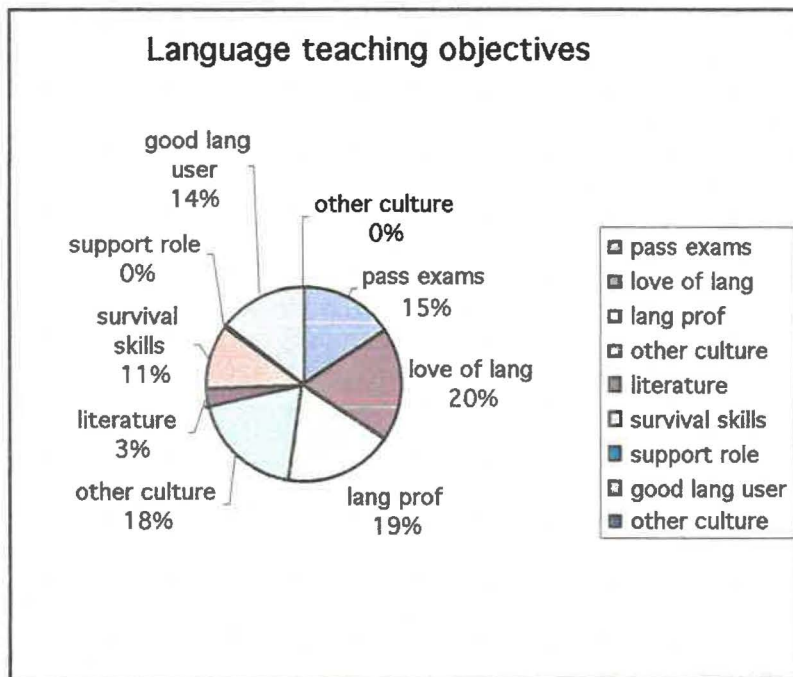
Although 85% of those who responded recorded that they were satisfied with the prescriptions for the School Certificate examinations (categories 1 and 2), a considerably smaller percentage (67%) recorded the same degree of satisfaction with prescriptions for Bursary examinations. When only category 1 (very satisfied) is considered, the percentages are as follows: School Certificate - 54%; Bursary - 31%.

### 7.9.11 Approaches to teaching and learning

In relation to approaches to teaching and learning, respondents were initially asked (*Question 45*) what the main objectives of their teaching were (see *Figures 7.58 A and B*).



*Figure 7.58A: Reported Main Objectives in Teaching Language*



**Figure 7.58B:** Reported Main Objectives in Teaching Language

Respondents were asked to tick one or more categories in relation to their main objectives in teaching languages. Cultural considerations (179 positive responses) were considered to be almost as important as increasing language proficiency (182 positive responses). However, encouraging a love for language (187 positive responses) came slightly ahead of both. Following these, with 149 positive responses, came 'getting students to pass exams'. Comparing the responses relating to increasing language proficiency with those relating to helping students to be good language users appears to indicate that these are not considered to be the same thing:

**Table 7.13:** Reported Main Objectives in Teaching Languages (Two Responses Compared)

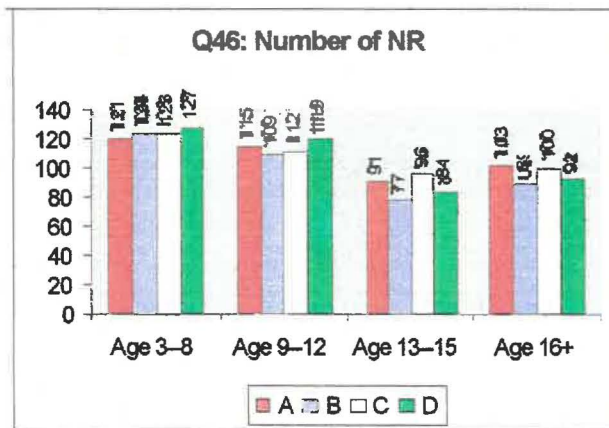
To increase language proficiency	To help students to be good language users
182	144

Respondents were then asked (*Question 46*) to rate various approaches to teaching and learning with students in different age ranges on a 4 point scale with 1 = *effective* and 4 = *ineffective*. The approaches are indicated in the blank Table below:

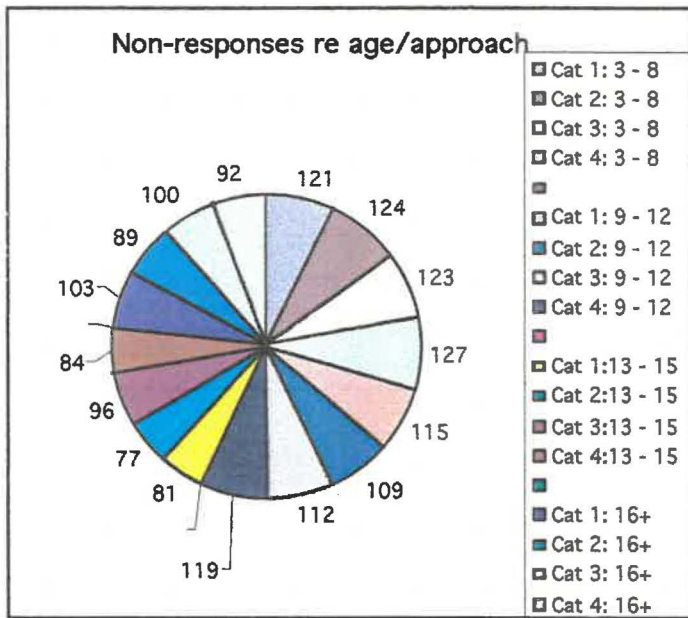
**Table 7.14: Reported Preferred Language Teaching Methods with Different Age Ranges**

	Ages 3 - 8	Ages 9 - 12	Ages 12 - 15	Ages 16+
Use the language in contexts that make the meaning clear and wait for learners to respond naturally				
Teach the language explicitly and use it in contexts that make the meaning clear and encourage specific types of response as well as natural, spontaneous responses				
Provide the learners with lots of different resources and focus on meaning rather than language				
Provide the learners with lots of different resources and focus on meaning and language				

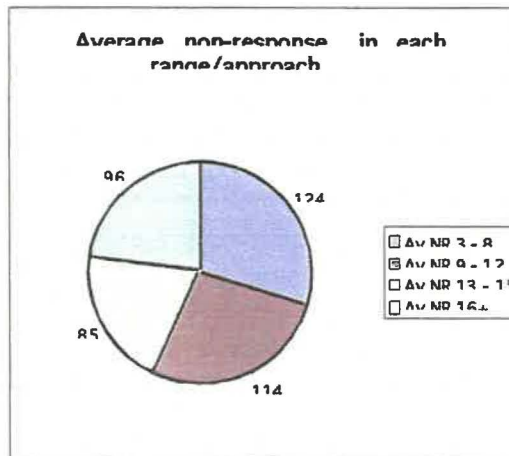
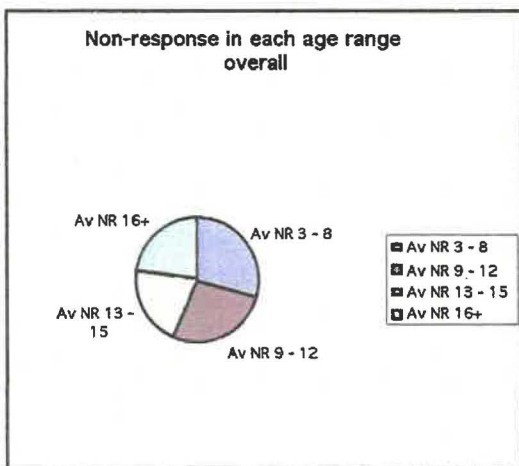
There were (see *Figures 7.59A –7.59E*), a considerable number of non-responses in this area. The pattern of non-response was highest for the 3 - 8 and 9 - 12 age ranges and lowest for the 13 - 15 age range.



**Figure 7.59A: Non-responses re Relationship Between Age Ranges and Approaches (A)**

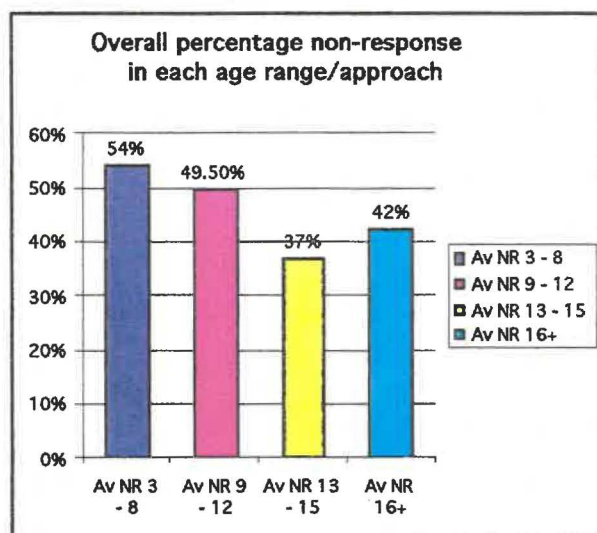


**Figure 7.59B:** Non-responses re Relationship Between Age Ranges and Approaches (B)



**Figure 7.59C:** Non-responses in Each Age Range Overall (Relationship Between Age Ranges and Approaches)

**Figure 7.59D:** Average Non-responses in Each Age Range (Relationships Between Age Ranges and Approaches)



**Figure 7.59E: Non-responses re Relationship Between Age Ranges and Approaches**

The comparative figures are set out in the following table (table 7.15).

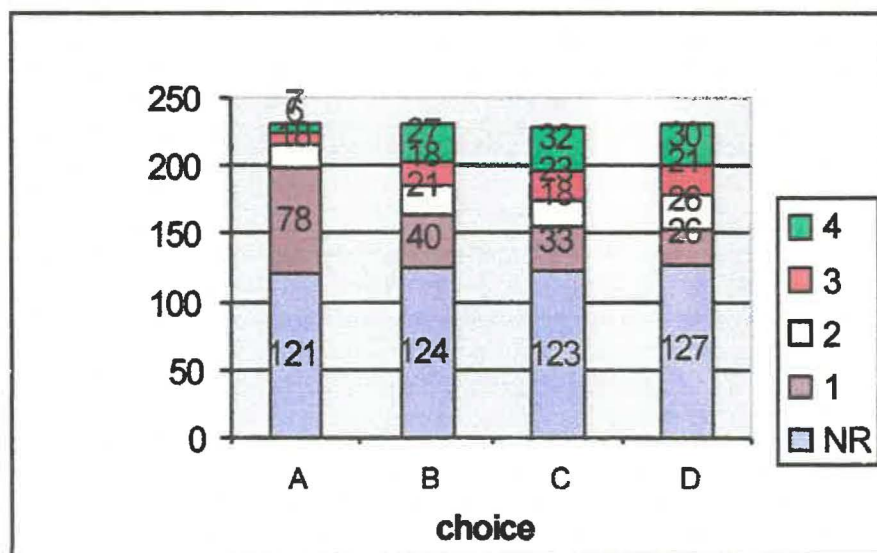
**Table 7.15: Reported Preferred Language Teaching Methods with Different Age Ranges**

	Ages 3 - 8				Ages 9 - 12				Ages 13 - 15				Ages 16+			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Use the language in contexts that make the meaning clear and wait for learners to respond naturally	78	18	6	7	46	51	10	7	50	40	37	12	43	27	25	32

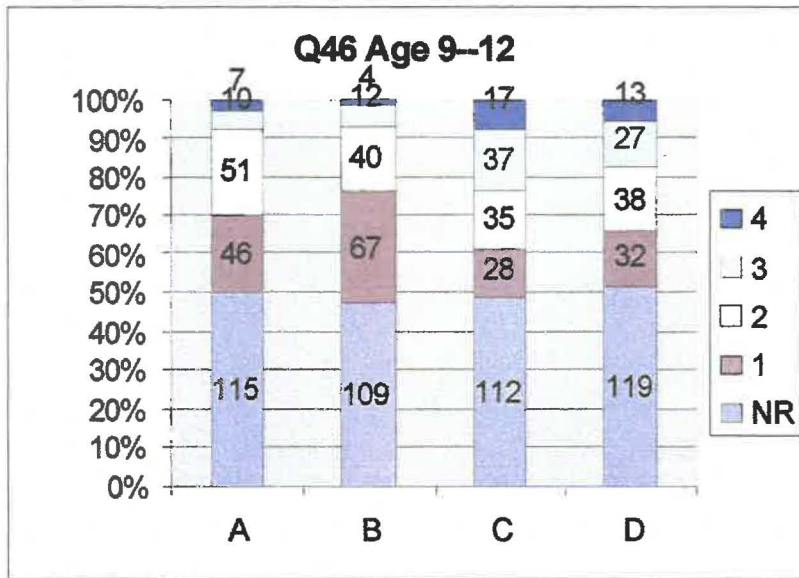
**Table 17.15: Reported Preferred Language Teaching Methods with Different Age Ranges (continued)**

Teach the language explicitly and use it in contexts that make the meaning clear and encourage specific types of response as well as natural, spontaneous responses	40	21	18	27	67	40	12	4	100	47	5	1	100	31	8	1
Provide the learners with lots of different resources and focus on meaning rather than language	33	18	23	32	28	35	37	17	18	49	49	18	20	40	52	17
Provide the learners with lots of different resources and focus on meaning and language	26	26	21	30	32	38	27	13	52	71	21	2	72	50	13	3

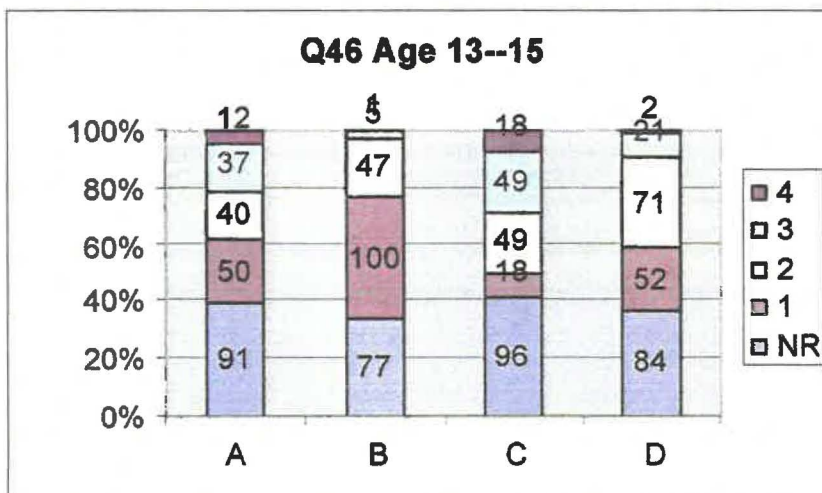
Thus, the numbers of those who did respond to this question and selected category 1 (i.e. effective) for each category at each age range was as follows (see Figures 7.60A – 7.60D):



**Figure 7.60A: Responses Relating to Age Ranges and Approaches (A)**



**Figure 7.60B:** Responses Relating to Age Ranges and Approaches (B)



**Figure 7.60C:** Responses Relating to Age Ranges and Approaches (C)

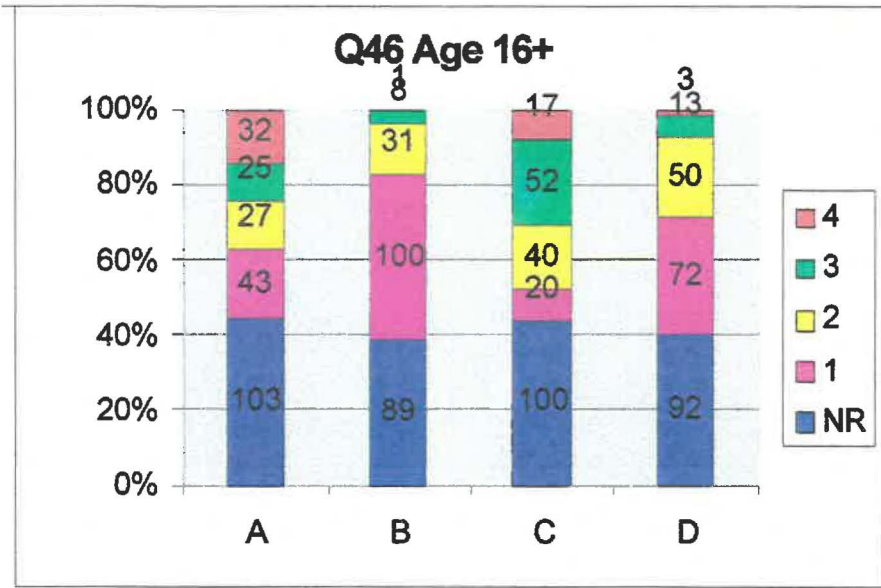


Figure 7.60D: Responses Relating to Age Ranges and Approaches (D)

The percentage of respondents selecting 1 = effective for each of the categories is indicated below:

*Use the language in contexts that make the meaning clear and wait for learners to respond naturally:*

Ages 3 - 8	71%
Ages 9 - 12	40%
Ages 13 - 15	36%
Age 16+	34%

*Teach the language explicitly and use it in contexts that make the meaning clear and encourage specific types of response as well as natural, spontaneous responses:*

Ages 3 - 8	38%
Ages 9 - 12	54%
Ages 13 - 15	65%
Age 16+	71%

*Provide the learners with lots of different resources and focus on meaning rather than language:*

Ages 3 - 8	31%
Ages 9 - 12	24%
Ages 13 - 15	13%
Age 16+	15.5%

*Provide the learners with lots of different resources and focus on meaning and language*

Ages 3 - 8	25%
Ages 9 - 12	29%
Ages 13 - 15	36%
Age 16+	52%

The percentage of respondents selecting 1 & 2 and 3 & 4 is indicated below:

*Use the language in contexts that make the meaning clear and wait for learners to respond naturally:*

	1 & 2	3 & 4
Ages 3 - 8	88%	12%
Ages 9 - 12	85%	15%
Ages 13 - 15	64%	36%
Age 16+	55%	45%

*Teach the language explicitly and use it in contexts that make the meaning clear and encourage specific types of response as well as natural, spontaneous responses:*

	1 & 2	3 & 4
Ages 3 - 8	57%	43%
Ages 9 - 12	87%	13%
Ages 13 - 15	96%	4%
Age 16+	93%	7%

*Provide the learners with lots of different resources and focus on meaning rather than language:*

	1 & 2	3 & 4
Ages 3 - 8	48%	52%
Ages 9 - 12	54%	46%
Ages 13 - 15	51%	49%
Age 16+	46.5%	53.5%

*Provide the learners with lots of different resources and focus on meaning and language:*

	1 & 2	3 & 4
Ages 3 - 8	50%	50%
Ages 9 - 12	64%	36%
Ages 13 - 15	84%	16%
Age 16+	88%	12%

*Question 47* asked respondents to tick one box to indicate which of the following statements best describe their philosophy about language teaching:

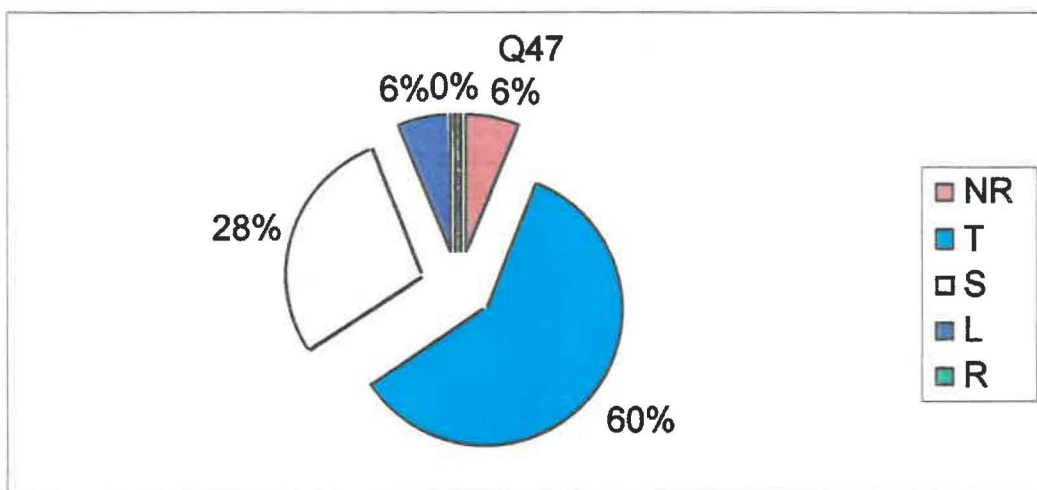
**T** *I believe it is important to teach language explicitly using meaning and context as much as possible.*

**S** *I believe that if I speak to the students in the target language all the time and they get a lot of practice in speaking, listening, reading and writing that they will learn well.*

**L** *I believe that the students learn languages better when the focus is on meaning rather than on language.*

**R** *My responsibility is mainly to teach literature and culture. At the level I teach, it is the students' own responsibility to improve their language.*

The no response rate to this question was 6%. 60% of those who did respond selected category T above; 28% selected category S above; 6% selected category L above (see *Figure 7.61*).



**Figure 7.61** *Philosophy of Language Teaching*

## 7.9.12 Applying proficiency descriptors

### 7.9.12.1 Applying proficiency descriptors to students of English as a second language

The first question in this section (*Question 48*) applied to teachers of learners of English as a second language only (see Figures 7.62A –7. 62X):

*Which of the language descriptors . . . would you apply to an average learner who begins their learning in this country at Level 3 and has the following amounts of additional direct tuition.*

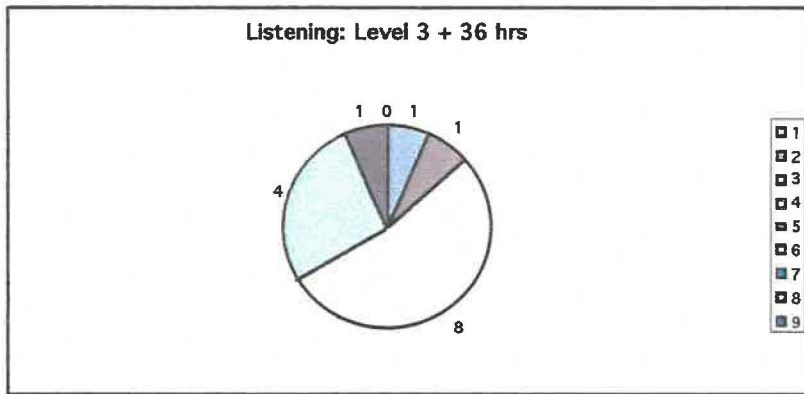


Figure 7.62A: ESOL Levels After Specified Tuition Hrs (A)

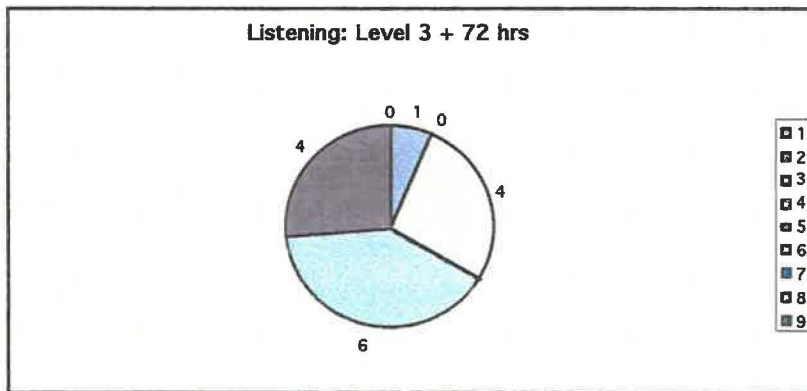


Figure 7.62B: ESOL Levels After Specified Tuition Hrs (B)

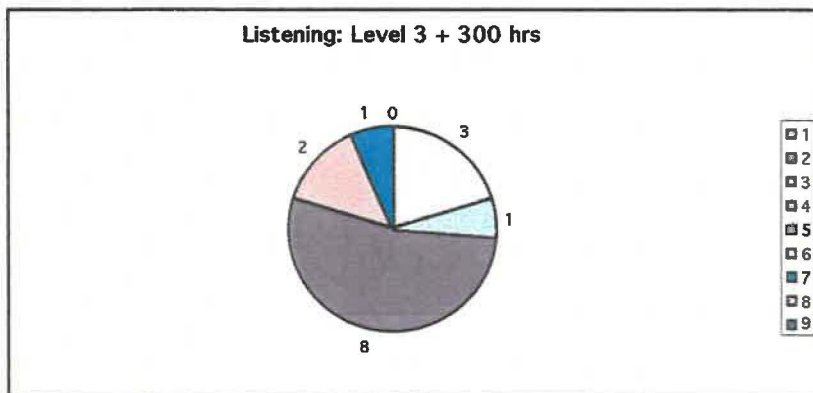


Figure 7.62C: ESOL Levels After Specified Tuition Hrs (C)

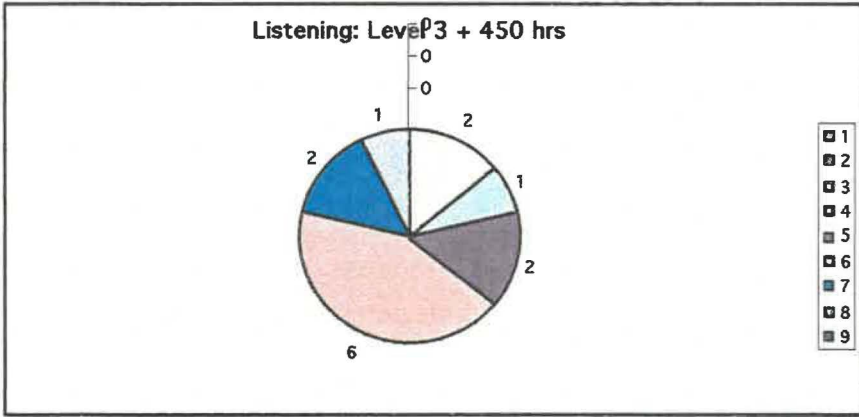


Figure 7.62D: ESOL Levels After Specified Tuition Hrs (D)

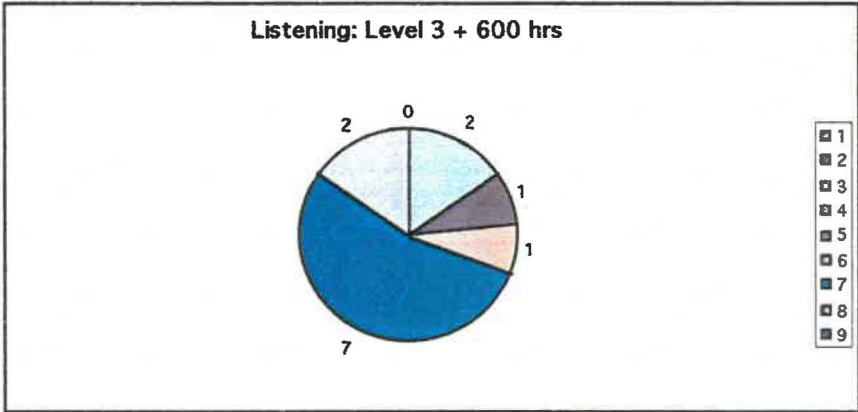


Figure 7.62E: ESOL Levels After Specified Tuition Hrs (E)

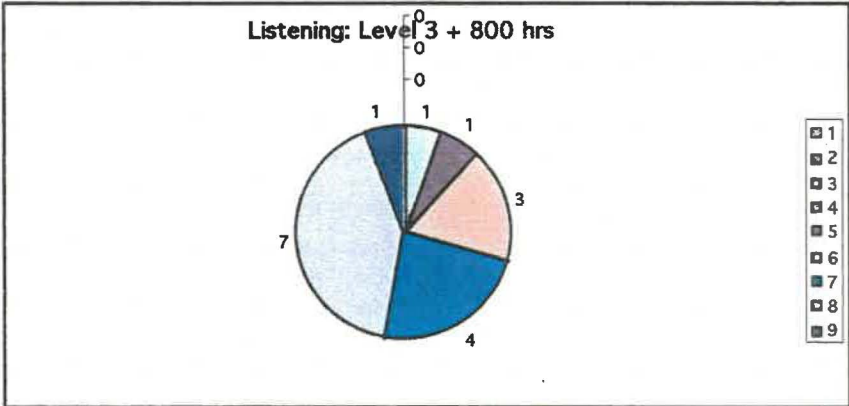


Figure 7.62F: ESOL Levels After Specified Tuition Hrs (F)

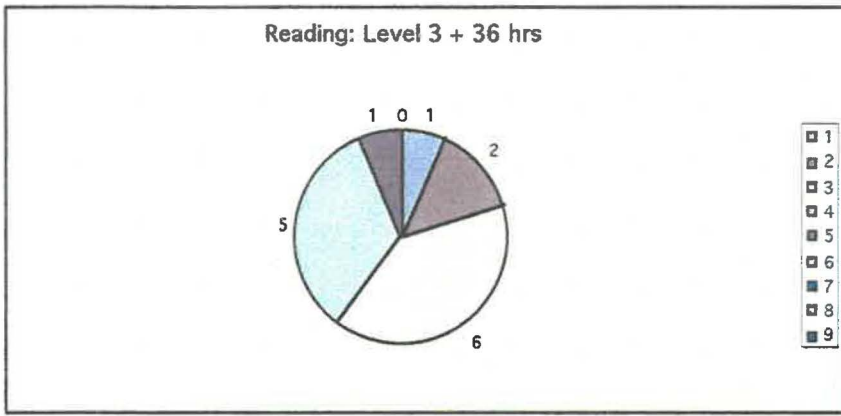


Figure 7.62G: ESOL Levels After Specified Tuition Hrs (G)

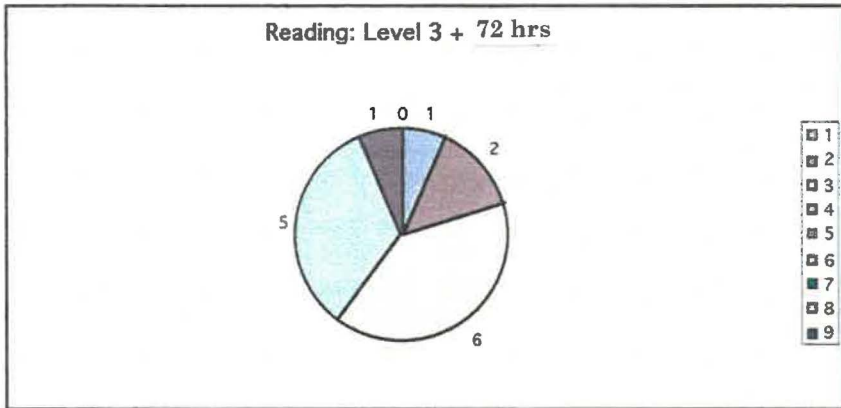


Figure 7.62H: ESOL Levels After Specified Tuition Hrs (H)

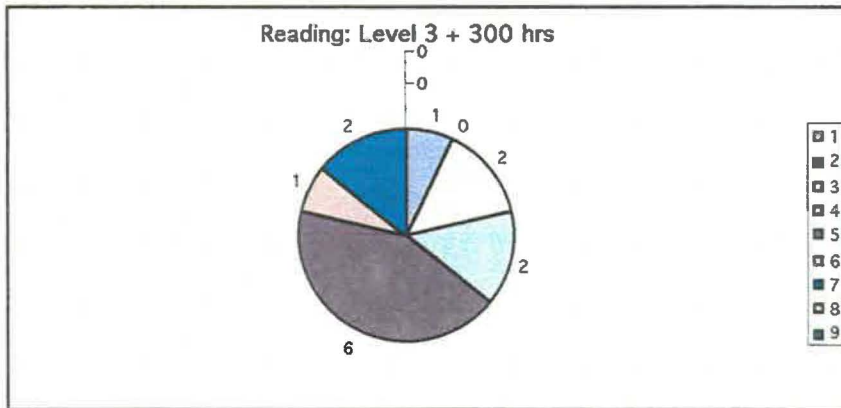


Figure 7.62I: ESOL Levels After Specified Tuition Hrs (I)

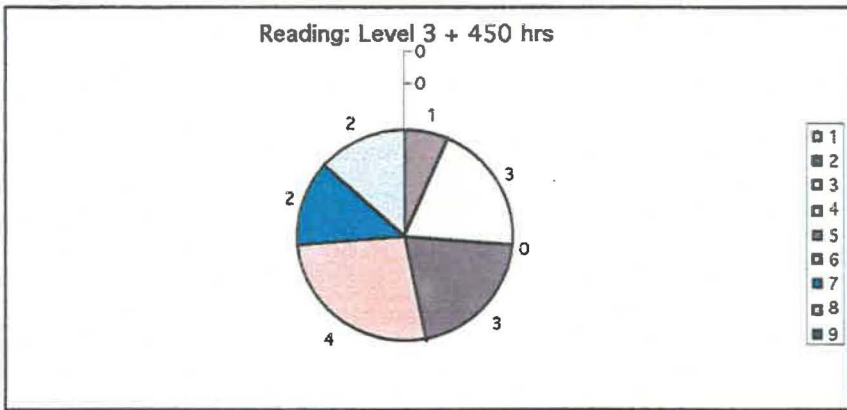


Figure 7.62J: ESOL Levels After Specified Tuition Hrs (J)

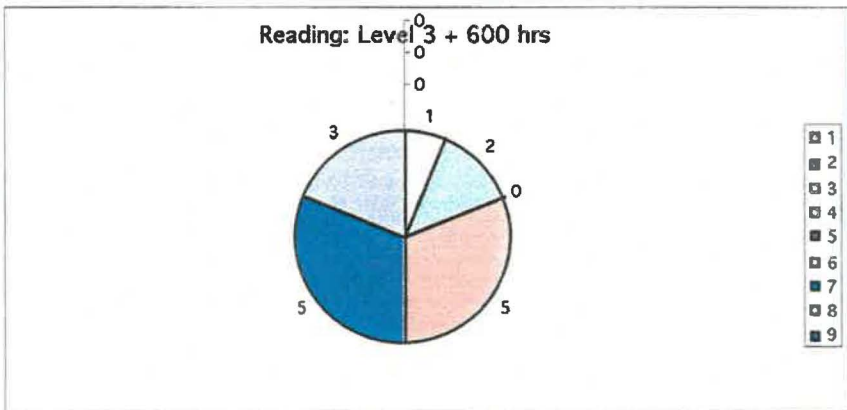


Figure 7.62K: ESOL Levels After Specified Tuition Hrs (K)

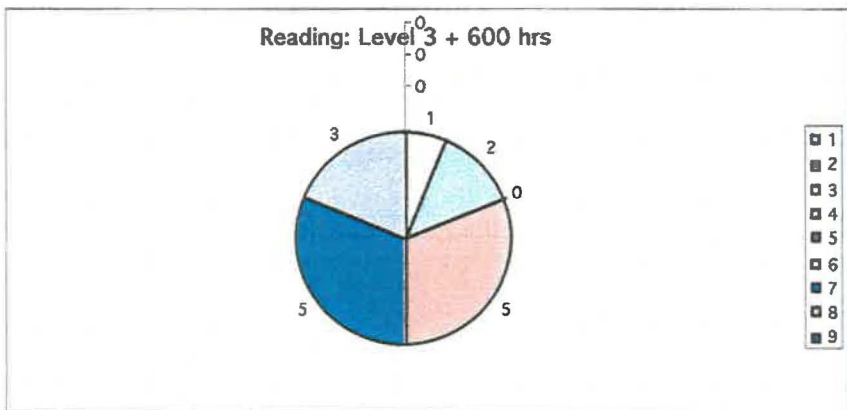


Figure 7.62K: ESOL Levels After Specified Tuition Hrs (L)

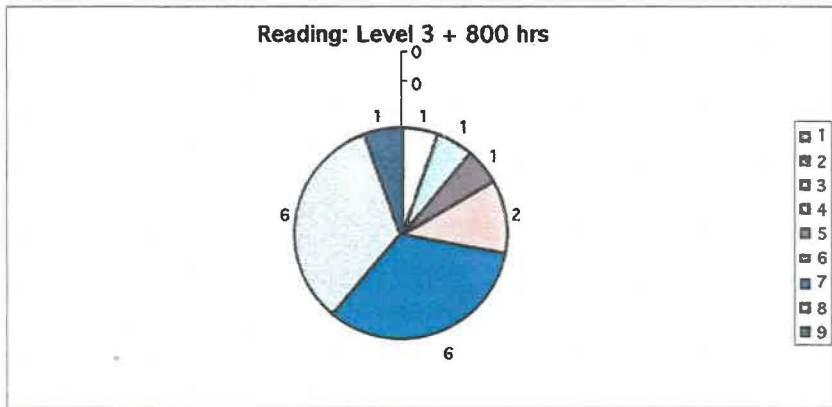


Figure 7.62L: ESOL Levels After Specified Tuition Hrs (M)

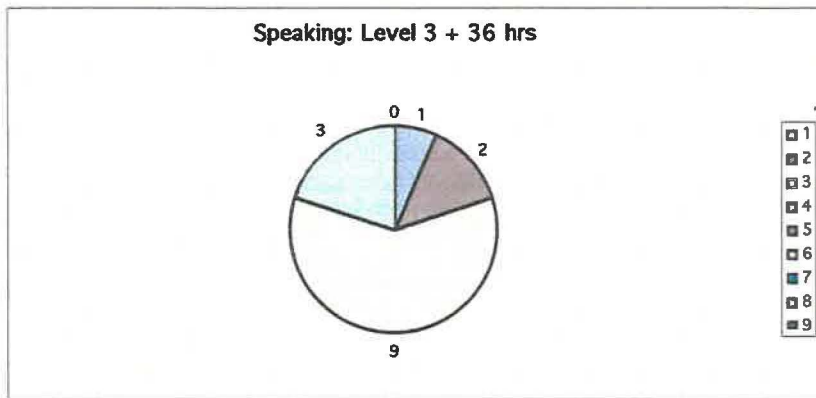


Figure 7.62M: ESOL Levels After Specified Tuition Hrs (N)

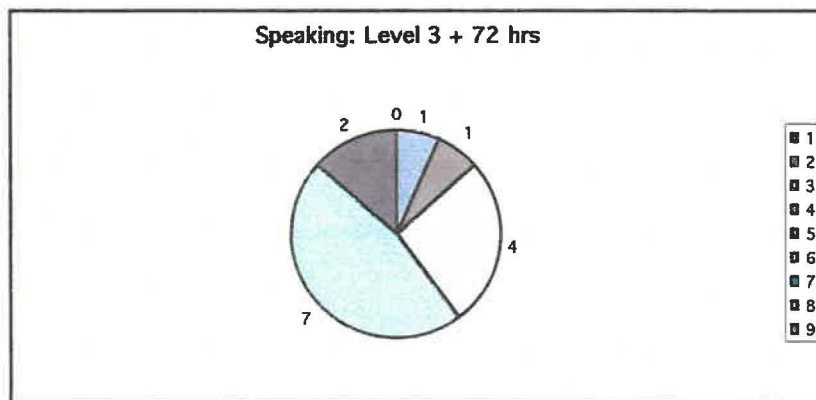


Figure 7.62N: ESOL Levels After Specified Tuition Hrs (O)

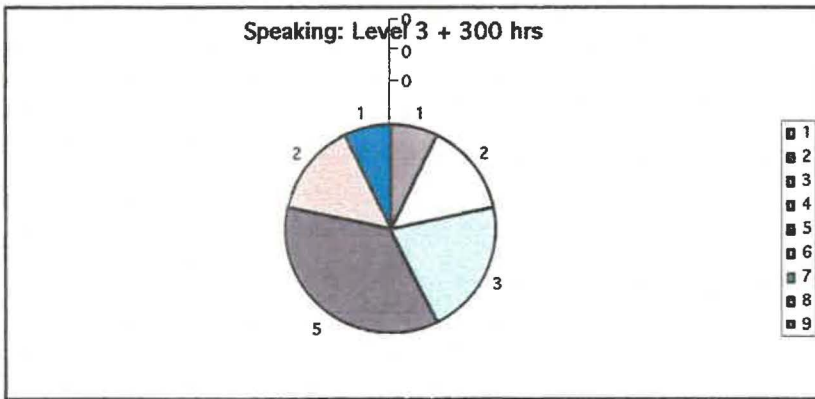


Figure 7.62O: ESOL Levels After Specified Tuition Hrs (P)

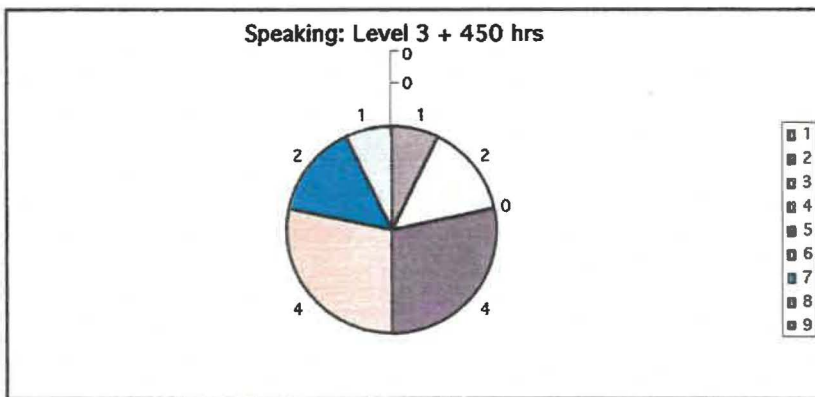


Figure 7.62P: ESOL Levels After Specified Tuition Hrs (Q)

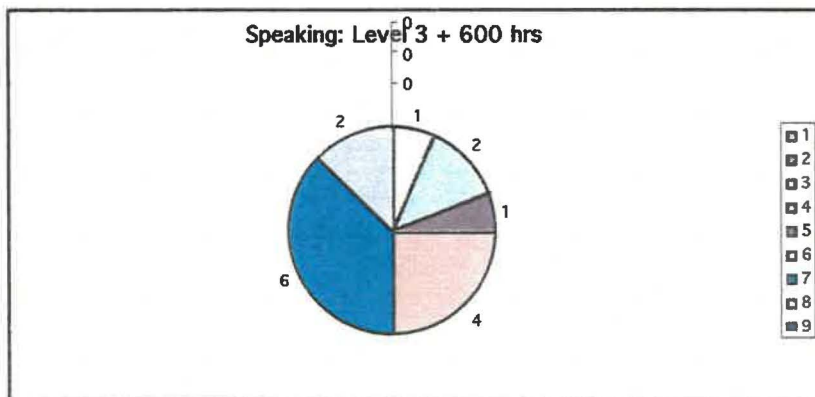


Figure 7.62P: ESOL Levels After Specified Tuition Hrs (R)

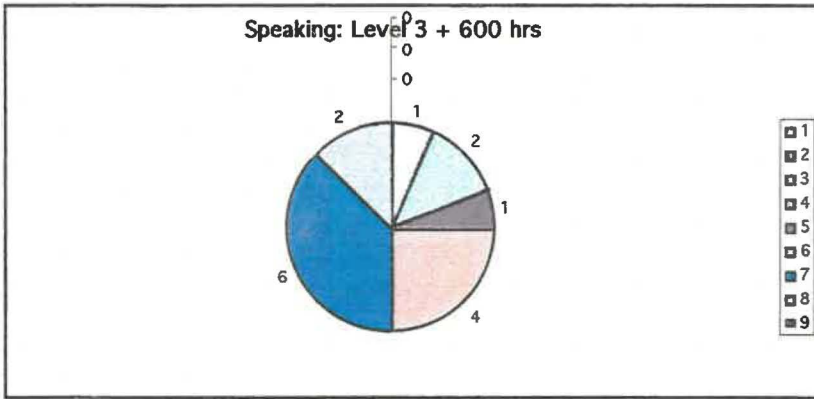


Figure 7.62P: ESOL Levels After Specified Tuition Hrs (S)

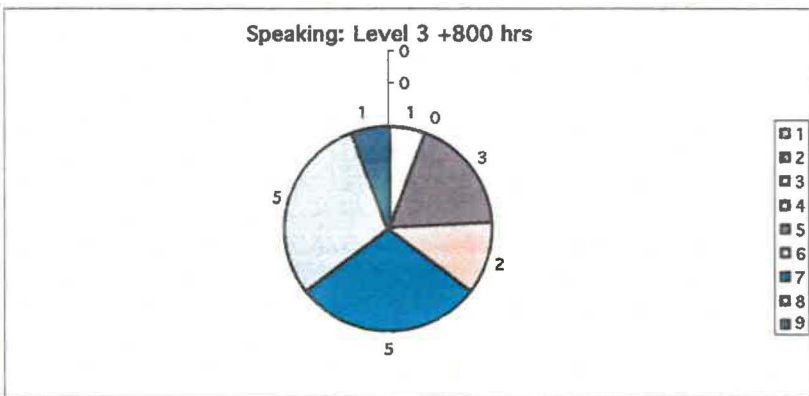


Figure 7.62Q: ESOL Levels After Specified Tuition Hrs (T)

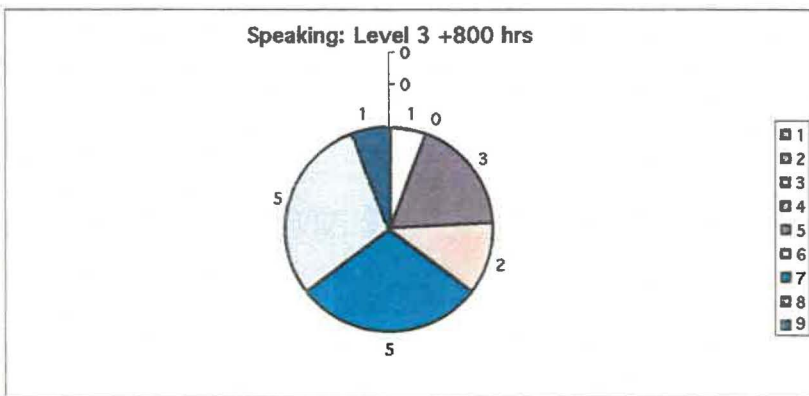
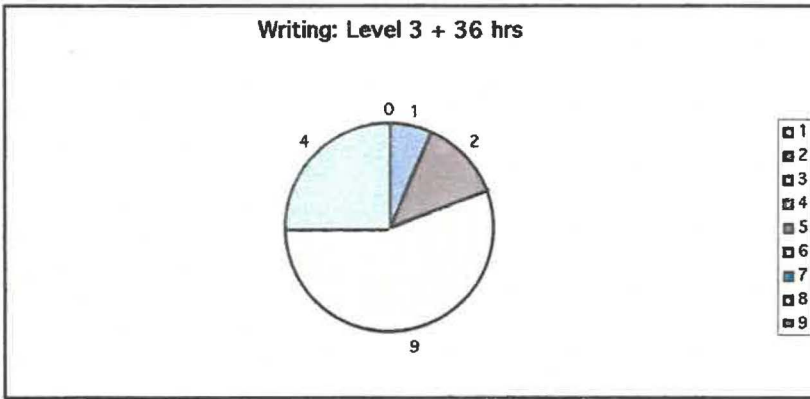
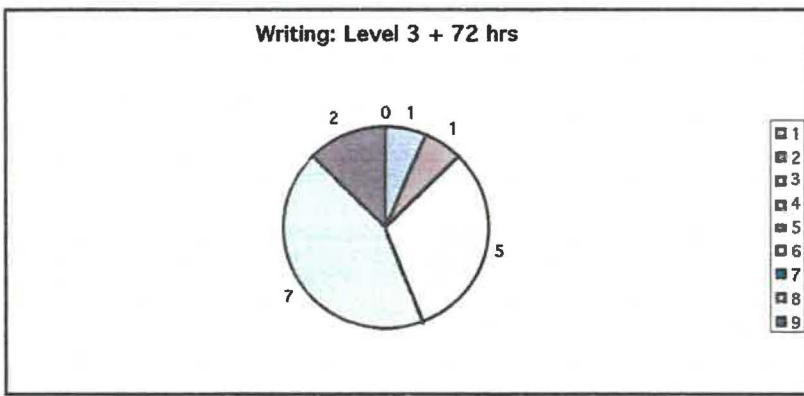


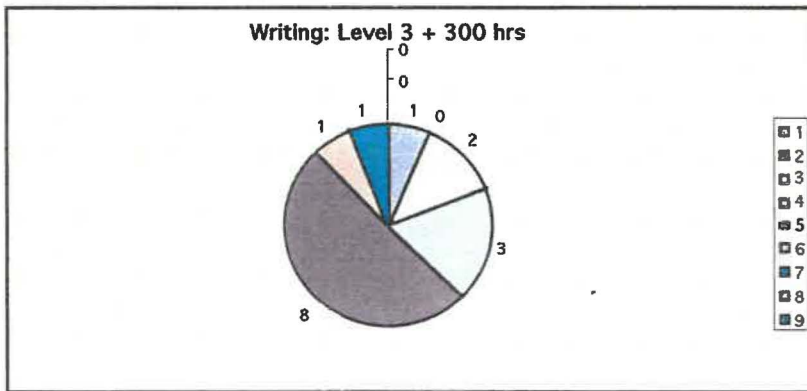
Figure 7.62R: ESOL Levels After Specified Tuition Hrs (U)



**Figure 7.62S: ESOL Levels After Specified Tuition Hrs (V)**



**Figure 7.62T: ESOL Levels After Specified Tuition Hrs (W)**



**Figure 7.62U: ESOL Levels After Specified Tuition Hrs (X)**

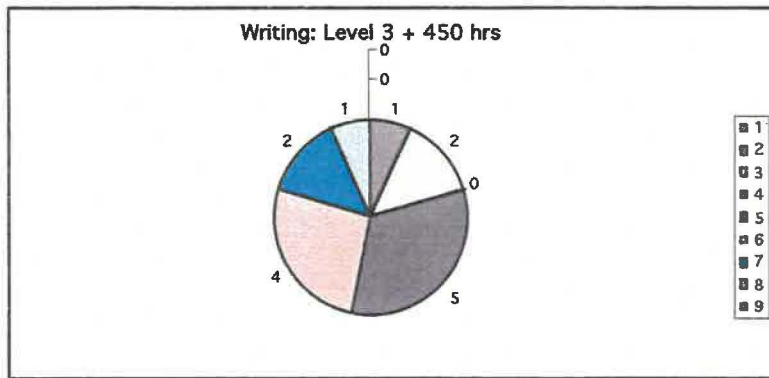


Figure 7.62V: ESOL Levels After Specified Tuition Hrs (Y)

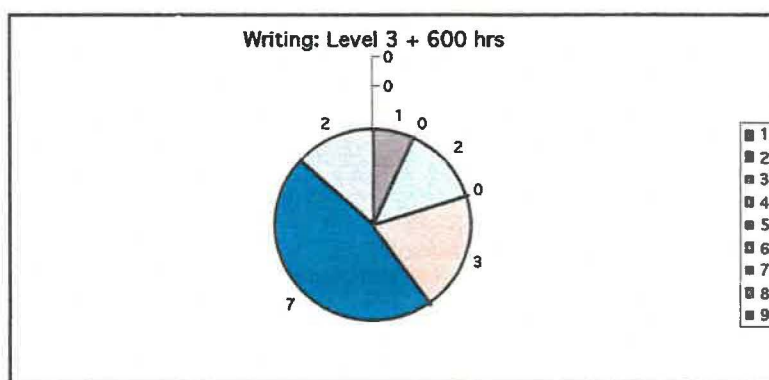


Figure 7.62W: ESOL Levels After Specified Tuition Hrs (Z)

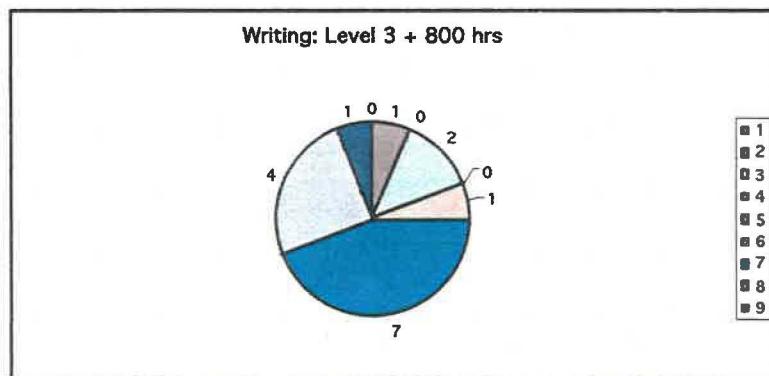


Figure 7.62X: ESOL Levels After Specified Tuition Hrs (AA)

Respondents were asked to apply a set of language descriptors (slightly adapted from those used in the IELTS test over the four skills of listening, reading, speaking and writing. There were 15 responses in this area (not all 15 completing all categories). The response pattern (number of responses at each level recorded) is recorded below:

**Table 7.16:** *Applying proficiency descriptors to Learners of English as a Second Language in Schools – Listening*

	Listening								
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Level 3 + 36 hrs	1	1	8	4	1				
Level 3 + 72 hrs	1		4	6	4				
Level 3 + 300 hrs			3	1	8	2	1		
Level 3 + 450 hrs			2	1	2	6	2		
Level 3 + 600 hrs				2	1	1	7		
Level 3 + 800 hrs				1	1	3	4	7	1

**Table 7.17:** *Applying proficiency descriptors to Learners of English as a Second Language in Schools – Reading*

	Reading								
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Level 3 + 36 hrs	1	2	6	5	1				
Level 3 + 72 hrs	1		5	5	2	1			
Level 3 + 300 hrs	1		2	2	6	1	2		
Level 3 + 450 hrs		1	3		3	4	2	2	
Level 3 + 600 hrs			1	2		5	5	3	
Level 3 + 800 hrs			1	1	1	2	6	6	1

**Table 7.18:** *Applying proficiency descriptors to Learners of English as a Second Language in Schools – Speaking*

	Speaking								
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Level 3 + 36 hrs	1	2	9	3					
Level 3 + 72 hrs	1	1	4	7	2				
Level 3 + 300 hrs		1	2	3	5	2	1		
Level 3 + 450 hrs		1	2		4	4	2	1	
Level 3 + 600 hrs			1	2	1	4	6	2	
Level 3 + 800 hrs			1		3	2	5	5	1

**Table 7.19: Applying proficiency descriptors to Learners of English as a Second Language in Schools – Writing**

	Writing								
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Level 3 + 36 hrs	1	2	9	4					
Level 3 + 72 hrs	1	1	5	7	2				
Level 3 + 300 hrs	1		2	3	8	1	1		
Level 3 + 450 hrs		1	2		5	4	2	1	
Level 3 + 600 hrs		1		2		3	7	2	
Level 3 + 800 hrs		1		2		1	7	4	1

Responses to this question can be considered in relation to what little is known about the average time it takes for students to progress through the IELTS bandscales. For example, Browne's research indicates that "continued instructional emphasis on IELTS writing task completion . . . can assist IELTS preparation students to achieve an average gain of one IELTS bandscore over a ten week course of instruction" (Browne, 1998, p. 36). The ten week course to which he refers involved students from the South-East Asian region aged between 16 and 25 years who were studying for 25 hours per week (that is, a total of 250 hours).

For the purposes of this discussion, those who set the post-tuition levels lower than the pre-tuition level are omitted. What appears to be indicated is (a) that teachers of English as a second language have, in general, unrealistic expectations in relation to the effect of tuition, and (b) that there is no consistency in terms of expectations. Thus, starting at *Level 3*, the expectations are as follows (figures below refer to number of responses in each category):

LISTENING	L3	L4	L5	L6	L7	L8	L9
After 36 hrs.	8	4	1				
After 72 hrs.	6	6	4				
After 300 hrs.	3	1	8	2	1		
After 450 hrs.	2	1	2	6	2		
After 600 hrs.		2	1	1	7		
After 800 hrs.		1	1	3	4	7	1

READING	L3	L4	L5	L6	L7	L8	L9
After 36 hrs.	6	5	1				
After 72 hrs.	5	5	2	1			
After 300 hrs.	2	2	6	1	2		
After 450 hrs.	1	3		3	4	2	2
After 600 hrs.	1	2	0	5	5	3	
After 800 hrs.	1	1	1	2	6	6	1

SPEAKING	L3	L4	L5	L6	L7	L8	L9
After 36 hrs.	9	3					
After 72 hrs.	4	7	2				
After 300 hrs.	2	3	5	2	1		
After 450 hrs.	2		4	4	2	1	
After 600 hrs.	1	2	1	4	6	2	
After 800 hrs.	1		3	2	5	5	1

WRITING	L3	L4	L5	L6	L7	L8	L9
After 36 hrs.	9	4					
After 72 hrs.	5	7	2				
After 300 hrs.	2	3	8	1	1		
After 450 hrs.	2		0	5	4	2	1
After 600 hrs.		2		3	7	2	
After 800 hrs.		2		1	7	4	1

### 7.9.12.2 Applying proficiency descriptors to students of international languages other than English

*Question 49* asked those respondents who had experience in teaching particular languages to apply the same language descriptors to an average learner who begins at *Level 0* and has either 36, 72, 300, 450, 600 or 800 hours of tuition. The aim was to determine where an average learner would be likely to be placed after a specified number of hours. The responses are set out below for listening, reading, speaking and writing in French where there were 83 respondents.

**Table 7.20: French as an International Language: Listening Proficiency Judgments Relating to Average Learner**

FRENCH	LISTENING								
	NUMBER OF RESPONSES AT EACH LEVEL								
After specified number of hours	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
+ 36 hrs	7	33	19	4					
+ 72 hrs		14	27	18	2				
+ 300 hrs			7	25	23	3			
+ 450 hrs			1	8	30	14	2		
+ 600 hrs				3	9	21	15	1	
+ 800 hrs					4	10	21	10	2

**Table 7.21: French as an International Language: Reading Proficiency Judgments Relating to Average Learner**

FRENCH	READING								
	NUMBER OF RESPONSES AT EACH LEVEL								
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
+ 36 hrs		14	26	15	4				
+ 72 hrs		1	7	26	12	5	1		
+ 300 hrs				4	9	19	12	4	1
+ 450 hrs			1	9	26	12	5	1	
+ 600 hrs				4	9	19	12	4	1
+ 800 hrs					4	9	22	9	3

**Table 7.22: French as an International Language: Speaking Proficiency Judgments Relating to Average Learner**

FRENCH	SPEAKING								
	NUMBER OF RESPONSES AT EACH LEVEL								
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
+ 36 hrs	9	40	9	11	2				
+ 72 hrs		15	3	33	11	2			
+ 300 hrs		1	9	29	16	3			
+ 450 hrs		1	0	16	28	9	1		
+ 600 hrs				5	15	19	9	1	
+ 800 hrs				2	3	15	18	6	2

**Table 7.23: French as an International Language: Writing Proficiency Judgments Relating to Average Learner**

FRENCH	WRITING								
	NUMBER OF RESPONSES AT EACH LEVEL								
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
+ 36 hrs	16	35	10						
+ 72 hrs		19	31	6					
+ 300 hrs		2	12	28	14	2			
+ 450 hrs			2	15	27	8	1	1	
+ 600 hrs				6	14	18	9	1	1

The first thing that emerges is the wide variation in judgments about the probable proficiency levels of average learners after specified numbers of hours of tuition. Thus, for example, in speaking, 15 respondents (18%) believe that average learners will be at Level 2 after 72 hours, 33 (40%) believe they will be at Level 4 and 11 (13%) believe they will be at Level 5 (with 3 at Level 3 and 2 at Level 6). Thus, proficiency judgments for speaking after 72 hours of tuition are spread over 5 levels, with the majority at Levels 2, 4 and 5.

Furthermore, after only 300 hours of tuition, 26 respondents (31%) believe that average learners will be at Level 5 or above in listening, 45 respondents (54%) believe that they will be at Level 5 or above in reading (with 36 at Level 6 or above, and 17 at Level 7 or above). Similarly, also after only 300 hours of tuition, 19 respondents (23%) believe that average learners will be at Level 5 or above in speaking and 18 (22%) believe that they will be at Level 5 or above in writing.

Comparing proficiency judgments for average learners in the four skills after only 72 hours of tuition is also revealing. Whereas 20 respondents (24%) believe that they will have reached Level 4 or above in listening, 43 (52%) believe they will have done so in reading, 46 (55%) believe they will have done so in speaking, and 6 (7%) that they will have done so in writing. Thus, respondents judge reading and speaking to be in advance of listening and all three to be considerably in advance of writing after 72 hours of tuition.

After 600 hours of tuition, the pattern changes to some extent. Here, 16 respondents (19%) judge average students to be at Level 7 or above in listening, 17 (20%) judge them to be at Level 7 or above in reading, 29 (35%) judge them to be at Level 7 or above in speaking, and 11 (13%) judge them to be at Level 7 or above in writing. Thus, after 600 hours of tuition, speaking is considered to be ahead of listening and reading. Once again, all three are judged to be considerably ahead of writing. At this stage, then, speaking is judged to have overtaken reading. Writing continues, however, to be judged to be the skill in which average learners are likely to be less competent.

The pattern for French can be compared with that for Japanese, the figures for which (57 respondents) are supplied below:

*Table 7.24: Japanese as an International Language: Listening Proficiency Judgments Relating to Average Learner*

JAPANESE	LISTENING NUMBER OF RESPONSES AT EACH LEVEL								
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
+ 36 hrs	9	14	10	4					
+ 72 hrs	1	17	17	7	3				
+ 300 hrs		1	14	14	9	3			
+ 450 hrs				14	14	5	3		
+ 600 hrs				7	16	8	3	3	
+ 800 hrs					9	14	6	2	2

*Table 7.25: Japanese as an International Language: Reading Proficiency Judgments Relating to Average Learner*

JAPANESE	READING NUMBER OF RESPONSES AT EACH LEVEL								
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
+ 36 hrs	17	21	7	2					
+ 72 hrs	6	18	13	6	1				
+ 300 hrs		7	9	10	9	2			
+ 450 hrs		1	19	8	14	4	2		
+ 600 hrs			4	9	19	9	2	2	
+ 800 hrs				5	6	10	7	1	1

*Table 7.26: Japanese as an International Language: Speaking Proficiency Judgments Relating to Average Learner*

JAPANESE	SPEAKING NUMBER OF RESPONSES AT EACH LEVEL								
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
+ 36 hrs	11	26	8	3					
+ 72 hrs	1	21	15	6	3				
+ 300 hrs			21	12	5	4	1		
+ 450 hrs			6	14	13	4	3		
+ 600 hrs				8	15	5	5	2	
+ 800 hrs				1	10	13	3	3	2

**Table 7.27: Japanese as an International Language: Writing Proficiency Judgments Relating to Average Learner**

JAPANESE	WRITING								
	NUMBER OF RESPONSES AT EACH LEVEL								
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
+ 36 hrs	22	21	1						
+ 72 hrs	7	23	13	3	1				
+ 300 hrs		7	13	14	6	2	22	21	1
+ 450 hrs		3	15	15	9	5	1		
+ 600 hrs			5	8	12	5	6	6	8

Comparing French and Japanese in relation to respondent scores for speaking reveals that after 72 hours, 46 respondents (55%) judge the average learner of French to be at Level 4 or above. For Japanese, only 9 respondents (16%) do so. After 600 hours of tuition, 29 respondents (35%) judge the average learner of French to be at Level 6 or above; 12 (21%) do so for Japanese.

**Table 7.28: French as an International Language Speaking Proficiency Judgments - Number of Responses at Each Level**

FRENCH	SPEAKING								
	NUMBER OF RESPONSES AT EACH LEVEL								
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
+ 36 hrs	9	40	9	11	2				
+ 72 hrs		15	3	33	11	2			
+ 300 hrs		1	9	29	16	3			
+ 450 hrs		1	0	16	28	9	1		
+ 600 hrs				5	15	19	9	1	
+ 800 hrs				2	3	15	18	6	2

**Table 7.29: Japanese as an International Language Speaking Proficiency Judgments - Number of Responses at Each Level**

JAPANESE	SPEAKING								
	NUMBER OF RESPONSES AT EACH LEVEL								
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
+ 36 hrs	11	26	8	3					
+ 72 hrs	1	21	15	6	3				
+ 300 hrs			21	12	5	4	1		
+ 450 hrs			6	14	13	4	3		
+ 600 hrs				8	15	5	5	2	
+ 800 hrs				1	10	13	3	3	2

Comparing French and Japanese in relation to writing (see below) shows that learners of Japanese are actually judged to have reached higher levels in writing after 300 hours than learners of French. Thus, after 300 hours of tuition, 44 respondents (53%) judge speakers of French to have reached Level 4 or above, whereas 21(37%) judge learners of Japanese to have done so. However, whereas after 600 hours, 10 respondents (12%) judge the average learner of French to have reached Level 6 or above, 25 (44%) judge the average learner of Japanese to have done so.

*Table 7.30: French as an International Language Writing Proficiency Judgments - Number of Responses at Each Level*

FRENCH	WRITING NUMBER OF RESPONSES AT EACH LEVEL								
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
+ 36 hrs	16	35	10						
+ 72 hrs		19	31	6					
+ 300 hrs		2	12	28	14	2			
+ 450 hrs			2	15	27	8	1	1	
+ 600 hrs				6	14	18	9	1	1
+ 800 hrs									

*Table 7.31: Japanese as an International Language Writing Proficiency Judgments - Number of Responses at Each Level*

JAPANESE	WRITING NUMBER OF RESPONSES AT EACH LEVEL								
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
+ 36 hrs	22	21	1						
+ 72 hrs	7	23	13	3	1				
+ 300 hrs		9	14	14	6	1			
+ 450 hrs		3	15	15	9	5	1		
+ 600 hrs			5	8	12	5	6	6	8
+ 800 hrs									

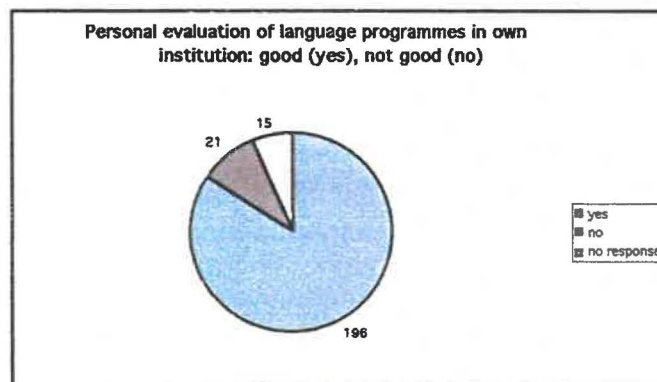
When judgements relating to the proficiency of learners are compared with teachers' self-assessments in relation to the languages they teach, it emerges that, however generous they may have been in their own self-assessments, they tend to be even more generous in their assessments of their students. Thus, for example, in relation to reading, 96% of respondents assess themselves in Spanish and French combined to be at Level 6 or above. However, they also judge 33% of average learners of French to be at Level 6 or above in

reading after only 450 hours of tuition. After 600 hours of tuition, they judge 73% to be at Level 6 or above in reading.

In assessing their own writing skills, only 24 (34%) teachers of Japanese and Chinese combined reported their level to be 6 or above. However, they assessed 50% of average learners of Japanese to have reached that level in writing after 600 hours of tuition.

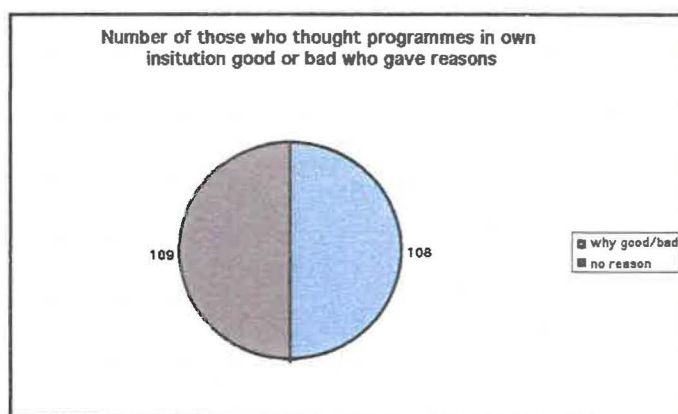
### 7.9.13 Opinions, attitudes, values and priorities

*Question 52* asked respondents to assess the quality of language learning programmes in their own institution. One hundred and ninety-six (196: 85%) respondents recorded that they believed that they were of high quality; 21 recorded that they believed that they were not. There were 15 no responses (see *Figure 7.63*).

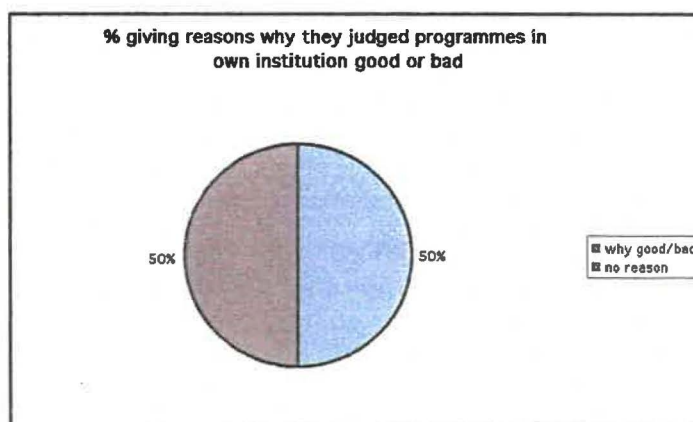


*Figure 7.63: Respondents' Evaluation of Language Programmes in Own Institution*

Of those who believed that the programmes in their own institutions were either good or not good, only half responded to *Question 56* by providing a reason or reasons for these beliefs (See *Figures 64 A* and *64 B*).



**Figure 7.64A:** Numbers Giving Reasons for Opinions about Programmes in Own Institutions



**Figure 7.64B:** Percentage Giving Reasons for Opinions about Programmes in Own Institutions

*Question 53* asked teachers to provide the criteria they used to formulate their response to *Question 52*. Here a list of nine items was provided along with an 'other' category (requiring further clarification). Respondents could select as many as they wished. The responses indicated that the main criterion used for positive evaluation of programmes was examination results (77% response rate) (see *Figure 7.65A*). However, a significant number of respondents (66%) selected either 'anecdotal evidence' and/ or 'instinct'. Additional reasons included feedback from parents, feedback from universities and comparisons with other schools (see *Figure 7.65B*).

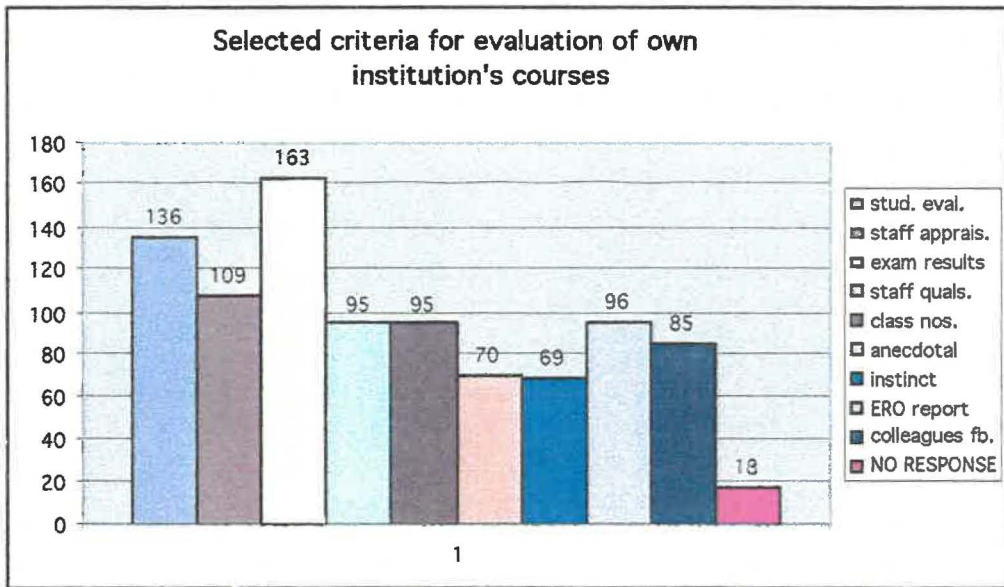


Figure 7.65A: Selected Criteria for Evaluation of Own Institution's Language Courses

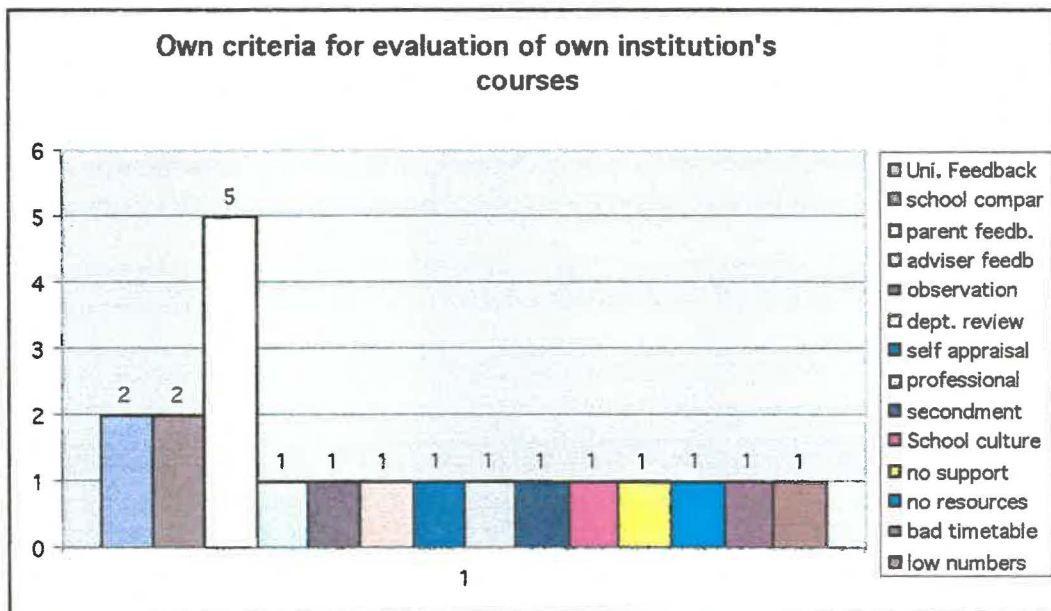
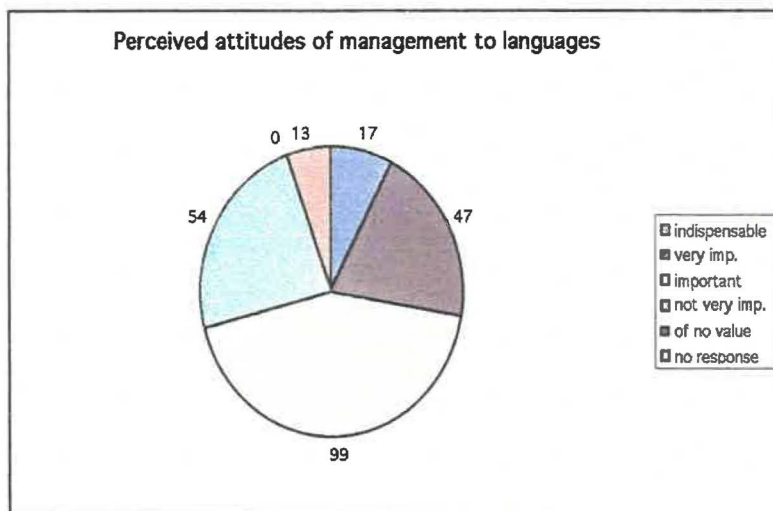


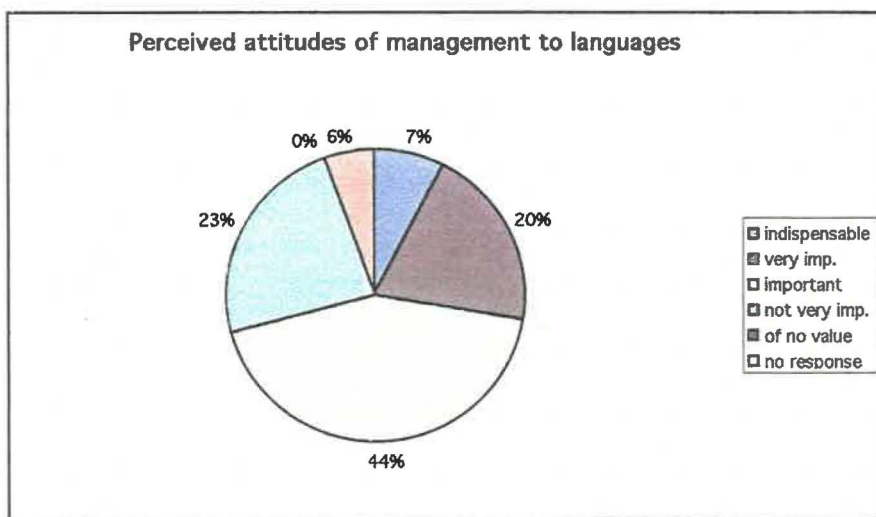
Figure 7.65B: Respondents' Own Criteria for Evaluation of Own Institution's Language Courses

Questions 54 and 55 related to perceptions of attitudes of school managers and of non-language teaching staff to languages. Each of these questions related to a five point scale from *indispensable* (1) to *of no value* (5). The majority recorded that they believed that

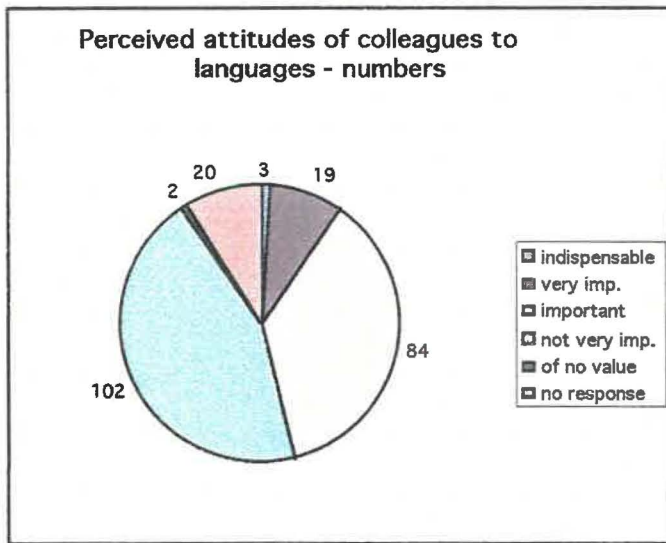
school managers regarded languages as indispensable, very important or important (75% of respondents) (see Figures 7.66A and 7.66B). However, 46% of respondents recorded that they believed that their own colleagues regarded languages as not very important (see Figures 67A and 67 B).



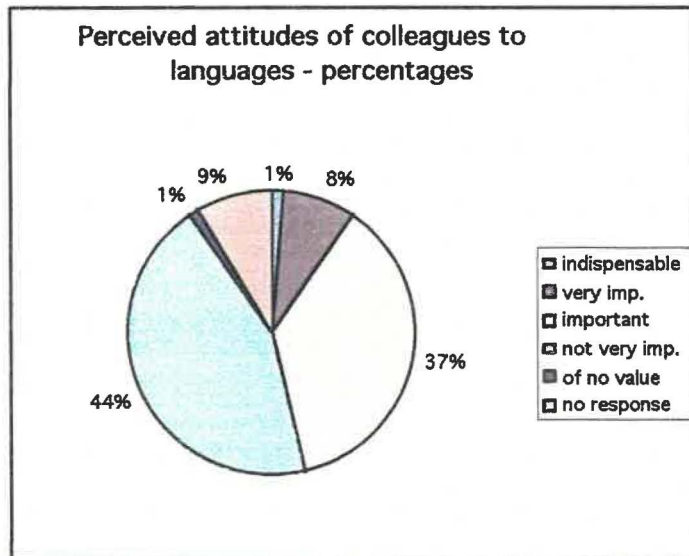
**Figure 7.66A:** Perceived Attitudes of School Management to Languages – Numbers



**Figure 7.66AB** Perceived Attitudes of School Management to Languages – Percentages



**Figure 7.67A: Perceived Attitudes of Colleagues to Languages - Numbers**

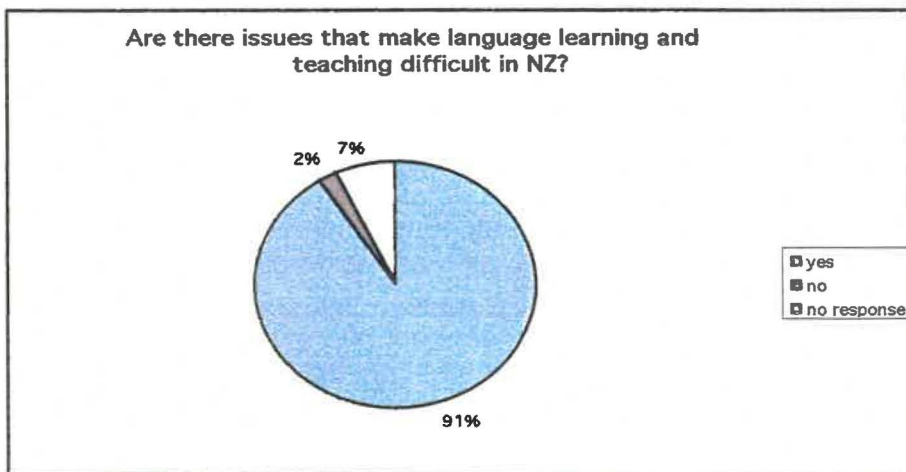


**Figure 7.67B: Perceived Attitudes of Colleagues to Languages - Percentages**

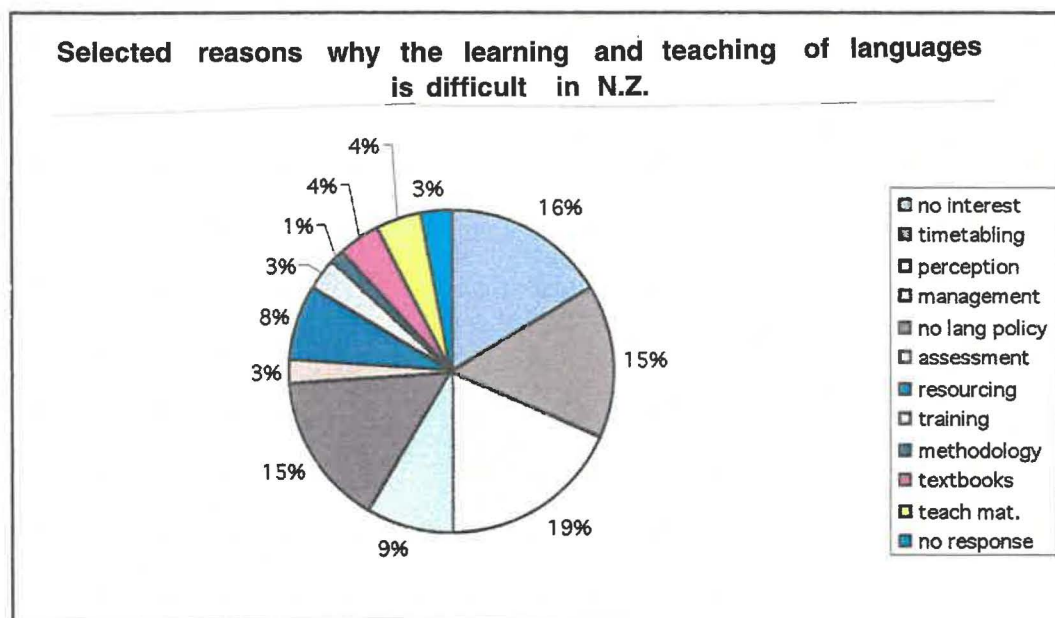
Questions 56 and 57 related to whether respondents considered there to be issues that made language learning and teaching difficult in New Zealand institutions and, if so,

what the issues were. There were eleven selections here of which any number could be chosen. These was also an opportunity to list issues that they regarded as relevant but that were not included in the eleven listings. Ninety-eight percent (91%) of respondents believed that there are such issues, the most important of these being 'community perceptions of language' and 'a general lack of interest in languages', followed closely by 'a lack of a national languages policy' and 'timetabling issues' (see *Figures 7.68A and 7.68B*). Other issues that were raised were:

- . crowded curriculum (3);
- . introduction of technology (4);
- . the New Zealand attitude to education (1);
- . New Zealand's geographical isolation (6).



**Figure 7.68A:** *Issues that Make Language Learning and Teaching Difficult - yes/no*

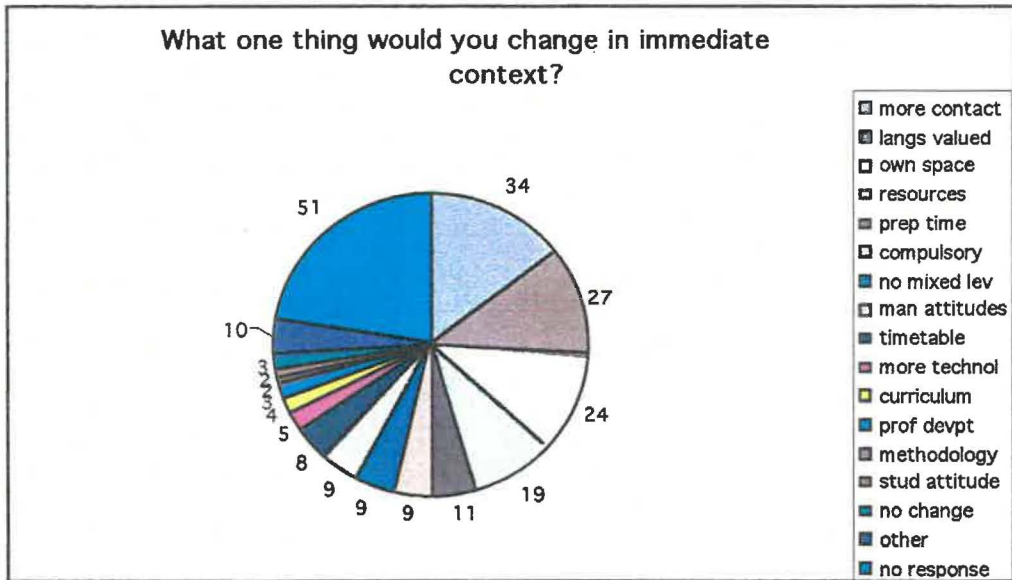


*Figure 7.68B: Difficulties of Learning and Teaching of Languages in New Zealand – Selected Reasons*

A large number of respondents (83) saw a major issue as being the fact that languages were included in the national curriculum, along with English, within a single essential learning area: *language and languages*. Thus, because schools include English in their curriculum, they need not include any other subject under the heading of *language and languages*. Furthermore, several respondents (20) said either (a) that students perceived languages to be difficult, or (b) that they believed that it was easier to get an A Bursary in other subject areas.

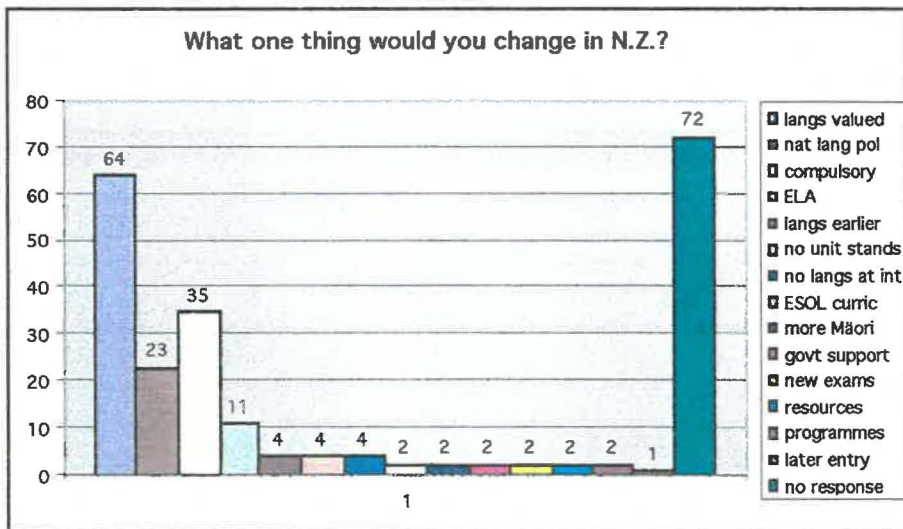
*Question 60* asked respondents what one thing they would change in the immediate context in which they teach language if they could. The responses are recorded in *Figure 7.69*. Although no listed suggestions were provided in relation to this question, a considerable numbers of respondent (34) recorded that they would wish to have more teaching contact time with their students. A slightly lower number (27) recorded that they would want to see the importance of languages being acknowledged. One respondent recorded that the best thing to do was to "tow New Zealand into the

Mediterranean". Another wanted "to be regarded as being worth as much as a maths teacher".



**Figure 7.69:** *The One Thing Respondents Would Change in the Immediate Environment*

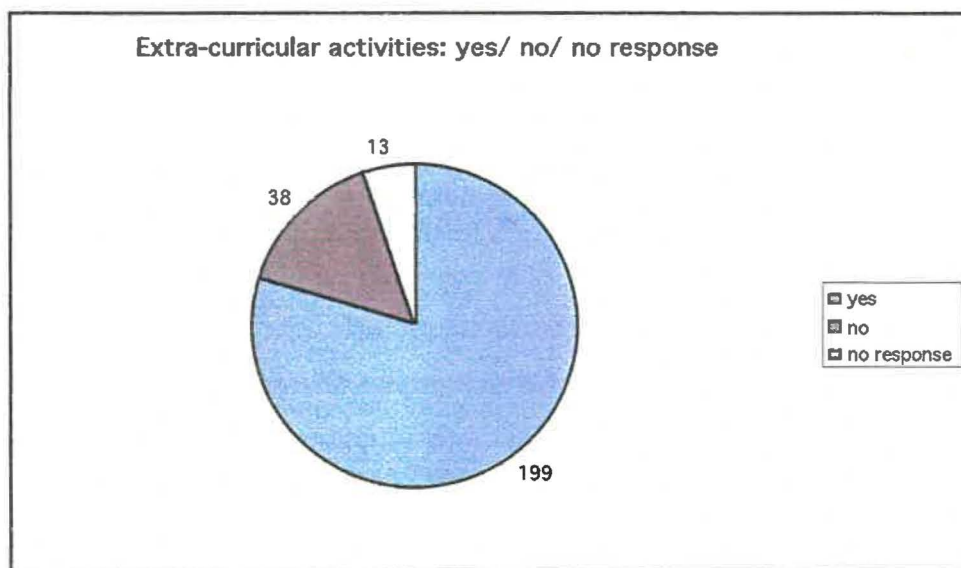
Question 61 asked what one thing respondents would change in the New Zealand environment. Once again, there were no listed choices. The largest number of responses (64) related to attitudes to, and perceived values of, language learning (see Figure 70).



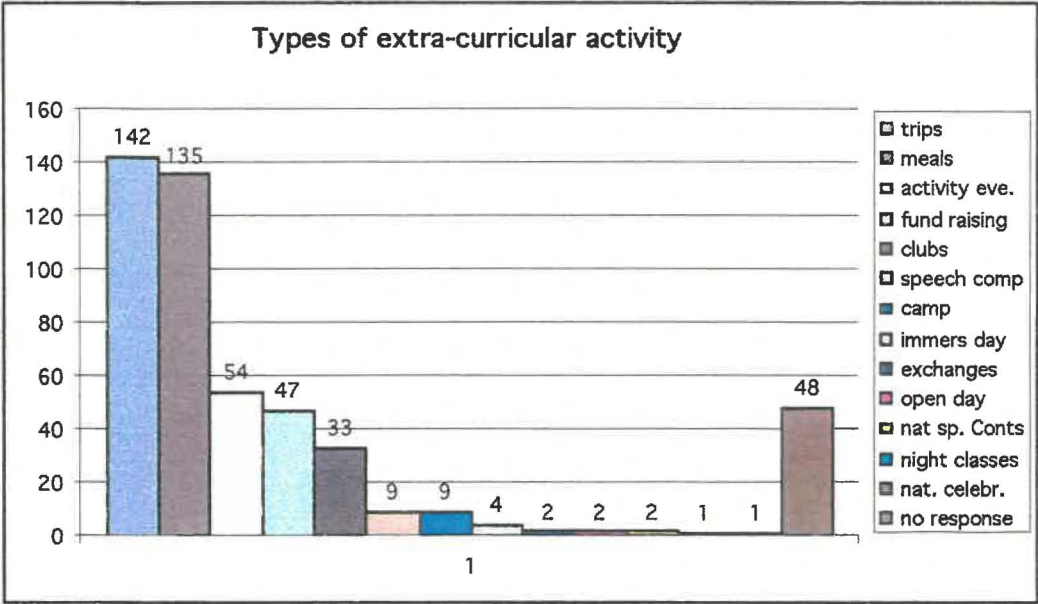
**Figure 70:** *The One Thing Respondents Would Change in the New Zealand Environment*

### 7.9.14 An extra dimension

Language teachers often have to work extremely hard in order to maintain programme viability. For this reason, two of the questions (*Questions 58 and 59*) asked about extra-curricular activities. There were 13 non responses to this question. Of the remaining 217, 92% reported being involved in extra-curricular activities associated with language teaching. Of the list of five activities provided, the most common were 'trips' (142 responses) and 'meals' (135 responses). Respondents were also involved in activity evenings (54 responses), fund raising (47 responses) and language clubs (33 responses). The responses are indicated in Figures 7.71 A and B.

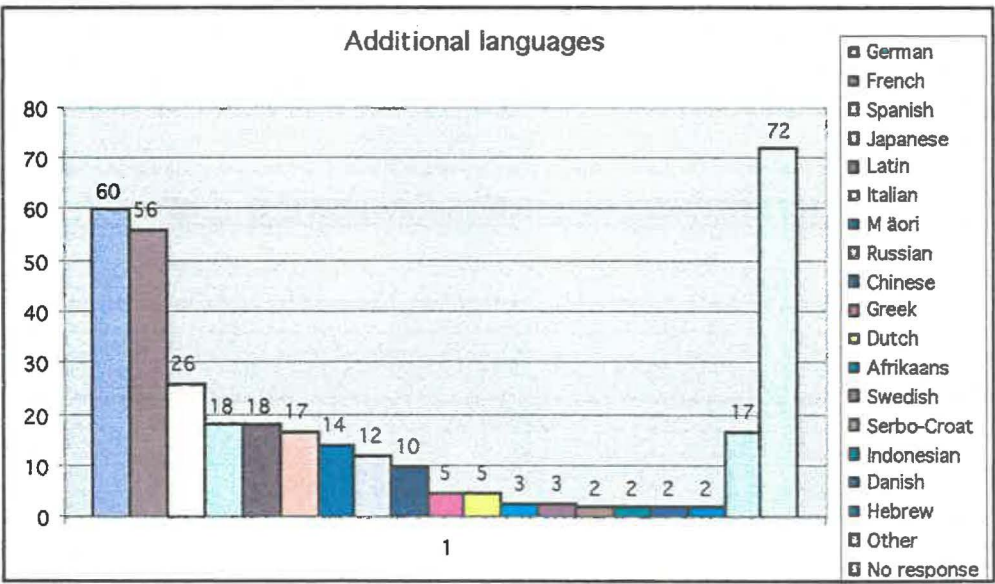


**Figure 7.71A:** *Extra-curricular Activities - yes/ no/ no response*



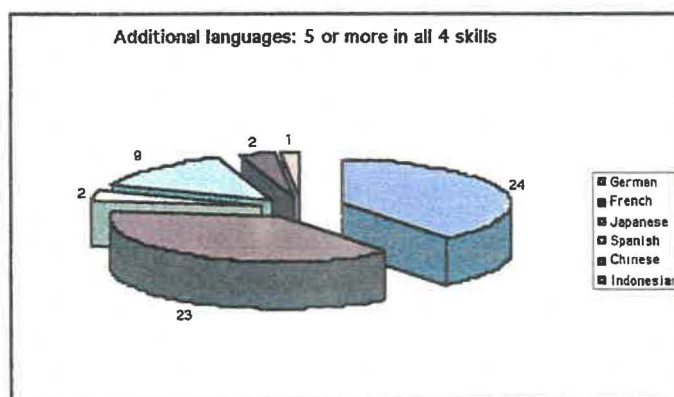
**Figure 7.71B: Types of Extra-curricular Activity**

In addition to being asked about the languages they teach, respondents were asked about their additional language abilities. Of the 230 respondents, 157 reported speaking one or more languages that they did not currently teach. The response pattern is indicated in *Figure 7.72*.



**Figure 7.72: Additional Languages Spoken but not Taught**

Of those who recorded having some level of proficiency in languages currently available in the New Zealand curriculum, 61 assessed themselves as having a proficiency level in all four skill areas of 5 or higher. However, only 30 assessed themselves as having a proficiency level over the four skills of 6 or above (see *Figure 7.73*).



**Figure 7.73:** *Additional Languages Spoken but not Taught at Level 5 and Above over all Four Skills in Own Proficiency Assessment*

On the assumption that teaching in the secondary school system would normally be associated with proficiency levels of at least 5 and above (normally 6 and above), it appears that the unused language resources may be less significant than is sometimes believed in language teaching circles. However, an equally important resource may be the number of potentially available language teaching hours that are unused within the New Zealand system.

Finally, participants were asked (*Question 62*) to add any other comments they wished to make. Just over half (133) chose not to comment. The comments of the remaining 97 respondents were varied. The most common (50 respondents) related to the questionnaire itself. Of these, 7 referred to the difficulty of some of the questions (one observing that it 'felt like a test') and 33 objected to some aspect or aspects of the questionnaire, in particular its length and the searching nature of some of the questions. However, 10 respondents observed that they were pleased to see research being done in

the area of language teaching and learning. The remaining comments can be classified according to the following categories where a selection of comments by individual respondents is listed.

**i) The value of learning language**

Capital could be made of the fact that learning a foreign language improves your vocabulary and understanding in your own language.

I believe that it is essential that every New Zealander feel a need to learn another language: 5.6 billion people do NOT have English as their L1.

I believe there needs to be a Government down push for languages in the interests of better equipping young New Zealanders for the world job market whether they use the language they have learnt directly or not.

Languages need a higher profile and need to be valued more in society in general.

**ii) Resources and textbooks**

We should encourage New Zealand writers to put together a good New Zealand-based mixed skill language resource for use in intermediate and secondary schools.

It is difficult to find appropriate resources. Not enough time for preparation. Not enough support from NZQA and the Ministry. Examinations change regularly.

Availability of Spanish textbooks in this country is appalling. Between the time you order books and the time they send you a few a couple of months later then the publisher takes the book off the market. Teaching Bursary Spanish in only two years is an extremely difficult job, especially when the bursary Spanish examination is so antiquated that it still has a grammar section in it.

Our biggest problem today is the lack of support from the Ministry and the lack of good texts which match the syllabus.

### **iii) Training**

I was not adequately trained at teachers' college. The teaching practice of the teaching diploma was invaluable but the other stuff was pretty useless. It's a shame we are constantly competing against other languages to boost numbers.'

Languages as an academic subject are being introduced to students by unqualified teachers at primary and intermediate schools and burning out enthusiasm before high school where they would strike qualified experts.

Government policy seems to be to introduce the languages strand at Intermediates cheaply.

I'm a primary school teacher, not a language teacher. However, since I have qualifications in foreign languages, I've been able to teach French at Year 8 level.

I think teacher training has improved since my time.

We need more courses to encourage oral fluency.

I do not know what training would have prepared me for the job I'm in now. I feel I have learnt on the job.

I think that languages teachers are better at teaching than those in other subject areas.

### **iv) Māori language**

The attitude of the majority of New Zealanders to te reo Māori is abhorrent.

Our school is one of some 80 or so now in the country who are termed kura kaupapa Māori. So this issue is of great importance to us that our language survive and grow.

A full time Māori teacher should be 0.7 to be able to deal with the other jobs as well.

#### **v) Curriculum problems**

There seems to be a neglect in New Zealand of learning the rules for language use (like grammar) and this shows in the low literacy in our country.

The advisory officers are never available. The curriculum document is poor.

Co educational schools are struggling to offer languages- hard for kids- numbers are small-combined classes - lots of options to choose from.

Languages seen as not a 'real' or important subject.

One difficulty facing languages is that parents especially do not perceive them as useful.

#### **vi) Timetabling issues**

Year 9 students have 7 weeks allocated to the study of a language (French). If they choose it as an option in years 10 and 11, they will have to cover the rest of the three year syllabus in 2 years, if those who did French in the 1<sup>st</sup> 7 weeks of their Year 9 can remember anything.

Curriculum area issue is a big one. Maths, science, English, te reo are compulsory, therefore important.

Impossible to teach senior students at two levels at once in a purely communicative method in a science classroom with passes in Bursary the ultimate objective.

### **vii) Policy/examination/assessment issues**

The great strength of the New Zealand language teaching is the passion of the teachers for their subject and, in general, their high degree of competency. The greatest weakness is the lack of a national languages policy which assures languages of a 'valued' place in the curriculum and provides new learners with a solid foundation on which to proceed to higher levels. 'Taster' courses are counter-productive. The biggest challenge is how to maintain the initiatives begun in Years 7 and 8 so that learners don't arrive at Year 9 with a 'been there done that' mentality.

Government funding for languages is needed so that small classes can still be run.

HOD languages can rarely aspire to anything more than 2 Management units.

Scaling UB German has a devastating effect on those wanting to continue with the subject.

I think School Certificate and Bursary are too demanding in languages - they are correctly perceived as being more difficult than in other subject areas.

I find the marketing aspect and the competitive aspect of having to compete for students extremely off putting.

I cannot see that unit standards are useful for language assessment.

In using the descriptors to apply to teenage students, I find that their level 7/8 is nowhere near the level I apply to my own competence. Compared with them, I'm off the scale! But their level would be 'good' 'very good' or 'expert' given their comparative inexperience in the native speaker environment.

### **viii) Workload**

In order to achieve good examination results one must continue to exert pressure on pupils which necessitates exerting constant pressure on ourselves.

Time is the word that one hears often. We would all be better teachers if we had more time to prepare our lessons and to read and study the literature that arrives constantly in one publication after another. Constantly we are being faced with new assessment methods.

The workload associated with the new curriculum and unit standards is too demanding of my time.

#### **ix) Isolation**

It's great fun learning new languages with your students, but remoteness puts you very much on your own.

Along with art and music specialists, language teachers, particularly outside the main centres, suffer from isolation.

I find teaching ESOL a very isolating experience. The staff would like a 'pill' that could be given to ESOL students so that they had instant English.

Some of the comments on the questionnaire itself are listed below:

I hope this will not be a regular type of survey! There are already many of these done by other institutions that repeat these questions (Mostly annually!) eg Japan Foundation, NZCTE, NZJLTA.

I have found this survey rather academic and theoretical. It does not address any of the concerns and issues in our school e.g. the retention rate ie no pupils, no class, no job. Associated with the retention rate are issues like the attractiveness/perception of our subject in relation to other subjects in the school in the eyes of management and in the community.

This is a comprehensive and demanding questionnaire. In very few countries would it be considered reasonable to ask someone to do this without at least a gift in recognition of time wasted.

What feedback will we get for our efforts?

Bits of this felt like a test.

With the paperwork now required in teaching and a general lack of time, surveys like this one should be avoided!! I hope it serves a very useful purpose.

I would like to see the outcome of your research please.

This novel was far too much and consumed lots of precious time. Next time make it shorter or give remuneration. This took a good 8/9 hours to read carefully and reply. Time better spent preparing school work. Time which I didn't really have to spare. My family time was compromised.

What is happening with the results of the survey? Will we get the results?

We found this questionnaire an onerous and time consuming task. We hope our time and efforts bear some fruit in producing something positive for the study of languages in New Zealand.

I feel that to expect a full-time language teacher to answer such a detailed questionnaire in his/her holidays to be expecting way too much. We need to recharge, rest, relax and do other 'normal' activities during this time to enable us to cope with the stress of modern secondary teaching. Nevertheless, thank you for soliciting my opinion on these matters. This questionnaire is not really user-friendly and assumes too much ranking of answers.

I spent three hours filling this in.

### 7.10 Summary

The majority of language teachers who responded to the questionnaire are female (77%) and over 40, with 30% being over 50. There are very few (14%) teachers under 30. When this is seen in the context of falling rolls in language classes, it raises questions about the ability of the modern language teaching profession in New Zealand to maintain its current level of operation in the future. Almost half of those who recorded their language teaching hours are currently teaching languages for 15 hours or fewer each week. Most of the respondents currently teach only one language and, in terms of their own proficiency assessment in languages other than those they currently teach, it seems that few of them would be in a position to take up opportunities for teaching other languages should these opportunities present themselves. In terms of self-assessment of proficiency in those languages they currently teach, the majority of those teaching European languages place themselves in the top third of proficiency scaling (good, very good or expert user). One exception to this is Spanish (a language that was introduced into New Zealand schools comparatively recently). Here, there is a wider spread of reported proficiency levels, with a significant number below band 5 (modest user). The majority of those teaching Asian languages place themselves in bands 5 (modest user), 6 (competent user) and 7 (good user).

Almost all of the respondents have teaching qualifications that are recognised for teacher registration purposes, the only exceptions being three respondents, each of whom had had a short, intensive course in teaching English as a second/ foreign language. A large number of the respondents occupy positions of special responsibility, with 40% heading departments. Almost a fifth (19%) are, or have been, *School Certificate* or *Bursary* examination markers and 10% have been *School Certificate* or *Bursary* examiners. Almost all (92%) report being involved in extra-curricular activities relating to language.

Although the respondents recorded having had, on average, 14 days of language related in-service provision throughout their teaching careers, a quarter appear to have had none at all. Those who recorded their views on the in-service provision they had had were, in general, satisfied with its quality. However, 35% of respondents reported that they felt that their pre-service teacher training did not prepare them adequately for their teaching jobs. In the area of curriculum, however, two thirds of respondents reported themselves to be well prepared or adequately prepared, with a slightly higher number reporting that they felt well prepared or adequately prepared in the area of methodology. Although testing and evaluation, technology and language maintenance feature most frequently as essential or very high priority in-service training requirements, 101 of the respondents included curriculum in this category 90 included syllabus implementation and 85 included methodology.

Fewer than a third of the respondents (31%) report that a communicative methodology is favoured in their institutions and the same percentage report favouring it themselves. The percentage who themselves report favouring grammar translation (11%) is only slightly lower than the percentage (13%) who report that grammar translation is favoured in their institutions.

When asked to identify three syllabus types on the basis of syllabus segments, only 9 respondents did so accurately in all three cases. However, when responses were ranked in relation to acceptability rather than strict accuracy, this number rose to 33. Of the 33, 48% had qualifications in teaching English as a second language and most of the others had a teaching qualification from the same New Zealand institution. When asked what should be included in a language syllabus, the majority of those who responded to the question did not select cohesive devices, genres, relations or notions and fewer than half (49%) did not select functions. Of those who made selections, 22% omitted grammar and 9% omitted vocabulary.

Only 13% of respondents reported finding Ministry of Education curriculum documents designed for use at the levels they teach to be either not very useful or of no use. A very

large majority (89%) of respondents reported that they used textbooks. However, only 3 respondents expressed any enthusiasm for their current textbooks in relation to the extent to which they were perceived as being appropriate for the syllabus or curriculum.

A large majority of respondents reported using formative (91%) and summative (92%) assessment. The most commonly used type of formative assessment appears to be the vocabulary test (180 respondents selected this category). This is, however, followed closely by listening (167 responses), writing (165 responses), speaking (150 responses) and reading (143 responses) tests. Few of the teachers recorded entering their students for language examinations other than those available within the New Zealand secondary schooling system. The most popular choice of examination here was the Australian National Bank Languages Certificate. Although 85% of respondents were satisfied or more than satisfied with the prescriptions for *School Certificate* examinations, a lower percentage (67%) were equally satisfied with the prescriptions for *Bursary* examinations.

Respondents were asked to indicate their main objectives in relation to the teaching of languages. Increasing language proficiency (182 positive responses) came slightly ahead of cultural considerations (179 positive responses). Oddly, however, whereas 182 respondents included in their main objectives *increasing language proficiency*, only 144 included *helping students to be better language users*.

Respondents were asked to rate different approaches to teaching languages to students in different age ranges. The responses indicated that students from 13 - 16+ are more likely to have form-focused teaching included in their programmes than are younger students. Whereas 64% of respondents believed that a focus on meaning and form was effective (categories 1 & 2) in relation to students in the 9 - 12 age range, a considerably higher percentage reported believing it to be effective in the 13 - 15 (84%) and 16+ (88%) age ranges.

There are very considerable differences among respondents in relation to their perceptions of average proficiency gains. Overall, however, they appear to have

unrealistic expectations in relation to the expected proficiency gains of average students with, for example, 8 out of 14 respondents believing that average learners of English as a second language will increase their proficiency in reading by 1 (five respondents), two (2 respondents) or three (1 respondent) bands after 72 hours of tuition. In assessing average proficiency gains in French after 300 hours of tuition (from zero), 26 respondents (31%) reported that average learners would be at Level 5 or above in listening and 45 respondents (54%) reported that they would be at Level 5 or above in reading (with 36 at Level 6 or above, and 17 at Level 7 or above).

The majority of respondents reported believing that language programmes in their own institutions were good. This judgment related largely to success in examinations.

In the final section of the questionnaire, the focus moved to perceptions of the ways in which languages are viewed by those who are not language specialists. Although 75% of respondents believed that school managers had a positive approach to languages, almost half (46%) reported believing that their colleagues considered languages to be not very important. Almost all of the respondents (98%) believe that there are issues, the most frequently mentioned being negative community perception of languages, that make the teaching and learning of languages particularly problematic in New Zealand.

## CHAPTER 8

### PROFILING STUDENTS OF INTERNATIONAL LANGUAGES IN NEW ZEALAND: THE STUDENT OF GERMAN AS AN EXAMPLE

#### 8.1 Introduction

Teachers of international languages in New Zealand schools were the focus of attention in *Chapter 7*. Here, attention is focused on students.

A questionnaire-based study relating to second languages in New Zealand which was conducted over a four year period in the mid-late 1970s (reported in 1980), devotes a small section to 'foreign languages and the universities' (Bancroft, 1980, pp,195-227). This section of the study (a) describes language and language-related offerings in universities in New Zealand, and (b) summarises opinions offered by tertiary students on a range of affective issues relating to the teaching and learning of languages. These issues include:

- . reactions to the teaching methodologies they have experienced at both secondary and tertiary level;
- . opinions about which languages should be taught and learned in the New Zealand educational system; and
- . thoughts about careers where languages could be a useful resource.

While this part of the study is interesting, it provides very little data from which significant conclusions can be drawn. There is, for example, no discussion of the proficiency achievements of tertiary students. Nor is there any evaluation of the programmes offered by tertiary institutions. Although universities are indirectly criticized, there is no discussion of the relationship between the language and language-related programmes offered in universities and the students' self-assessments

of their needs. Thus, in conducting the studies reported here, an effort was made to collect the type of information that might go some way towards addressing some of those issues that have been raised by earlier research.

The original intention was to gather data from students of a number of international languages in terms of (a) C-Test scores at various different educational stages, and (b) their attitudes, opinions and self-reported motivations in relation to language learning.

It was clear from the outset that it would not be possible, in terms of the time available, to conduct a longitudinal study. Nevertheless, if sufficient numbers of students were surveyed, it might be possible to make useful inferences. In particular, it would be useful to compare the C-Test scores of students who had recently completed *Bursary* examinations with the C-Test scores of students at various stages in the tertiary education system in New Zealand and, in addition, to compare these scores with the scores achieved by those university students in Europe who had been previously surveyed using the same tests (Coleman, 1994, pp. 217 – 237).

In the event, the vast majority of those who agreed to participate in this part of the research were involved in the learning of German. It was therefore decided to focus exclusively on students of German rather than, as originally intended, on students of French, German and Japanese. Thus, this chapter reports on the results achieved in a German C-Test by 278 New Zealand based students of German. It also reports on the questionnaire responses of 468 New Zealand based students of German. All of these students were surveyed early in 2000.

The C-Test administered was the same one that had been used previously in a major European study (Coleman, 1994, pp. 217 – 237) and the questionnaire was an adapted version (adapted to suit the circumstances of New Zealand based students) of the one used in that study . A copy of the questionnaire is attached as *Appendix 11*. The letter introducing the C-Test and questionnaire is attached as *Appendix 12*.

## 8.2 General background

In 1994, Coleman (pp. 217 – 237) reported on a programme of experiments which were coordinated by the University of Portsmouth with the collaboration of the Universities of Duisberg and Bochum. In these experiments, C-Tests were administered to a number of students of modern languages in a number of universities in the United Kingdom. These students were also asked to complete a questionnaire so that language competence could be correlated with a range of other factors, including personality, attitude and motivation. This research, in which the focus was initially on language teaching and assessment in British universities, was regarded as being urgently required in order to determine whether students in different universities who started from different baselines achieved comparable levels of competence on completion of their degree studies. If this proved not to be the case, determination of those factors that influenced differential rates of progress would be of considerable significance (p. 219). Furthermore, the results might provide some important insights into the value of the approaches to language testing adopted in British universities, something that was judged to be of considerable potential significance in view of the fact that (a) large numbers of foreign language students attend these institutions, and (b) the institutions themselves appear to rely on “a few narrow, subjective, non-unidimensional forms of assessment” so that “questions might legitimately be asked about the validity, the reliability and the economy of traditional university methods of language testing” (p. 220). In addition, given that some studies (Dyson 1988; Willis et al, 1997) have suggested that there is considerable value in study abroad and work abroad programmes, it would be useful to have more specific information about the advantages that might be associated with these programmes (p. 220).

There is, in the United Kingdom (and elsewhere) a detectable division between those who specialise in teaching ‘content’ (e.g. literature or area studies) and those who teach language (Coleman and Parker, 1992, pp, 5 – 16; Coleman and Rouxville, 1993, pp, 5 – 20). Whereas the former “have been rewarded with research funding”, the activity of those who teach language “is being increasingly deprofessionalised”. In fact, language

teaching is “frequently carried out either by subject specialists who have neither the training nor the desire to teach language, or by part-time staff” (Coleman, 1994, p. 220). Anecdotal evidence suggests that specialists in modern languages in universities may have little knowledge or understanding of language acquisition research. A small-scale, informal, pre-pilot study conducted by Coleman (1994, p. 221) provides some support for this anecdotal evidence. Thus, for example, only two of the thirty tertiary staff who were asked to define ‘face validity’ did so accurately (p. 221). In the area of professional language teaching competence, there is no reason to suppose that those who teach in New Zealand universities are significantly different from those who teach in universities in the United Kingdom.

### **8.3 The origin and development of C-testing**

The C-Test, which was developed by Raatz and Klein-Braley (Klein-Braley, 1994a & 1994 b) at the University of Duisburg, is “a test of reduced redundancy similar to the cloze test.” In the C-Test, however, the second half of every second word is deleted from the second sentence on. The C-Test “works on the principle that the better your knowledge of the language, the less linguistic information you actually need to be able to construct the meaning of an utterance” (Coleman 1994, p. 217). It is “easy to construct, quick to administer, easy and unambiguous to score, and highly reliable” (p. 218). In this respect, “the test is unrivalled in providing a snapshot of a learner’s general competence in a foreign language” (p. 219).

Within the scope of relatively large-scale experiments which are intended to disrupt day-to-day learning activities as little as possible and are not intended to provide diagnostic information, the C-Test has a great deal to recommend it, particularly as it is a test-type that has been studied exhaustively as a research tool (see, for example, the summaries and bibliographies in Klein-Braley 1994a & 1994b). Of particular importance so far as this research is concerned is the fact that C-Tests have been found to provide an accurate

measure of that dimension of language proficiency referred to by Bachman (1990) as 'operational competence'. That is, according to Raatz, Klein-Braley and Mercantor <<http://www.uniduisburg.de/FB3/ANGLING/FORSCHUNG/HOWTODO.HTML>>: visited 30 July 2000), it provides an accurate measure of subjects' ability to control such elements as (a) inter-sentential morphology, lexis and syntax, (b) intra-sentential cohesion, and (c) rhetorical organisation of texts as a whole.

#### 8.4 The C-Test selected

The German C-Test selected for use here is one of those supplied by Dr Grotjahn of Bochum University for use in a 1993 experiment involving students of French, German, English, Spanish and Russian. The German C-Test was used in Portsmouth and Duisburg and administered to students in secondary schools, further education colleges and universities.

A French C-Test was piloted as the first stage of a United Kingdom programme of experimentation designed to "further define the usefulness (reliability, validity, practicality, difficulty prediction) of C-Tests in a number of languages" and to "use the C-Test to support investigations into university language learning and testing" (Coleman, 1994, p. 222). The results "confirmed the C-Test, and the particular texts used, as being highly reliable . . . providing excellent discrimination across a range of abilities, including the most advanced" (p. 223). Of particular interest in terms of concurrent validity is the fact that "the C-Test does seem to provide similar results to the overall A-level grades" achieved by candidates who sat A-level examinations set by the *University of Cambridge Local Examinations Syndicate*. A significant correlation was also detected between C-Test scores and (a) the overall coursework mark, and (b) the global mark for all coursework and examinations in the case of a group of intermediate students at Portsmouth University (pp. 229- 230). Overall, the C-Tests "proved very reliable" and "highly discriminatory even for advanced learners". All of these findings were subjected to further scrutiny in the context of an October 1993 research programme in which

subjects completed both a C-Test and a purpose-designed questionnaire, the questionnaire focussing on “age, sex, institution, course, language background and qualifications, motivation, attitudes, expectations, personality” and “the learners’ own evaluation of their linguistic competence and metalinguistic knowledge” (p. 232). Within this context, the following conclusion was reached in relation to the value of the C-Test approach:

Testees must apparently call on their entire language processing competence to restore the missing endings; it relies (though not exclusively) on authentic texts; it works with native-language, second-language and foreign-language speakers; it is economical in time, staff hours and money since it is easy to construct, administer and score; it has excellent reliability and concurrent validity; it is objective, allowing exact scoring (cloze tests may be ambiguous, with a range of ‘acceptable’ answers); it includes a range of items, typically 100 to 125 gaps in five superitems, thus not favouring a particular topic and providing items which are, taken together, syntactically representative; it is integrative; it provides a rapid overview of overall proficiency, and is therefore ideal for placement or as a research tool; it can be automated; it is norm-referenced, with good discrimination, especially where texts are pre-tested; it discriminates better than cloze for advanced homogeneous groups (pp. 217 – 218).

There are, however, some disadvantages with this type of testing. These relate largely to the physical structure and appearance of the test. Thus:

The task is inauthentic, with little face validity and arguable content validity; there is no oral/ aural or interactive element; it provides little information on specific areas, so is less useful for aptitude, diagnostic, or process testing, and has little teaching value; there is a danger of unhelpful backwash if widely used; it is unclear what procedures learners are using. . . [and] it is unclear exactly what is being tested (p.218).

Raatz, Klein-Braley and Mercantor (<[http://www.uni-  
duisburg.de/FB3/ANGLING/FORSCHUNG/HOWTODO.HTML](http://www.uni-<br/>duisburg.de/FB3/ANGLING/FORSCHUNG/HOWTODO.HTML)>: visited 30 July 2000) suggest that the negative aspects of face validity in relation to C-testing are reduced when the C-Test is used in combination with other well-developed language tests such as multi-choice tests. Furthermore, they indicate that the face validity of the C-Test improves with use as students become more familiar with this test format.

### **8.5 Background to the experiment**

In the context of this New Zealand-based study, it was important to find a validated proficiency instrument that would be economical (in terms of time and money) to administer. The C-Tests used by Coleman (1996) and his team for an extensive UK and European language research programme offered a potential solution to this problem and permission was therefore sought (and given) for use of these tests. The C-Test is not recommended for students who have a relatively low level of second language learning experience. This meant that it would be unsuitable for second language learners in secondary schools, where there would be considerable potential for negative washback. For this reason, the original intention to include secondary school students in this part of the research programme was abandoned.

A number of staff members in New Zealand university departments teaching French, German, and Spanish were invited to collaborate in the survey and testing process. Each was asked to dedicate one hour of student class time at each level offered to the process. During this time, pre-*Stage I* level students (beginner and intermediate level learners) would, if they agreed, complete the questionnaire only and post-*Stage I* level students would complete both the questionnaire and the C-Test. The letters introducing the C-Test are included in Appendix 12. Five German Departments agreed to participate as did one

Spanish Department. There was, in addition, a conditional response from one French Department. After some attempted negotiation (in relation to the question of research ethics), the French Department was excluded from the project on the grounds that the time required to gain approval would be likely to lead to a considerable delay in reporting on the project as a whole. Furthermore, if students of French in only one New Zealand university were included, there was a danger that the anonymity of that institution (and possibly also of some of the students) could not be adequately protected at the reporting stage. For the same reason, it was decided not to include the students of Spanish whose Department had agreed to participate. In the event, therefore, only students of German were involved. It is possible, however, that more widespread research along the same lines can be conducted at some point in the future.

It was decided that the testing should take place as early as possible in the academic year. In this way, students who had very recently joined *Stage I* classes could be said to be at approximately University *Bursary* level (or equivalent). Similarly, students who had recently joined *Stage II* classes would either (a) have completed a post-*Bursary* (*Stage I*) year at university, or (b) have, in some cases, exceptionally good *Bursary* examination results. Students beginning *Stage III* classes would have completed *Stage II* German at university. Students joining *Stage IV* classes would have completed *Stage III* university study.

Questionnaire forms and C-Test scripts were sent to each university involved at the beginning of the academic year, the same point in the year chosen for the UK and European study (Coleman 1996, pp. 139-140). The C-Test scripts were independently marked by a colleague of the researcher. Each was subsequently checked for accuracy. Each university department involved was then provided with an analysis of the data relating to its own students.

## 8.6 General introduction to the questionnaire results

Overall, 278 students of German in five New Zealand universities participated in the C testing and responded to the questionnaire. A further 109 students completed the questionnaire only. The total population was therefore 387 students. At each level, there were some students who provided only partial information or who chose not to complete some questions. For this reason, in the reporting relating to some questions, reference is made to fewer students than the overall number who participated. In order to provide for consistency and comparability, results have therefore been reported as percentages of the number of responses to the particular question under consideration.

The C-test were conducted at the beginning of the New Zealand academic year. Therefore students reported as being at a particular stage (e.g. *Stage 1*) were at the beginning of their studies at that stage. Thus, *Stage 1* students are those who have the equivalent of a New Zealand University *Bursary* pass and *Stage 2* students are those who have passed *Stage 1* examinations (or equivalent). It is important that this be borne in mind in interpreting the C-Test scores.

### 8.6.1 Gender and level of study (participating students of German in five New Zealand universities)

The following table summarises gender and level of study for the 387 students involved in this questionnaire and testing process.

*Table 8.1: Students completing the questionnaire by level, number, and percentage*

	<b>Male</b>	<b>Percentage</b>	<b>Female</b>	<b>Percentage</b>	<b>Total</b>	<b>Percentage</b>
<b>Beginner</b>	82	17.5	108	23.0	190	40.5
<b>Stage I</b>	38	8.1	107	22.8	145	30.9
<b>Stage II</b>	12	2.5	45	9.6	57	12.1
<b>Stage III</b>	14	2.8	40	8.5	54	11.5
<b>Stage IV</b>	5	1.0	17	3.6	22	4.7
<b>Total</b>	<b>151</b>	<b>32.3</b>	<b>317</b>	<b>67.7</b>	<b>387</b>	

At every level in the New Zealand universities involved in this project, German is studied by considerably more female than male students.

Although it may be that some students chose not to participate in the research, the results are indicative. Student numbers appear to decrease sharply after *Stage I*. At that point, the retention rate appears to remain level until *Stage IV* when there is another, albeit less significant, decline in numbers. The decline in numbers at this level is almost certainly due to the fact that many students choose to leave university at the end of their undergraduate degree.

Across the five universities, a significant number of the students who participated (40.5%) are pre-*Stage I*. This could be accounted for in part by the fact that the number of secondary schools choosing to offer German as part of their curriculum is declining (see *Chapter 3*).

*Table 8.2* reports on the participants in relation to date of birth. Students born before 1975 are grouped together in the final column. The highest percentage of participants was born in 1981. Figures for *Stage I* students are a significant factor in this. A relatively high proportion of beginner level students were also born in 1981. A significant percentage (11.3) are aged over 25, with a clustering of over 25s at beginner level. Many of these students are male.

*Table 8.2:: Year of Birth of Students of German in New Zealand Universities by Level and Percentage*

	1983	1982	1981	1980	1979	1978	1977	1976	1975	Other
<b>Beginner</b>	0.2	3.3	8.8	8.0	6.0	6.0	2.4	1.5	1.1	6.0
<b>Stage I</b>	0.4	8.0	11.1	4.2	1.7	2.0	0.6	0.2	0.4	2.8
<b>Stage II</b>			3.1	3.7	2.0	1.1	0.2	0.4	0.8	1.3
<b>Stage III</b>			0.6	2.4	5.3	1.3			0.2	0.6
<b>Graduate</b>				0.4	0.6	1.5				0.4
<b>Total</b>	<b>0.6</b>	<b>11.3</b>	<b>23.7</b>	<b>18.8</b>	<b>13.7</b>	<b>12.0</b>	<b>3.3</b>	<b>2.2</b>	<b>2.6</b>	<b>11.3</b>

The data from the section of the questionnaire (*Section A, Question 4*) relating to the overall course of study of students of the participants proved difficult to quantify for a number of reasons and so is not reported in the context of a summary Table. The first of those reasons relates to the considerable number of possible combinations of subjects and courses of study across universities in New Zealand. While the majority of students surveyed indicate that they are following a basic BA programme, others are combining a BA degree with another qualification thus (a) seeking to secure a wider base for subsequent employment, and/or (b) maintaining a variety of academic interests. The difficulties of providing a summary of the information provided in response to this section of the questionnaire are, however, primarily related to the fact that many respondents either (a) provided very little information, or (b) provided information in a form that was difficult to interpret. This would need to be borne in mind in any future extension of this aspect of the research.

In the same section of the questionnaire, students were asked to indicate their major subject or subjects. Once again, many students either (a) failed to complete this section fully, or (b) provided information in a form that was difficult to interpret. It was therefore decided to report only on those students who indicated that they were majoring in German. While certainly only indicative, these figures indicate that students who continue with German at the higher levels are likely to be those who are majoring in German. Even so, only 23% of the respondents indicated that they are majoring in German. It appears, therefore, that the majority of those who study German in New Zealand universities view the language as making a contribution to an overall educational plan rather than as the primary focus of study (see *Table 8.3* following).

**Table 8.3: Percentage of Students Majoring in German by Level, Number and by Percentage**

	<b>Number studying German</b>	<b>Number majoring in German</b>	<b>Percentage majoring in German</b>
<b>Beginner</b>	190	9	4.7
<b>Stage I</b>	145	31	21.0
<b>Stage II</b>	57	24	42.0
<b>Stage III</b>	54	31	57.0
<b>Stage IV</b>	22	13	59.0
<b>Total</b>	<b>468</b>	<b>108</b>	<b>23.0</b>

In the majority of cases, New Zealand students who study German as part of a degree programme appear to major in other subjects. The motivational factors for choosing to study German will be discussed in more detail later.

Table 8.4 below reports on the relationship between students' level of study of German and their year of study at university.

**Table 8.4: Year of University Study Relative to Stage of German Courses by Level and by Number**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Other</b>
<b>Beginner</b>	89	47	26	28	1 (staff)
<b>Stage I</b>	102	28	6	6	
<b>Stage II</b>	8	39	6	3	1 Pt time
<b>Stage III</b>	0	12	28	6	
<b>Stage IV</b>	0	0	8	19	
<b>Total</b>	<b>199</b>	<b>126</b>	<b>74</b>	<b>62</b>	<b>2</b>

**8.6.2 Cultural and linguistic background (participating students of German in five New Zealand universities)**

Students responding to the questionnaire were asked to indicate their nationality, (*Question 6*), the first language spoken by their mother (*Question 7*) and father (*Question 8*), and their own first language (*Question 9*). In addition, they were asked to indicate whether they still used their first language when communicating with their parents and relations (*Question 10*). Although *Question 10* could be constructed in a way that would provide more subtle discrimination, it nonetheless does indicate the extent of first language maintenance among non-English speaking background students studying in an English-speaking country. Information relating to these sections of the questionnaire is presented in *Tables 8.5 and 8.6* following. Further information is also provided in *Tables 1, 2, 3 and 4 of Appendix 13*.

New Zealand has an increasingly diverse multi-cultural population profile. In addition, there is an increasing number of international students and students who have dual nationality studying at all levels within the New Zealand education system. This is reflected in the profile of the respondents. Thus, 19.4% reported either (a) having dual nationality, or (b) being foreign students. Thirty different nationalities were represented (see *Table 8.5* following).

**Table 8.5: Percentage of Foreign or Dual Nationality among the Respondents**

	<b>Number of foreign or dual citizenship students studying German</b>	<b>Percentage of foreign or dual citizenship students studying German</b>
<b>Beginners</b>	48	25.2
<b>Stage I</b>	21	14.4
<b>Stage II</b>	11	19.2
<b>Stage III</b>	9	16.6
<b>Stage IV</b>	2	9.0
<b>Total</b>	<b>91</b>	<b>19.4</b>

While by far the highest proportion of students in the questionnaire group have parents who speak English as their first language, a significant number have either one or both parents who are from a non-English speaking background. While it is not possible to tell, on the basis of the data gathered from the questionnaire, the number of students who come from families resident in New Zealand, it is interesting to note that there are 24 different languages spoken by the respondents' mothers and 23 different languages spoken by the respondents' fathers (see *Tables 2 and 3 in Appendix 13*).

Among the respondents, 26 different first languages are represented. These languages are indicated in *Table 4 of Appendix 13*. Most respondents for whom English is not a first language indicated that they use their first language when communicating with parents and relations. A future survey might usefully distinguish between residents and non-residents and between those born in New Zealand and those born elsewhere. *Table 8.6* below reports on data relating to first language maintenance.

**Table 8.6 :** *Respondents' First Language Maintenance by Number (excluding English)*

	Yes	No
<b>Beginner</b>	34	3
<b>Stage I</b>	16	1
<b>Stage II</b>	9	0
<b>Stage III</b>	7	2
<b>Stage IV</b>	2	0

**8.6.3: C-Test Results: an overview of the German language proficiency (participating students of German in five New Zealand universities)**

In all, 278 students took the German C-Test. *Table 8.7* below indicates the number of students at each stage who were tested alongside the percentage these represent of the total test population. In this Table (and all others) , *Stage IV* refers to those students who

are studying at post-Stage III level. Students in this category may already have finished a first degree, be completing a first degree or be undertaking graduate study.

**Table 8.7: Total Number of Students Tested by Number and Percentage of Total Group.**

	<b>Number</b>	<b>Percentage</b>
<b>Stage I</b>	144	51.4%
<b>Stage II</b>	60	21.4%
<b>Stage III</b>	54	19.2%
<b>Stage IV</b>	22	7.8%
<b>Total</b>	<b>280</b>	<b>100</b>

**Table 8.8: Gender of Students Tested by Level, Gender, Number and Percentage.**

	<b>Male</b>	<b>Percentage</b>	<b>Female</b>	<b>Percentage</b>	<b>Total</b>	<b>Percentage</b>
<b>Stage I</b>	38	8.1	107	22.8	145	30.9
<b>Stage II</b>	12	2.5	45	9.6	57	12.1
<b>Stage III</b>	14	2.8	40	8.5	54	11.5
<b>Stage IV</b>	5	1.0	17	3.6	22	4.7
<b>Total</b>	<b>69</b>	<b>24.8</b>	<b>209</b>	<b>75.1</b>	<b>278</b>	

In Table 8.9 below, the mean at each stage of each of the university groups tested is reported. With respect to the stringent conditions of privacy legislation in place in New Zealand, and in line with an undertaking by the researcher, no individual institution is identified

**Table 8.9: C-Test Scores - Means at Each Stage and in Each Institution Expressed as Percentages.**

	<b>Stage I</b>	<b>Stage II</b>	<b>Stage III</b>	<b>Stage IV</b>
<b>University 1</b>	35.0	36.4	51.1	65.4
<b>University 2</b>	29.9	45.5	66.3	54.9
<b>University 3</b>	35.0	31.4	54.2	73.9
<b>University 4</b>	25.3	40.0	34.2	53.2
<b>University 5</b>	28.7	44.3	52.2	54.8

The overall mean for the C-Test at each level is reported in *Table 8.10* below.

**Table 8.10:** Means for C-Test Scores by Stage and Nationally.

	Mean
Stage 1	29.5
Stage II	40.0
Stage III	51.2
Stage IV	60.4
<b>Overall</b>	<b>38.4</b>

What is clear from these test results is that there is a positive shift in mean from one stage to another. However, it is difficult to draw significant conclusions from a comparison of scores in successive years given that this is a cross-sectional rather than longitudinal study the students at each level are part of a different level cohort. Even so, however, a comparison of the range of grades at each level as reported in *Table 8.11* following does appear to yield significant information.

**Table 8.11:** C-Test Grade Spread for Each Stage and Overall (percentages)

	Grade spread
Stage 1	0-60
Stage II	0-89
Stage III	0-88
Stage IV	0-82
<b>Overall</b>	<b>0-89</b>

From these grade ranges, it is clearly not possible to give any indication of a 'normal' score range within which a *Stage I, II, III* or *IV* student studying German at a New Zealand University might be expected to perform. Moreover, it is evident that there are some *Stage I* students who are scoring in the same range as students studying at *Stage IV*. Equally, there are some students (*Stage IV* students, for example) whose scores appear to be singularly unimpressive in terms of the stage at which they are studying.

Based on this evidence, the current notion of 'Stages' of study is worth examining. The system in place in New Zealand universities requires that students progress through Stages of study, and many universities retain a system of course credits to establish a 'major' in a subject or subjects which then allows for the award of a degree. A first year student, for example, commonly studies papers at *Stage I*, and a second year student commonly studies papers at *Stage II* and so on. While there is some attention to the recognition of prior learning and some attempt to place students in classes which correspond to their level of proficiency, there are considerable problems associated with the system as a whole. Thus, for example, a student with a high level of proficiency, who, on entry to university is placed in, for example, a *Stage II* class (without being given any official credit for being sufficiently proficient to omit *Stage I*) finds him or herself without a full range of language acquisition courses to take for a degree. If entry to university language acquisition courses at each Stage were to be based on pre-determined national proficiency benchmarks, and rigorous proficiency testing were to underpin the award of credit at each Stage, there would be a greater degree of consistency, coherence and transparency in the provision of language acquisition courses across the country. A comparison with equivalent results for UK students of German (Coleman, 1996a, p. 182) reveals differences in mean C-Test scores at each level and overall. Because *Stage III* results are not available for UK students, this level has not been included here.

**Table 8.12:** A Comparison of C-Test Scores of NZ and UK Students

	<b>Stage I</b>	<b>Stage II</b>	<b>Grad/Stage IV</b>	<b>Overall</b>
<b>UK students tested</b>	44.5	47.5	65.5	50.1
<b>NZ students tested</b>	29.5	40.0	60.4	38.4

The largest difference in the overall proficiency mean (15.0) is at the Stage I level. The other levels show a difference of 7.5 and 5.1 respectively, with an 11.7 difference nationally. Based on this group of C-Test results, New Zealand students of German tend to have an overall lower level of proficiency than their UK counterparts on entry to

tertiary study. The difference is less pronounced at Stage II level and is further reduced by graduate or Stage IV level. Overall, New Zealand students of German have a significantly lower level of proficiency than UK students.

#### 8.6.4 Respondents' contact with Germany and German-speaking countries

In *Questions 11,12,13* and *14*, participants were asked to indicate whether they had visited Germany, the number of times they had been there and how long they had spent there. They were also asked to outline the circumstances of their visit/s. *Tables 8.13, 8.14* and *8.15* following report on the data relating to these questions,

**Table 8.13: Percentage of Students who have Visited Germany at Each Level and Overall**

	Yes	No	No response
<b>Beginner</b>	35	65	0
<b>Stage I</b>	66	27	7
<b>Stage II</b>	77	16	7
<b>Stage III</b>	77	22	1
<b>Stage IV</b>	81	18	1
<b>Total</b>	<b>57</b>	<b>40</b>	<b>3</b>

Given the distance between New Zealand and Germany, it is significant that more than half of the respondents reported having visited the country, or have visited a neighbouring country where German is spoken.

**Table 8.14: Number of Visits to Germany by Percentage at Each Level and Overall**

	<b>Once only</b>	<b>Up to 5</b>	<b>More than 5</b>
<b>Beginner</b>	54	31	15
<b>Stage I</b>	69	26	5
<b>Stage II</b>	65	30	5
<b>Stage III</b>	62	38	0
<b>Stage IV</b>	31	63	6
<b>Total</b>	<b>62</b>	<b>32</b>	<b>6</b>

Overall, the greatest percentage of students have made only one visit to the country. Not surprisingly, the exception to this is that group of students who are either completing a degree or who have begun post-graduate studies.

**Table 8.15: Reasons for Visit to Germany or German-speaking Country by Percentage at Each Level**

	<b>Exchange</b>	<b>Holiday</b>	<b>Family circumstances</b>	<b>Other eg (work)</b>
<b>Beginner</b>	31	52	3	14
<b>Stage I</b>	63	25	10	2
<b>Stage II</b>	49	19	13	19
<b>Stage III</b>	72	13	6	9
<b>Stage IV</b>	61	28	0	11
<b>Total</b>	<b>55</b>	<b>28</b>	<b>8</b>	<b>9</b>

The greatest number of students who have visited Germany (or another German-speaking country) overall have done so under the auspices of an exchange system of some sort. Additional comments added to the questionnaire responses indicate that visits have often been related to school exchanges (such as AFS (American Field Service)) or combined tertiary exchanges such as those (mentioned by a number of students) organised by the *University of Waikato*.

*Table 8.16* below summarises the data relating to the length of each stay in Germany. Most students report having remained in Germany for up to a year (presumably while on exchange). The percentage of respondents who report spending more than one year in Germany is relatively small. This may, however, relate more to financial constraints than to any lack of desire to remain in the country.

**Table 8.16: Length of Visits to Germany by Percentage at Each Level**

	<b>Less than 1 week</b>	<b>1 week to 1 month</b>	<b>1 month to 1 year</b>	<b>More than 1 year</b>
<b>Beginner</b>	19	38	30	13
<b>Stage I</b>	6	23	63	8
<b>Stage II</b>	8	5	68	19
<b>Stage III</b>	8	6	61	25
<b>Stage IV</b>	0	6	69	25
<b>Total</b>	<b>9</b>	<b>19</b>	<b>57</b>	<b>15</b>

### **8.6.5 Respondents' prior learning of German and other languages**

*Question 15 (a)*, asked participants to specify their prior learning in German by indicating whether or not they had passed *School Certificate*, *Sixth Form Certificate* and *University Bursary* (New Zealand national examinations). They were also asked to indicate what grade or mark they had received for each of these national qualifications. While some students have perfect memories for past marks and grades, others had difficulty recalling their grades. There was, therefore, an unsatisfactory overall response to this question. *Table 8.17* following therefore includes only those respondents who were able to provide useful and detailed information. Predictably, most students at advanced stages of German study at university report having studied German at school. However, a small number of students at *Pre-Stage I* level also reported having done some study of German at secondary school level.

**Table 8.17:** Numbers of Students at Each Level Who Have Passed National Qualifications in German.

	School C	SFC	Uni Bursary	Total responses
<b>Beginner</b>	15	12	7	34
<b>Stage I</b>	78	87	80	245
<b>Stage II</b>	31	22	26	79
<b>Stage III</b>	32	29	31	92
<b>Stage IV</b>	12	12	16	40
<b>Total</b>	<b>168</b>	<b>162</b>	<b>160</b>	<b>490</b>

Question 15 (b) asked participants about the university courses in German they had already passed. The same problems with accuracy of recall of detail were evident in the responses to this question as were seen in responses to *Question 15(b)*. Information relating to this part of the question is sketchy and should therefore be regarded as highly unreliable. Any future survey work of this type should address the problem of recovery of this kind of detailed data. There is the risk, however, that simple solutions such as, for example, increasing the number of questions and reducing the amount of information required in each one, results in a much longer questionnaire and the risk of respondents simply not answering at all. Furthermore, failure to report information may sometimes be associated with factors other than a failure to recall that information.

The final section of *Question 15* asked students to indicate any other examinations they had passed in any other languages. Responses included *School Certificate*, *Sixth Form Certificate*, *University Bursary* and University examination passes. Some students also indicated that they had obtained passes in national language examinations, such as, for example, the Norwegian migrant's language test.

In *Table 8.18* following, the information provided is reported in terms of numbers of students who have had experience in different languages at each of five stages. It is necessarily, therefore, inadequate as an indication of proficiency achievements. Overall,

48% of the respondents indicated that they had had significant language learning experience in a language other than German.

*Table 8.18: Other Significant Language Learning Experience*

	<b>Beginner</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>	<b>Total</b>
Bengali		1				<b>1</b>
Chinese	3	2	2	1		<b>8</b>
Dutch			1	1		<b>2</b>
ESOL	4		1	1		<b>6</b>
French	30	30	15	18	10	<b>103</b>
A. Greek	2	1				<b>3</b>
Hebrew	1					<b>1</b>
Hindi		1				<b>1</b>
Hungarian		1				<b>1</b>
Italian	3	3	1	6	1	<b>14</b>
Japanese	10	5	3	2	2	<b>22</b>
Latin	2	6	1	2		<b>11</b>
Māori	3	1	1	1	2	<b>8</b>
Norwegian	1					<b>1</b>
Russian	1	1	1	1	3	<b>7</b>
Sanskrit	1					<b>1</b>
Spanish	13	6	7	5	1	<b>32</b>
Swedish	1	1		1		<b>3</b>
<b>Total</b>	<b>75</b>	<b>59</b>	<b>33</b>	<b>39</b>	<b>19</b>	<b>225</b>

### 8.6.6 The motivation of students of German

In *Question 16*, students were asked to choose up to six reasons why they were learning German. Some respondents chose only one; others selected all six. In 5 cases, respondents chose more than six responses. In these cases, the first six responses only were recorded. *Table 8.19* summarises, by percentage at each level of study, the reported motivations of respondents for the study of German

**Table 8.19: Respondents' Reported Motivations for Studying German by Percentage of Response to Each Section of the Question**

	<b>Beginners</b>	<b>Stage I</b>	<b>Stage II</b>	<b>Stage III</b>	<b>Stage IV</b>	<b>Total</b>
1.the people who speak it	27	24	26	41	36	28
2. future career	46	54	56	70	68	54
3. travel	69	74	49	80	64	69
4. educated person	42	46	44	43	59	44
5. teacher	3	3	12	9	14	6
6. life in L2land	25	29	23	35	27	27
7. international language	31	33	30	28	23	31
8. friends	1	1	4	0	5	1
9. parents	2	3	4	2	0	2
10. success	6	27	23	35	32	19
11. family ties	12	17	12	22	0	14
12. like the language	48	53	56	67	64	54
13. respect	5	7	9	9	5	6
14. socialising	35	37	32	32	50	35
15. want to live in L2land	33	41	44	43	32	38

A similar pattern of motivation is revealed at each stage of study (see *Table 8.20* following). The words in each cell refer to key words in the list of motivational factors (c.f. *Table 8.19* above).

*Table 8.20: Comparative Rank order of Motivation for Learning German by Level*

<b>Beginners</b>	<b>Stage I</b>	<b>Stage II</b>	<b>Stage III</b>	<b>Stage IV</b>	<b>Total</b>
travel	travel	career & like	travel	career	travel
like	career		career	travel & like	career & like
career	like	travel	like		
education	education	education & live	live	education	education
teacher	live		education	live	live
live	socialising	socialising	people	people	socialising
international	international	international	life & success	success & live	international
people	success	people			people
life	life	life & success	socialising	life	life
family	people		international	international	success
success	family	teacher & family	family	teacher	family
respect	success		teacher & respect	friends & respect	respect & teacher
teacher	teacher	respect			
parents	parents	friends & parents	parents	family & parents	parents
friends	friends		friends		friends

What emerges from this comparison is that, overall, New Zealand students of German are motivated by a combination of intrinsic and extrinsic factors. They see clear travel and career advantages in studying German but are also motivated to study the language because they like it and because of a desire for contact with people who speak the language. The list is very similar (particularly in terms of the the highest ranking items) to that provided by Coleman (1996, p. 193) in relation to students of both French and German (pp. 193 - 194).

### 8.6.7 Respondents' attitudes towards people of their own nationality and towards Germans

In *Question 17* of the questionnaire, students were asked to rank on a 4 place scale (1 = not at all; 2 = rarely; 3 = sometimes; 4 = frequently), 23 adjectives relating to characteristics of personality and behaviour. A number of students (particularly students from New Zealand North Island universities) objected very strongly to answering this question either because they felt that it required them to engage in racial stereotyping, or because they felt that they did not know know a sufficient number of German people to be in a position to make any sound judgements. Many who did complete this question opted for what is classified by Coleman (1995, p. 22) as 'neutral 3's' . The data summarised in *Tables 8.21* and *8.22* following are expressed as a percentage of the number of students who responded to the question at each level.

**Table 8.21 : Attitudes of Respondents to People of their Own Nationality (L1-landers) and to Germans (L2-landers) by Percentage Response to Each Question.**

	L1-landers				L2-landers			
	1	2	3	4	1	2	3	4
emotional	2	27	58	13	5	43	44	8
arrogant	7	39	46	8	3	17	54	27
serious	4	31	55	10	0	4	43	53
friendly	0	3	25	72	1	14	56	30
confident	1	13	62	24	0	2	40	58
logical	1	15	64	20	0	4	38	56
generous	1	11	53	36	1	26	51	22
calm	2	14	57	27	3	21	56	21
lazy	8	26	46	20	24	49	23	4
helpful	1	6	39	54	1	15	58	26
efficient	1	18	62	19	1	2	28	69
impatient	6	30	53	12	5	23	45	27
stubborn	5	31	51	12	4	16	50	30
honourable	1	14	59	27	1	5	57	37
competent	2	9	58	32	1	2	40	57
good-humoured	1	4	32	63	4	24	56	16
shy	8	29	52	11	12	43	40	5
honest	1	6	57	39	1	4	52	43
hard-working	1	9	51	39	1	2	26	71
patient	1	14	70	15	3	25	60	12
loud	4	17	56	24	5	27	51	17
tolerant	1	13	74	25	4	22	62	12
thrifty	3	29	58	10	3	17	57	23

Table 8.22 (following) summarises respondents' perceptions of German people in relation to their perceptions of people of their own nationality. The total percentages for columns 3 and 4 in Table 8.21 were compared. Totals within a 5% difference range were classified as being an indication of similarity. Scores above this range were classified as 'more' or 'less' as appropriate.

**Table 8.22 : Classification of Attitudes of New Zealand Students of German to Germans ( L2-landers)**

<b>Germans are viewed as :</b>	
more	<b>emotional</b>
more	<b>arrogant</b>
more	<b>serious</b>
less	<b>friendly</b>
more	<b>confident</b>
more	<b>logical</b>
less	<b>generous</b>
less	<b>calm</b>
less	<b>lazy</b>
less	<b>helpful</b>
more	<b>efficient</b>
more	<b>impatient</b>
more	<b>stubborn</b>
more	<b>honourable</b>
more	<b>competent</b>
less	<b>good-humoured</b>
less	<b>shy</b>
equally	<b>honest</b>
more	<b>hard-working</b>
less	<b>patient</b>
less	<b>loud</b>
less	<b>tolerant</b>
more	<b>thrifty</b>

In relation to Germans, New Zealanders rate themselves as louder and lazier, but more tolerant, patient, friendly, good humoured, calm and shy. It is perhaps significant that European counterparts are seen as more aggressive, more hard working, more intolerant, more serious and more thrifty. It is likely that these reactions are influenced by New Zealander's perceptions of the lifestyles that are characteristic, in general, of countries that are more densely populated and more economically successful than is their own country.

**8.4.8 Respondents' expectations in relation to the application of language proficiency achievements**

*Question 18* of the questionnaire asked participants to rank on a three point scale (3= very important; 2= important; 1= less important) the uses to which they believed their language proficiency in German would be put. The tables below indicate the evolving emphasis by year and by percentage of those responding to each item.

*Table 8.23: Rank Order of Expectations of Language Proficiency Application by Level*

	<b>Beginner</b>	<b>Stage I</b>	<b>Stage II</b>	<b>Stage III</b>	<b>Stage IV</b>
<b>conversations</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>films and TV</b>	10	9	8	8	<b>4=</b>
<b>literature</b>	6	7	9	6	<b>2</b>
<b>radio</b>	9	10	10	10	10
<b>academic discussions</b>	8	8	5	9	9
<b>letters</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>4=</b>
<b>business</b>	7	6	7	7	8
<b>print media</b>	5	5	<b>3</b>	5	<b>4=</b>
<b>making friends</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>phone calls</b>	<b>4</b>	<b>4</b>	6	<b>4</b>	7

The rank order for the first four items is relatively stable until *Stage IV* when the anticipated application becomes less centrally focused on communication and when fundamental communicative purposes are combined with a greater desire to read both popular and more serious writings in German.

Abstracting the 'very important' category from this data, provides an interesting rank order of expectations of language proficiency application overall (see *Table 8.24*) where the information is presented in descending order of interest.

What is clear is that these respondents expect to use their language skills to engage in practical and highly communicative activities, many of which such as, for example, engaging in conversation, making friends, writing letters, involvement in print

media, require a high level of language proficiency if they are to be conducted in a way that is likely to satisfy the majority of university graduates.

Many courses in New Zealand universities (see *Chapters 4 and 5*) focus on literature and culture, a focus that, if the responses here are to be regarded as typical, does not appear to correlate with the primary interests of the students. While it could be argued that this type of course provides sophisticated language exemplars on which students can model their own language, it should be noted that many of the students may prefer a more direct focus on language development. Furthermore, in order to increase participation rates and accommodate a wide variety of students, universities in New Zealand sometimes offer literature and culture courses in English.

*Table 8.24: Rank Order of Expectations of Language Proficiency Application in Descending Order of Interest : Summary*

making friends
conversations
letters
phone calls
print media
literature
business
academic discussion
films and TV
radio

### 8.6.9 Risk-taking and language -learning strategies

*Questions 19, 20 and 21* of the questionnaire relate to respondents' preparedness to take risks, the hypothesis being (Coleman, 1995, p, 23) "that learners who are willing to take risks and seize opportunities for using the target language, will increase proficiency faster than those who avoid such oportunites".

In *Question 19*, participants are presented with nine different situations and asked to choose a course of action in relation to them. Each one of these situations includes an option which is intended to indicate willingness to engage in the target language and culture, and the other indicated 'a silent option' (p. 23).

The following table summarises the responses to *Question 19*. They are expressed in terms of percentages of overall responses to the question.

**Table 8.25: Preparedness to Engage in German Society by Percentage and by Level**

	<b>Engage in German society</b>	<b>'Silent' option</b>
<b>Beginner</b>	76	24
<b>Stage I</b>	81	19
<b>Stage II</b>	83	17
<b>Stage III</b>	80	20
<b>Stage IV</b>	87	13
<b>Overall</b>	79	21

The responses suggest that New Zealand students of German at all levels are keen to participate in German society. It is surprising, however, that even at relatively advanced levels of study, there are significant numbers of students who would choose an essentially silent option, something that appears to be inconsistent with the amount of time they have devoted to the study of the language and the fact that an average of 58% of *Stage III* and *Stage IV* respondents are majoring in German (see *Table 8.3*).

In *Question 20* students were asked to indicate on a four point scale (never, rarely, sometimes, never) how often, assuming the opportunity was available, they put their current language skills to use in a range of different situations in their own country. Tables 8.26 – 8.31 report on the responses (pre-*Stage I* students have been excluded).

**Table 8.26:** Use of Language Skills to Speak to Native Users by Level and by Percentage

	never	rarely	sometimes	often
Stage I	2	31	44	23
Stage II	6	21	47	26
Stage III	4	23	41	32
Stage IV	0	5	67	29

**Table 8.27:** Use of Language Skills to Socialise with Native Users by Level and by Percentage

	never	rarely	sometimes	often
Stage I	8	46	31	15
Stage II	15	44	26	15
Stage III	8	36	38	19
Stage IV	0	43	48	10

**Table 8.28:** Use of Language Skills to Speak to Friends by Level and by Percentage

	never	rarely	sometimes	often
Stage I	6	31	47	16
Stage II	15	32	38	15
Stage III	9	21	53	17
Stage IV	10	48	14	29

**Table 8.29:** Use of Language Skills to Watch TV or Films in the Target Language by Level and by Percentage

	never	rarely	sometimes	often
Stage I	12	35	40	13
Stage II	8	34	41	17
Stage III	9	26	53	11
Stage IV	0	43	43	14

**Table 8.30:** *Use of Language Skills to Read for Pleasure in the Target Language by Level and by Percentage*

	never	rarely	sometimes	often
Stage I	13	41	34	12
Stage II	9	44	30	17
Stage III	8	40	36	17
Stage IV	0	29	24	48

**Table 8.31:** *Use of Language Skills to Write a Letter in the Target Language by Level and by Percentage*

	never	rarely	sometimes	often
Stage I	12	20	39	29
Stage II	23	13	38	26
Stage III	2	25	34	40
Stage IV	10	19	24	48

Fewer than 50% of respondents at any level, in spite of their clearly stated wish to do so, *often* write letters, have conversations and socialise with native speakers of German or use their skills to access print media for pleasure. What is unclear from the responses is whether this is the result of a lack of motivation, or of the lack of an adequate level of language proficiency. What is clear, however, is that these respondents are not overwhelmingly motivated to create opportunities to practise the target language. Nor do they appear pro-active in seeking out opportunities to practise German. Whether this is the result of shyness, or anxiety about performing in another language or the product of a society where to speak another language is considered unusual is not possible to determine. It is apparent, however, that students of German perceive 'the classroom' to be the main domain for the use of German.

### 8.6.10 'Loquacity' of respondents in their own society

In *Question 21*, students were asked to respond to 3 different situations, this time occurring in their own society. These questions were designed to test 'loquacity', that is, to discover how many of the respondents would naturally, within the context of their first language and culture, seek out a verbal interaction rather than an alternative approach (Coleman, 1995, p, 23). These situations relate to whether respondents would: (a) approach and offer help to a group of young people poring over a map, (b) answer the telephone in a friend's house, and (c) return newly-purchased goods which were found to be damaged. The responses relating to (a) and (b) indicate that within their own culture, the respondents would generally select a verbal option. Responses to (c), however, reveal that fewer of the respondents would choose to return a recently purchased scratched hairdryer than would choose to keep it. This may, however, represent a national preference for the avoidance of situations which could be interpreted as involving an element of aggression, rather than a bias of a non-verbal over a verbal response. Responses to *Question 21* are represented in *Tables 3.32 – 8.34*.

*Table 8.32: Responses to the Question: 'Would you approach and offer help to a group of young people poring over a map?' by Percentage*

	Yes	No
Beginner	85	15
Stage I	81	19
Stage II	84	16
Stage III	86	14
Stage IV	80	20
Overall	83	17

**Table 8.33: Responses to the Question: 'Would you answer the telephone in a friend's house?' by Percentage**

	<b>Yes</b>	<b>No</b>
Beginner	77	23
Stage I	72	28
Stage II	64	36
Stage III	73	27
Stage IV	67	33
<b>Overall</b>	<b>71</b>	<b>29</b>

**Table 8.34: Responses to the Question: 'Would you return newly-purchased goods which were found to be damaged ?' by Percentage**

	<b>Yes</b>	<b>No</b>
Beginner	33	67
Stage I	39	61
Stage II	29	71
Stage III	40	60
Stage IV	30	70
<b>Overall</b>	<b>34</b>	<b>66</b>

### 8.6.11 Linguistic anxiety and identification with the target culture

*Question 22* of the questionnaire is divided into 7 sections and seeks information related to a range of issues, including the extent to which respondents were concerned about making mistakes when speaking German, whether they would like to be taken for a native speaker of the language, whether they would like their children to grow up having contact with Germany, and whether their family background encouraged the learning of other languages.

The responses as indicated in *Table 8.35* reveal that the respondents, with the exception of those who are at *pre-Stage I*, are generally embarrassed to make mistakes when they speak the target language. The higher the level of study, the greater the sense of embarrassment.

**Table 8.35: Responses to the Question: ' Do you feel embarrassed when you make mistakes?' by Percentage**

	<b>Yes</b>	<b>No</b>
Beginner	49	51
Stage I	52	48
Stage II	58	42
Stage III	62	38
Stage IV	62	38
<b>Overall</b>	<b>57</b>	<b>43</b>

Closely related to this is the finding that most students would like to be taken for a native speaker of the language. As the students progress in their studies, this percentage becomes greater. Thus, 85% of *Stage III* and 70% of *Stage IV* students would like to be taken for a native speaker (although as Coleman (1995, p. 24) observes, 'it is not clear from the question whether near-native competence is being proposed as a realistic objective or a hypothetical state'. The summary of this information is presented in *Table 8.36*.

**Table 8.36: Responses to the Question : 'Would you like people to take you for a native speaker?' by Percentage**

	<b>Yes</b>	<b>No</b>
Beginner	63	37
Stage I	70	30
Stage II	66	34
Stage III	85	15
Stage IV	71	29
<b>Overall</b>	<b>71</b>	<b>29</b>

The other sections of *Question 22* reveal that, overall, the respondents are very language-positive. In response to section (c), 63% of participants indicated that they would like

their children to grow up in New Zealand, but with the advantage of speaking another language. The summary of this information is presented in *Table 8.37*.

**Table 8.37: Responses to the Question: 'Where would you like your children to grow up?' by Percentage**

	<b>In Germany</b>	<b>In NZ but speaking another language</b>	<b>In NZ and language learning is their choice</b>
<b>Beginner</b>	18	49	33
<b>Stage I</b>	14	62	24
<b>Stage II</b>	14	74	12
<b>Stage III</b>	14	62	24
<b>Stage IV</b>	19	67	14
<b>Overall</b>	<b>16</b>	<b>63</b>	<b>21</b>

Relatively few of the respondents have parents who speak languages other than those indicated in *Section B* of the questionnaire. However, the parents are reported to be encouraging of the learning endeavours of their children. The following two tables summarise the responses to *sections (d)* and *(e)* of this question.

**Table 8.38: Responses to the Question: "Do your parents speak any languages other than the ones in Section B?" by Percentage**

	<b>Yes</b>	<b>No</b>
<b>Beginner</b>	38	62
<b>Stage I</b>	35	65
<b>Stage II</b>	37	63
<b>Stage III</b>	29	68
<b>Stage IV</b>	48	52
<b>Overall</b>	<b>37</b>	<b>63</b>

**Table 8.39: Responses to the Question: 'Do your parents actively encourage you to learn another language?' by Percentage**

	<b>Yes</b>	<b>No</b>
Beginner	59	41
Stage I	72	28
Stage II	71	29
Stage III	73	27
Stage IV	62	38
<b>Overall</b>	<b>67</b>	<b>33</b>

More than half of the students' parents regularly exchange visits with people overseas. What is not clear from this question, however, is whether these exchanges are with friends overseas who are not first language speakers of English or whether they are, for example, with friends who are resident in Australia or the UK and are thus more likely to be first language speakers of English. Nevertheless, what the responses *do* indicate is that more than 50% of the parents of the respondents look beyond New Zealand and have regular interaction with people from other parts of the world (see *Table 8.40*).

**Table 8.40: Responses to the Question: 'Do your parents exchange visits with friends overseas?' by Percentage**

	<b>Yes</b>	<b>No</b>
Beginner	49	51
Stage I	51	49
Stage II	64	36
Stage III	53	47
Stage IV	57	43
<b>Overall</b>	<b>55</b>	<b>45</b>

Given the relatively language-positive backgrounds of the German students surveyed, it is perhaps surprising that fewer than 50% of their siblings were keen on languages. The responses to *section (f)* of the question are summarised below.

**Table 8.41: Responses to the Question: ' Are your brothers and sisters keen on foreign languages?' by Percentage**

	<b>Yes</b>	<b>No</b>	<b>Only child</b>
Beginner	42	54	4
Stage I	43	50	7
Stage II	55	41	4
Stage III	43	52	6
Stage IV	33	57	10
<b>Overall</b>	<b>43</b>	<b>51</b>	<b>6</b>

### 8.6.12 Self-assessed grammatical knowledge of respondents

*Question 23* of the questionnaire asked learners to assess their own knowledge of grammar. Participants were asked to indicate if they could explain, give an example of, or both explain and give an example of twenty-one listed grammatical terms. Relatively few of the respondents simply indicated that they could only either 'explain' a particular term or 'give an example' of it. Thus, a decision was made to focus only on those who indicated their ability to both explain *and* give an example of each of the grammatical terms. *Table 8.42* indicates the number of respondents at each level who claimed that they could *both* give an example *and* explain each of the terms.

Whether a claim made in relation to grammatical knowledge and understanding is necessarily matched by actual knowledge and understanding cannot be determined. However, one *Stage III* student thoughtfully provided examples under each grammatical heading. Most of these were wrong.

**Table 8.42: Self-Assessment of Grammatical Knowledge by Stage and by Number**

	<b>Beg. (190)</b>	<b>Stage I (145)</b>	<b>Stage II (57)</b>	<b>Stage III (54)</b>	<b>Stage IV (22)</b>	<b>Total (468)</b>
subject	81	116	38	44	20	299
case	83	88	34	39	18	262
aspect	14	11	2	9	5	41
imperative	53	92	39	39	19	203
infinitive	63	92	36	39	19	249
preposition	56	95	36	40	20	247
article	62	89	37	43	19	250
direct object	47	102	36	41	18	244
gender	98	114	41	51	20	324
passive	42	86	37	39	20	224
transitive	15	27	13	16	11	82
participle	23	63	26	29	15	156
conjunction	54	89	34	39	19	235
determiner	7	10	6	11	7	41
indirect object	42	94	35	42	18	231
tense	78	108	37	44	20	287
indicative	18	30	18	20	12	98
subjunctive	17	34	20	30	14	115
gerund	13	17	10	13	10	63
relative pronoun	21	67	24	31	17	160
predicate	14	19	10	14	9	66

Not surprisingly, a summary of grammatical knowledge in descending rank order reveals that the respondents claim to know best what is most commonly used. Thus, for these respondents, *gender*, *subject* and *case* are regarded as relatively commonplace terms, although even advanced students would appear to have difficulty with terms such as *predicate* and *transitive*. Table 8.43 shows, in descending rank order, the number of respondents overall who claimed that they could explain and give an example of each of the terms.

**Table 8.43: Self Assessment of Grammatical Knowledge by Rank Order**

	Total (468)	%
gender	324	69
subject	299	64
tense	287	61
case	262	56
article	250	53
infinitive	249	53
preposition	247	53
direct object	244	52
conjunction	235	50
indirect object	231	49
passive	224	48
imperative	203	43
relative pronoun	160	34
participle	156	33
subjunctive	115	25
indicative	98	21
transitive	82	18
predicate	66	14
gerund	63	13
aspect	41	9
determiner	41	9

### **8.6.13 Tasks and activities reported as being used in university-based German learning environments**

The final question (*Question 24*) asked students about the kinds of tasks they had done in class as an exercise and those that had been used for testing purposes. This information is summarised in *Tables 8.44* and *8.45* below. In class there appears, as in the UK situation (Coleman, 1994), to be a swing away from the more traditional task types (such as dictation and translation into the target language). However, tasks used in testing appear to be more traditional in type, perhaps because they are simpler to administer. It should be noted, however, that caution should be used in any interpretation of these responses as they are based only on generic and non-contextualised task names. An interesting comparison could, however, be made between these responses and the analysis of university language examination papers in *Question 6*.

**Table 8.44:** Language activities done in class by number and by level

	<b>Beg</b>	<b>Stage 1</b>	<b>Stage II</b>	<b>Stage III</b>	<b>Stage IV</b>
Essay	27	108	34	44	17
Summary in Eng	32	90	23	33	13
Summary in Ger	27	88	33	36	16
Listening comp	121	125	39	44	20
Reading comp	105	127	41	49	20
Conversation	68	117	39	47	19
Trans. Eng-Ger	96	91	25	36	19
Trans Ger-Eng	100	110	31	42	19
Dictation	71	96	38	47	20

**Table 8.45** Language activities done as a test by number and by level

	<b>Beg</b>	<b>Stage 1</b>	<b>Stage II</b>	<b>Stage III</b>	<b>Stage IV</b>
Essay	23	98	39	49	17
Summary in Eng	14	91	11	20	8
Summary in Ger	6	49	16	25	10
Listening comp	44	111	37	38	19
Reading comp	40	111	36	40	20
Conversation	18	60	19	35	15
Trans. Eng-Ger	28	57	20	30	18
Trans Ger-Eng	33	90	36	36	17
Dictation	33	84	30	40	18

## **8.7 Comparing New Zealand-based learners of German with those based in the UK**

Although the test scores themselves reveal a significant disparity in the overall proficiency levels (see *Table 8.17*), there are in other respects striking similarities between students of German in New Zealand and students of German in the UK as presented by Coleman (1994a & 1994b).

Like their British counterparts, New Zealand students of German are mostly from English speaking backgrounds (Coleman, 1994b, p44). Most of them have visited Germany, although UK students, because of the relative ease of travel between their country and Germany, have generally made more frequent visits. Both British and New Zealand students are motivated to learn the language because they see career advantages and travel opportunities, but also because they like the language, perceive themselves to be successful learners, and are interested in, and enjoy, the culture of the country (c.f.

Coleman, 1994b, p. 46). Both groups of students want to use their language skills to participate in conversations with native speakers and to make friends, but whereas some UK students envisage their language skills being put to use in a business context, New Zealand students generally anticipate applying their skills to writing letters and making telephone calls.

## **8.8 Limitations of the study**

A number of issues and problems have arisen in the context of this part of the research. Many of these have already been addressed by Coleman (1995) and will not therefore be discussed here. There are, however, other issues that may be of significance.

The C-Test test and questionnaire were administered in New Zealand by a number of different people in a range of different circumstances at different times. Although this was inevitable under the circumstances, it may have had a significant effect on the results. Thus, in the case of one university, the entire group of *Stage II* questionnaires was returned with all but the first section unanswered.

Additional comment needs to be added in relation to the data analysis. While the UK team reported the findings of the C-Test and questionnaire in fine detail, the scope of this research project has meant that a decision had to be made to present macro-level rather than micro-level findings.

Finally, only the questionnaire section dealing with qualifications was altered for use in New Zealand. Although the UK study revealed areas where the questionnaire could be improved, it was felt that any significant changes could reduce the comparative value of the results (UK and New Zealand). Even so, some changes would be advisable in relation to any further New Zealand-based study of this kind.

## CHAPTER 9

# THE TEACHING AND LEARNING OF INTERNATIONAL LANGUAGES IN NEW ZEALAND: CONCLUSIONS AND RECOMMENDATIONS

### 9.1 Introduction

For language teaching and learning in the UK, the 10 May 2000 is a significant date. On that day, the findings and recommendations of the *Nuffield Languages Inquiry* were first posted on the internet (see *Chapter 2*). The report of that Inquiry recommends, among other measures, that languages should be given the status of a key skill alongside literacy, numeracy and ICT, that there should be a firm commitment to early language learning for all children, that a language should be a requirement for university entry and for designated vocational qualifications and that all students should have an entitlement to learn a language as part of their degree course. Above all, it recommends that the government should establish a national strategy for developing capability in languages in the UK and a system capable of supporting such a strategy. It may be that some of these recommendations will not be implemented. If so, the UK will have lost a significant opportunity.

There is, currently, no such opportunity in New Zealand and the opportunities presented in the past by the publication of a number of official reports have been largely missed (see *Chapter 2*). The teaching and learning of international languages in New Zealand schools and universities is not, with a few exceptions, a growth area (see *Chapter 3*). Discontinuity, inconsistency and lack of transparency are characteristic of the system as a whole, but are most apparent in the university sector (see *Chapters 4, 5 and 6*). Although language teachers in New Zealand schools generally appreciate the documentation and resources made available by the New Zealand *Ministry of Education*, they are frustrated by the failure of successive governments to attend to the significant problems that they face on a daily basis (see *Chapter 7*), problems that are likely to lead

to a situation in which school leavers will be unable to compete, in terms of proficiency achievements, with their counterparts in many other countries. A study of New Zealand students of German at various stages in their language education (278 participants) suggests that their proficiency achievements, particularly at *Bursary* level, are generally lower than those of learners in the U.K although their motivations for learning languages (468 participants) are very similar to those of U.K. students (see *Chapter 8*).

Information about language learners in New Zealand is, with the exception of enrolment figures for Year 9+ students, scarce. The New Zealand *Ministry of Education* is currently unable to supply detailed information about the number of students studying international languages at New Zealand universities or about the degree paths of these students (see *Chapter 3*). Although every university in New Zealand was approached with a request to supply information of this type as part of this research project, all but one either declined to do so or ignored the requests (see *Chapter 3*). In the absence of readily available information of this type, coherent planning for the teaching and learning of international languages in New Zealand is unlikely to be achievable.

*There is an urgent need for the New Zealand Ministry of Education to begin to collect and disseminate detailed information about language education in all sectors to supplement the information that it already makes available about language education in schools.*

## **9.2 Primary findings and recommendations**

### **9.2.1 The learning of international languages in the New Zealand secondary school sector from 1995 – 1999: numbers and trends**

In *Chapter 3*, the situation in relation to the learning of international languages in New Zealand schools (*Years 9 – 13+*) was examined. Here, the focus was on the changing pattern of language learning in New Zealand schools (*Year 9+*) in the years from 1995 to 1999. It was found that although the number of students at secondary level (*Year 9* and

above) in New Zealand secondary schools rose by 9,566 between 1995 and 1999, the number of course entries for modern languages (excluding New Zealand Māori and other Pacific Islands languages) fell by 4,318 during that period (from 62,511 in 1995 to 58,193 in 1999). In 1995, approximately 26.1% of students in *Year 9* and above of New Zealand schooling were studying a modern language other than New Zealand Māori or another Pacific Islands language. In 1999, this had fallen to approximately 22.6%. Over that same period (1995 – 1999), there was an overall reduction in the number of schools offering French (from 277 to 262), German (from 126 to 114), Indonesian (from 10 to 6) and Russian (from 1 to 0). On the other hand, there was an overall rise in the number of schools offering Japanese (from 252 to 264), Spanish (from 37 to 68) and Chinese (from 24 to 32). Overall, more modern language course offerings were available in New Zealand schools in 1999 than were available in 1995. However, fewer students presented themselves for these courses. The net result was more language course offerings involving fewer students. In terms of retention rates, the picture is equally disturbing. In the period surveyed (1995 – 1999), retention rates for French varied from 6.8% to 8.6 % between *Year 9* and *Year 13* (with an average retention rate over that period of 7.5%). In the same period, the retention rate for Japanese varied from 11.45% to 15.65% (with an average retention rate of 14.5%). For German, the retention rate over the period surveyed varied from 11.5% to 15.9% (with an average retention rate of 14%). Thus, the average retention rates for Japanese and German were considerably higher than that for French. However, the average retention rate for Japanese fell each year over the period surveyed and the retention rates for both Japanese and German were at their lowest in the last period surveyed (1998 – 1999), whereas the retention rate for French was at its second highest in the last period surveyed.

In 1994, the New Zealand *Education Review Office* reported that in the period from 1987 to 1992 the percentage of the total secondary school population studying one or more languages had risen from 22% to 26% and predicted that the total number of students studying a second language would rise to no more than 32% by the year 2000 should that pattern of gradual increase continue (see *Chapter 2*). In 1999, 8.5% of students in the total *Year 9+* cohort were studying New Zealand Māori or a Pacific Islands language and

22.6% were studying another modern language. Thus, just over 31% of Year 9+ secondary school students in New Zealand were studying a modern language (a lower percentage than the pessimistic forecast made by the *Education Review Office* in 1994). In its 1994 report, the *Education Review Office* also examined retention rates for French, German and Japanese, noting that only 45% of those who enrolled in third form French courses in 1987 continued their study into the fourth form and only 10% were still studying French at *Bursary* examination level. In the period surveyed here, the retention rate for French to *Bursary* level (Year 13+) was, on average, 2.5% lower than that recorded for students enrolling in 1987; for German, it was, on average, 1% lower than the 15% retention rate recorded for students enrolling in 1987; for Japanese, it had fallen by 8.5% from the 23% retention rate recorded for students enrolling in 1987.

*There has been no improvement in the numbers of students learning modern languages in New Zealand secondary schools since the Education Review Office report of 1994. In fact, the situation overall, in terms of participation and retention rates, is bleaker than the Education Review Office predicted. There is an urgent need for a review of the current language learning situation in primary and secondary schools and for a coordinated effort to improve participation and retention rates. This is unlikely to happen unless languages are given the same status as, for example, mathematics, science and technology in the New Zealand Curriculum Framework.*

### **9.2.2 The learning of international languages in the tertiary sector in the year 2000**

The New Zealand *Ministry of Education* collects information about the tertiary education sector. However, the categories under which that information is collected are not always of direct use in research relating to individual subject areas. Thus, for example, it is impossible to retrieve detailed information about individual languages (course enrolments and degree completions) from the published data. Although the *Ministry of Education* does maintain records of degree completions in relation to subject majors, that information is not widely disseminated and no information is available about individual course enrolments or about the number of students who include the study of an

international language in degree programmes culminating in non-language majors. It is not, therefore, possible to determine on the basis of *Ministry of Education* records what proportion of tertiary students in New Zealand take courses in modern languages as part of their degree, how many of the modern language courses that are taken focus on language acquisition, or what proportion of those students who do study modern languages are doing combined degrees. Nor is it possible to determine how many students enrolled in tertiary institutions study languages from beginner level. Because tertiary language courses in New Zealand are related to stage of study (e.g. *Stage 1*, *Stage 2*) rather than to proficiency benchmarks, it is impossible to determine the actual proficiency levels of students who complete different types of language course. Nevertheless, it is clear that the number of degree completions in which a modern language was the main subject have not risen in proportion to the overall rise in student numbers in New Zealand universities (see *Chapter 3*).

The number of degree completions with an international language as the major subject was 258 in 1970, 784 in 1997 and 853 in 1998 (see *Chapter 3*). That represents more than a three-fold increase in actual numbers in 1998 as compared with 1970. At first sight, this appears impressive. However, the overall number of degree completions in New Zealand universities was 4,296 in 1970 and 25,286 in 1997. Thus, whereas 6% of all New Zealand graduates completed their degrees with a major in an international language in 1970, only 3.18% did so in 1997.

The number of students graduating from New Zealand universities with French as their major degree subject was 140 in 1970; in 1975 it was 119; in 1997 it was 146 and in 1998, it was 132. Thus, eight fewer students graduated with French as the major subject of their degree in 1998 as compared with those who did so in 1970. In German, the number of degree completions in 1998 was the same as it was in 1970. There were 10 degree completions with Italian as a main subject in 1990; in 1998, that number had risen to 50. In Russian, there were 14 degree completions in 1990 (6 fewer than in 1970) and 46 in 1998. In Chinese, there were 7 degree completions in 1990, 129 in 1997 and 132 in

1998. In Indonesian, there were 3 degree completions in 1990, 21 in 1997 and 15 in 1998.

It may be that the number of students taking international languages as a component of a degree, rather than as the main subject, is significant. The figures provided by the one New Zealand university that responded to the request for statistical information certainly indicate that the numbers of students who take *Level 3* language acquisition papers is considerably lower than the number who take *Level 2* language acquisition papers and that this number is, in turn, considerably lower than the number who take *Level 1* language acquisition papers (see *Chapter 3*). Tracking enrolments in Asian languages in that university in the 1990s indicates that slightly fewer than half of those students who enrolled in *Level 1* language acquisition courses also enrolled in *Level 3* language acquisition courses. For European languages, the enrolment in *Level 3* language acquisition courses was around one quarter of the enrolment in *Level 1* language acquisition courses. There are a number of possible reasons for this. Students may be opting to study a language with another subject because they believe that this will help in terms of their future careers. Equally, students may abandon language study after their first or second year at university because they find it too difficult or because they dislike the types of course available or are dissatisfied with the teaching. They may do so reluctantly. It may be that those students who are majoring in, for example, management or science, cannot continue with the study of a language beyond *Level 1* or *Level 2* because of timetable clashes or because they do not have sufficient space available in their overall programme. We will never know the answer to these questions unless the universities themselves look carefully at the situation and actively seek the views of students, both those who continue with languages and those who do not. If the universities do not carry out this research themselves on an institution-wide basis, it is unlikely to be done at all unless it is done by someone who has official approval to seek, record and publish the information. This is because information of this type appears to be regarded by most New Zealand universities as sensitive and, therefore, formal and ethical approval to conduct research of this type may be withheld from individuals seeking such approval. Alternatively, they may, as in this case, find that most of their requests for

information are either denied or ignored. One of the most frustrating aspects of the work reported here was the difficulty of securing the support of New Zealand universities in areas where the findings seemed likely to impinge directly on their own work. Interestingly, however, there was no difficulty in securing university support for aspects of the research that related directly to schools.

Two things *were* possible to discover about university language courses in New Zealand. These were (a) that there is a lack of agreement among institutions about the number of tuition hours that might be appropriate in order to reach certain benchmarks, and (b) that university publications generally lack any real indication of the proficiency level that language students might be expected to attain at different stages of their study. Thus, a New Zealand secondary school student who has a language module option in his or her first year of secondary schooling and then a further four full years of tuition in a language is likely to have had in excess of 600 hours of tutored language learning from beginner level to *Bursary* level in comparison with, for example, the 60 hours that appear to be available in one language at one New Zealand university or the 120 that appear to be available for the same language at another New Zealand university (see *Chapter 5*). These numbers need, however, to be treated with caution. It may be that some of the tuition that is available is not listed explicitly in official publications.

*There is an urgent need for the tertiary sector in New Zealand to collect and disseminate information about participation and retention rates in language courses, including information about opportunities for, and limitations on, studying languages alongside other subjects. There is also a need to seek information about student responses to the courses available and to review, and co-ordinate, offerings across the sector in relation, in part, to agreed proficiency benchmarks. Schools, universities, teacher education colleges and other providers in New Zealand need to work together to address a situation which, if it is allowed to continue, could result in New Zealand losing even its current capacity to provide education in modern languages for its citizens. In the absence of this, New Zealand's capacity to engage effectively in international trade could be even further reduced.*

### 9.2.3 New Zealand *Ministry of Education* curriculum documents for international languages

New Zealand has a range of curriculum documents for international languages (see *Chapter 4*) and, in general, teachers of languages in New Zealand schools appreciate these documents and the teaching materials that are made available to accompany them (see *Chapter 7*). However, these documents are not consistent in terms of either (a) their approach to the specification of achievement objectives, or (b) their expectations in relation to student achievements. Furthermore, although all of the language curriculum documents that have been produced since 1995 include a type of proficiency descriptor statement (generally referred to as ‘language learning descriptors’), the way in which these statements are applied varies widely and this variation cannot be related systematically to language type (see *Chapters 4* and *5*). The recent draft curriculum guidelines for French and German extend the number of these descriptors, revise their wording substantially, make reference to them as ‘overall achievement objectives’ and attempt to indicate, in general terms, how they relate to language learning beyond the secondary education sector. However, although these overall achievement objectives statements could potentially play a direct role in the construction of achievement standards for languages, current drafts of the achievement standards appear to have been drawn up without direct reference to them (see *Chapter 6*).

*If the attempt to produce a single set of achievement objectives, including overall objectives, in the draft French and German curriculum guidelines is to have any real effect, it needs to be considered in relation to the other New Zealand curriculum documents for languages, discussed more widely by language professionals and subjected to a range of evaluation measures. What is required is an overall review of all curriculum documentation for languages and the production of revised documentation in which there is a coherent and consistent approach to objectives specification. This documentation could then form the basis for the production of achievement standards statements and for a further series of documents relating to language learning in the tertiary sector.*

#### **9.2.4 New Zealand students of languages: examinations, awards and proficiency achievements**

In *Chapter 6*, national awards available to students in the upper years of secondary schooling were examined and it was argued that there are problems relating to the coherence, consistency and transparency of these awards. Some of these problems appear to relate to the difficulty of interpreting the achievement objectives listed in national curriculum documents. It was therefore argued that any review of the national awards system should be accompanied by a review of national curriculum documentation. Other problems, such as the moderation of oral scores in relation to scores from other skill areas and the association of the same grades with different percentage scales in different examinations, could be resolved by making adjustments to the existing system. Perhaps the most significant problem relates to the fact that examination prescriptions may not relate in a transparent way to curriculum documentation. For this reason, a review of the relationship between these prescriptions and revised curriculum documentation would appear to be necessary.

The system of national awards currently available to students of languages in New Zealand schools appears to be considerably more reliable, and considerably more consistent with research on language testing and assessment than are the language examinations offered by New Zealand universities (see *Chapter 6*). Nevertheless, there are a number of areas in which improvements could be made, particularly in the area of consistency and transparency of reporting, and in terms of the relationship between test questions and achievement objectives. However, there is little point in attempting to improve these awards at present as they are likely to be replaced in the short- to medium-term by a new system of awards based on ongoing work on achievement standards. An achievement standards-based system of national awards for modern languages is, however, unlikely to be either valid or reliable unless it can be shown to relate consistently to the achievement objectives expressed in the national curriculum statements. At present, many of these are either too general, too specific, or too idiosyncratic to underpin a standards-based approach to assessment (see *Chapters 4, 5*

and 6). Furthermore, in the area of language learning, any attempt to produce a standards-based system that is not directly related to a fully articulated concept of proficiency and proficiency improvement makes little sense.

The intention is that New Zealand schools should adopt a standards-based approach to assessment from the year 2002. So far as modern languages are concerned, the extensive research and consultation (across the range of language professionals) that should underpin any such development has not yet taken place. Furthermore, there has been very little discussion of the relationship that there should be, if any, between the achievement objectives listed in curriculum statements and guidelines and the emerging achievement standards. Nor is it clear whether the intention is that existing curriculum documents should be subsumed by a single document whose objectives will relate to all languages (although with different realizations in each case), or whether any such document will be underpinned by a coherent approach to proficiency development. Until each of these matters has been addressed adequately, it is unlikely that any standards-based approach to assessment in the area of language learning that emerges will be acceptable to language professionals.

*New Zealand's intention of introducing a standards-based approach to assessment in schools must, in the area of language education, be accompanied by a review of existing curriculum documents and by the provision of proficiency descriptors that have been subjected to a range of evaluation criteria. Unless this is done, language professionals are unlikely to have confidence in any of the test instruments that are produced.*

### **9.2.5 The views of language teachers in New Zealand schools**

Language teachers in New Zealand schools appear, in general, to be well qualified and highly motivated. However, the majority of these teachers are either at, or beyond, the mid-point of their teaching careers and many of them (almost half of the respondents to the survey reported in *Chapter 7*) believe that their colleagues do not consider languages

to be very important. Almost all of them (98% of respondents) believe that there are issues (the most frequently mentioned being negative community perception of languages) that make the teaching and learning of languages particularly difficult in New Zealand.

It appears that language learning in New Zealand schools is largely reliant on a group of language professionals most of whom are at, or beyond the mid-point of their careers and very few of whom are able, in terms of their own self-reported language proficiency, to offer additional languages.

*The language teaching profession in New Zealand appears to be at risk. It may be that there will soon be insufficient numbers of trained language teachers to meet the existing needs of schools and that, therefore, the provision of language learning opportunities in schools will be even further reduced. There appears to be an urgent need to attract young language graduates to the teaching profession and this, in turn, will require a review of the provision of language teacher education in New Zealand.*

### **9.3 Limitations of the research**

In the area of research on language teaching and learning in New Zealand, there is much that remains to be done. In this research project, student numbers and retention rates, language documentation, language examinations, language proficiency, the motivations of language students and the views of language professionals are each examined. In each area, much more could have been done than proved possible in the context of the time and resources available.

#### **9.3.1 Student numbers and retention rates**

Although student numbers in language courses in secondary schools between 1995 and 1999 are examined in detail, as are retention rates for French, German and Japanese, it

did not prove possible to secure the information required for a detailed study of the retention rates in other languages. Nor did it prove possible to provide a detailed analysis of student numbers in university courses.

### **9.3.2 Curriculum and course documentation**

*Chapters 4 and 5* provide an analysis and critique of New Zealand *Ministry of Education* curriculum documentation, and *Chapter 7* includes a report on how language teachers in New Zealand schools perceive that documentation. However, how language teachers actually make use of that documentation in planning school programmes and in delivering courses in the classroom is not examined here. This is an area worthy of attention and one that could usefully be investigated in the future. Similarly, although an attempt has been made to examine the language course literature that is made publicly available by universities, no attempt was made to secure copies of the course outlines given to students. Although a critical examination of these course outlines, and of the relationship between them and university language examinations, could prove valuable, access to these outlines is generally restricted to enrolled students and it was felt that the collection of these materials, together with the task of seeking permissions to use them in the way intended, would be likely to occupy more time than could be justified in relation to the project as a whole. Nevertheless, research of this nature is urgently required.

### **9.3.3 Language examinations and awards**

Two specific issues in relation to the national awards system that emerged during the course of this research require further investigation. First, a small scale experiment was conducted that involved asking the same groups of students to sit *School Certificate* examinations in French and German that were produced several years apart (one in 1991; the other in 1997). In the case of French, the students scored an average of 8.7% more in the 1997 examination than they did in the 1991 examination. In the case of German, there was an average gain of 22% in the 1997 examination in relation to the 1991 examination. This was a very small scale experiment (involving 23 students in the case of

French and 6 in the case of German) and the results have no statistical significance. It may be, however, that the current approach to moderation does not safeguard the examination system against a gradual lowering of standards over a number of years. The results of this small scale experiment are indicative of an area requiring further investigation. However, any experiment in this area whose findings could be regarded as statistically significant would involve selecting a range of examinations and testing them in random order on at least 10% of the current school population of students at appropriate stages of language education. Although it is likely that the cooperation of teachers of French and German could have been secured for such a larger scale experiment, involving *New Zealand School Certificate* examinations in these subjects, it was decided not to proceed with this line of enquiry at this time for two reasons. First, an experiment of this type would inevitably disrupt normal teaching and learning activities. Secondly, the results of the experiment might confirm the hypothesis that the same students would, on average, perform better in more recent *School Certificate* examinations in French and German. If this proved to be the case, there was a risk that the experimental results could be quoted out of context and that they might, therefore, present a threat to those very teachers who had cooperated in the experiment. In the absence of a parallel research project involving other languages, something that would be very difficult in view of the introduction of new curriculum statements for these languages from 1995 onwards, it was decided to abandon this line of enquiry. Having done so, it may have been better not to include the preliminary findings here. However, they do suggest the type of experiment that could be conducted in the future in the context of a range of different examination types at different stages in the language education system and may be valuable for this reason. Even so, it is important to stress that any decontextualized reference to the small-scale experiments involving *School Certificate* French and German examinations conducted as part of this research project would be wholly irresponsible if it could be interpreted as suggesting that the results have any statistical significance.

As indicated in *Chapter 8*, Coleman's findings suggest that there may be a significant correlation between C-Test results and A-level results in the case, at least, of one

examining body. The results of the C-Tests that were administered to New Zealand students of German as part of this research project indicate that there may *not* be a high degree of correlation between C-Test results and *New Zealand Bursary* examination results. However, it was not always possible to determine the *Bursary* results achieved by students who completed the C-Tests. This is, in part, because the questionnaire administered to these students does not specifically focus on this information. If an extension of this type of experiment were to be conducted in the future, it would be useful to revise the questionnaire so that information of this type could be collected systematically.

#### **9.3.4 The survey of language teachers**

A number of the language teachers who completed the questionnaire distributed in 1999 as part of this research project commented negatively on two aspects of it. First, they objected to its length and to the amount of time it took to complete. Secondly, they objected to the fact that some of the questions appeared to have been designed to test aspects of their competence. If a questionnaire of a similar type were to be constructed in the future, these objections would need to be taken into account. Thus, for example, the proficiency descriptors that were included could have been simplified and made more user-friendly and a five point rather than an eight point scale could have been used. Those questions that relate to teacher competencies could be removed. It is, after all, unwise to attempt to reach any firm conclusion about professional competencies in contexts that are divorced from professional contexts. Thus, although the questionnaire responses appear to indicate that the majority of the respondents had difficulty in identifying different syllabus types, it could be that the problem related more to terminology than to conceptual distinctions.

### 9.3.5 Omissions

It would have been useful to survey teachers of languages in universities using an approach similar to that used here in surveying language teachers in New Zealand schools. The original intention was, in fact, to do so. However, the total number of university teachers of language in New Zealand is small and a low response rate would therefore have meant that the results had little significance. It was, therefore, decided that the costs involved would be unlikely to be justified in relation to the results achieved. This, however, may not have been the case. It is possible that there would have been a reasonable response rate if the questionnaire had provided language professionals in universities with an opportunity to comment on aspects of their work that they regarded as significant. In particular, a survey of this type might have been valuable in revealing how many of those who currently teach languages in New Zealand universities have undergone relevant training in language teaching. In view of the fact that so many New Zealand universities now offer language tuition from beginner level, this is an issue of considerable significance.

No attempt has been made in the context of this research project to solicit the views of those who are involved in pre-service and in-service provision for language teachers in New Zealand. However, the number involved directly in this area throughout the country is very small and it would, therefore, have been very difficult to report the findings in a way that protected the identities of respondents. Furthermore, conducting research on a small group of which you are yourself a member can be fraught with difficulties. Even so, there are structural issues in relation to pre-service and in-service provision for language educators in New Zealand that could have been addressed. For example, there are a number of experienced teacher trainers in New Zealand universities who are not currently involved in language teacher education provision because they are employed in, for example, Arts Faculties rather than Education Faculties. Unless a higher level of cooperation among different faculties than is currently in evidence in many New Zealand universities is positively promoted, a valuable resource may continue to be wasted.

New Zealand language curriculum documents were examined in detail in *Chapters 4 and 5*. However, they were not related to curriculum documents of a similar type in other countries. This is an area of research that could be pursued in the future.

**APPENDIX 1: EXTRACTS FROM THE DRAFT CURRICULUM  
GUIDELINES FOR FRENCH AND GERMAN**

# **APPENDIX 1: EXTRACTS FROM THE DRAFT CURRICULUM GUIDELINES FOR FRENCH AND GERMAN**

## **German in the New Zealand Curriculum**

### **Draft Guidelines**

**July 2000**

#### **Using German for Meaningful Communication**

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Learning a modern language involves learning to communicate meaningfully in that language. Developing listening and speaking skills is essential. In a world in which much of our communication involves the written word, reading and writing skills are likely also to be important for the majority of students and can play a role in helping them to process their learning effectively. However, students who are encouraged to focus on reading and writing at the expense of listening and speaking are less likely to make good progress than those who are given significant opportunities to develop listening and speaking skills.

Accepting the importance of using German for meaningful communication throughout the learning process involves encouraging students to use German interactively in meaningful contexts in order to achieve communicative objectives. Developing communicative ability (the ability to communicate competently in a language) involves much more than internalization of a language system and knowledge of vocabulary. It also involves cultural and social awareness and understanding and the willingness, and ability, to recognize the interaction between language and context. Helping students to develop the capacity to communicate effectively in different contexts involves encouraging them to develop a wide range of skills and abilities.

The ultimate goal of a modern language programme is to enable learners to use the target language as appropriately and accurately as possible in a range of social and cultural contexts. This, however, is the ultimate goal, and teachers need to recognize that inappropriate and inaccurate language behaviour is an inevitable part of language learning. Because creativity and experimentation are important aspects of language learning and because effective communication is fluent as well as accurate, it is important not to inhibit learners by correcting every error they make on each occasion. This is particularly important in view of the fact that language learning progresses in stages and learners may need developmental time before they are able to correct certain errors in their production. Equally, learners have the right to know about their errors and the right to be helped to avoid error fossilization. Thus, there will be occasions when error correction is the focus of attention. If this is explained clearly, learners are likely to understand and accept it.

**Encouraging learners to use German for meaningful communication involves ensuring that:**

- . the target language is used as much as possible in the learning environment;

- . interactive, learner-centred activities play an important role;
- . language structures are introduced and practiced in meaningful contexts;
- . attention is paid to all aspects of language and communicative effectiveness;
- . the learner is given opportunities to develop strategies for interpreting language in actual use.

**This, in turn, means that:**

- . students are given as many opportunities as possible to speak as well as to listen;
- . students are encouraged to initiate communication in the target language as well as to respond to it and to communicate with one another in pairs and small groups;
- . topics relevant to the students' own interests and concerns are introduced and students are encouraged to develop the skills and strategies necessary for autonomous language learning both within and beyond the classroom;
- . students are encouraged to use the target language as often as possible to fulfil realistic communicative objectives (such as finding the information they need to solve a problem, or offering advice in a role-playing context);
- . students are encouraged to see effective communication as the goal and to recognize that fluency and appropriate language use are important at the same time as accepting that they will not always be able to produce language that is fluent, appropriate and accurate;
- . assessment activities should take developmental stages into account and should treat fluency, appropriate use of language and accuracy as factors that contribute to communicative effectiveness at the same time as acknowledging that mistakes and errors are a natural part of language development.

***Using German for Meaningful Communication: The Roles of Teachers and Students***

One of the main aims of learning German is to build students' confidence in using the language to communicate.

Teachers provide models of good communication skills. They also facilitate learning by setting up a range of interactive situations in which German can be used and in using German in managing the classroom. They initiate, and sometimes participate in, communicative exchanges among students. Both teachers and students are communicators, actively engaged in the process of communication.

It is important that all students should be actively engaged in communication. It is also important that this communication should not be threatening and that those students, often very effective learners, who prefer to listen for a while before speaking are not forced to speak before they are ready. Effective written communication often requires time and thought and so there will be occasions when students are given time for quiet reflection and individual work in the classroom. This is something that many students appreciate, particularly those who may not have much time for quiet thought outside of the classroom.

### ***Using German for Meaningful Communication: The Process of Teaching and Learning***

Students should have as many opportunities as possible to practice, and experiment with, new and assimilated language in meaningful contexts. They should have frequent opportunities to work in small groups and to use materials that are challenging and that facilitate development.

Materials should be as varied as possible. Many textbooks contain interesting, motivating and developmentally appropriate materials that are supplemented by tapes and videos. Sometimes, however, teachers may wish to adapt these materials to suit the particular needs and interests of their students. Sometimes they will use materials (magazines, films, train timetables, menus etc.) designed primarily for native speakers of the language. For specific purposes (such as, for example, encouraging learners to retrieve a specific piece of information, or to try to work out the overall gist of a message), it is often useful to introduce materials that include language that is likely to be unfamiliar. Depending on the task, it may, however, sometimes also be useful to adapt and/or simplify existing materials. Materials that are created by teachers with their own students in mind are often particularly effective. Within the context of sound planning and clearly articulated objectives setting, the introduction of a variety of different types of materials is likely to be stimulating and motivating.

There are a variety of different learning styles. This should be reflected not only in the variety of materials introduced into the classroom, but also in a variety of different types of activities and tasks. There are generally a range of different possible routes to the same, or similar, outcomes. Wherever possible, therefore, students should be given a choice of route as they develop towards self-motivated learning. The establishment of a self-access centre, however small, can play an important role in this process.

Many language classes are made up of students of very different aptitudes and abilities. For this reason, it is useful to encourage pair-work and group-work and to provide students with computer-based resources that are appropriate to their specific needs and interests.

### ***Using German for Meaningful Communication: Responding to Error***

In general, students should not be constrained by constant corrections during fluency practice. There should, however, be occasions when errors of various types, including grammatical errors, are corrected. Sometimes, the focus will be on significant errors only; on other occasions, less significant errors can be attended to in order to avoid error fossilization. Teacher judgment is paramount here. Although too much emphasis on error correction, particularly where students are not yet ready to assimilate new structures, will

be demotivating, too little error correction can impede development, particularly where there are few opportunities outside of the classroom to observe, and interact with, good models of the language.

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## Recycling

The same achievement objective can often be realized linguistically in different ways. For this reason, a number of the objectives are recycled. Consider the achievement objective *Understand, request, enquire about and compare and contrast what people are able and unable to do*. When it is first introduced, this objective is associated with the following examples:

Er kann Golf spielen.  
Sie kann besser Deutsch als ich.

However, when it is recycled, it is associated with können/ könnten:

Er könnte das machen.

Where objectives are recycled, they are associated with a different range of suggested language from that with which they were associated when they were first introduced. The fact that some achievement objectives are recycled within the framework provided here relates directly to the desirability of avoiding introducing too much linguistic complexity at any one time. This is a specific type of recycling that is associated with the gradual expansion of linguistic complexity. In the more general sense of ensuring that there is adequate provision for revision as well as extension, it is assumed that teachers will recycle all of the objectives from time to time.

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## CURRICULUM LEVEL 1

### Overall Achievement Objective: Emergent Communication A

Learners can understand and use familiar words, phrases and sentences appropriately, can follow simple instructions and respond appropriately (verbally and/or physically) to a range of simple questions.

**Listening:** Learners can understand familiar words, phrases and sentences in familiar spoken contexts. They can detect differences in intonation tunes and recognise words containing sounds and sound combinations that do not occur in their first language.

**Speaking:** Learners can use, with approximate pronunciation and intonation, some familiar words, phrases and sentences in familiar contexts and in response to verbal and visual cues.

**Reading:** Learners can read and understand familiar words, phrases and sentences.

**Writing:** Learners can write some familiar words, phrases and sentences and are familiar with the capitalisation of nouns, the use the umlaut and ß when writing words in German.

**NOTE:** Familiar words, phrases and sentences are words, phrases and sentences that students have practised in class in the context of the achievement objectives.

**CURRICULUM LEVEL 1: ACHIEVEMENT OBJECTIVES**

<b>1.1 Greet, farewell and thank</b> people and respond to greetings and thanks
<b>1.2 Introduce yourself and others</b> and respond to introductions
<b>1.3 Understand, express and enquire about notions of time</b> (including days of the week, months, dates) (Recycle at Level 2)
<b>1.4 Understand, express and enquire about personal information</b> such as name, age, nationality, occupation/primary activity (Recycle at Level 2)
<b>1.5 Understand, express and enquire about location</b> (Recycle at Levels 2 & 5)
<b>1.6 Understand, express and respond to simple classroom language</b> (including asking the word for something in German)

<b>SUGGESTED SOCIO-CULTURAL ASPECTS</b>	<b>SUGGESTED TOPICS</b>	<b>SUGGESTED TEXT TYPES</b>
The importance of learning another language.  German-speaking people in the world.	Myself, my family and friends  Meeting people  What's in my classroom / immediate surroundings  Birthdays and special occasions	Simple, short dialogues  Simple songs  Greeting cards  Simple timetables  Simple forms (e.g. Ausweis)

# **French in the New Zealand Curriculum**

## **Draft Guidelines**

**July 2000**

### **Using French for Meaningful Communication**

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Learning a modern language involves learning to communicate meaningfully in that language. Developing listening and speaking skills is essential. In a world in which much of our communication involves the written word, reading and writing skills are likely also to be important for the majority of students and can play a role in helping them to process their learning effectively. However, students who are encouraged to focus on reading and writing at the expense of listening and speaking are less likely to make good progress than those who are given significant opportunities to develop listening and speaking skills.

Accepting the importance of using French for meaningful communication throughout the learning process involves encouraging students to use French interactively in meaningful contexts in order to achieve communicative objectives. Developing communicative ability (the ability to communicate competently in a language) involves much more than internalization of a language system and knowledge of vocabulary. It also involves cultural and social awareness and understanding and the willingness, and ability, to recognize the interaction between language and context. Helping students to develop the capacity to communicate effectively in different contexts involves encouraging them to develop a wide range of skills and abilities.

The ultimate goal of a modern language programme is to enable learners to use the target language as appropriately and accurately as possible in a range of social and cultural contexts. This, however, is the ultimate goal, and teachers need to recognize that inappropriate and inaccurate language behaviour is an inevitable part of language learning. Because creativity and experimentation are important aspects of language learning and because effective communication is fluent as well as accurate, it is important not to inhibit learners by correcting every error they make on each occasion. This is particularly important in view of the fact that language learning progresses in stages and learners may need developmental time before they are able to correct certain errors in their production. Equally, learners have the right to know about their errors and the right to be helped to avoid error fossilization. Thus, there will be occasions when error correction is the focus of attention. If this is explained clearly, learners are likely to understand and accept it.

#### **Encouraging learners to use French for meaningful communication involves ensuring that:**

- . the target language is used as much as possible in the learning environment;
- . interactive, learner-centred activities play an important role;
- . language structures are introduced and practiced in meaningful contexts;
- . attention is paid to all aspects of language and communicative effectiveness;

. the learner is given opportunities to develop strategies for interpreting language in actual use.

**This, in turn, means that:**

- . students are given as many opportunities as possible to speak as well as to listen;
- . students are encouraged to initiate communication in the target language as well as to respond to it and to communicate with one another in pairs and small groups;
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- . students are encouraged to use the target language as often as possible to fulfil realistic communicative objectives (such as finding the information they need to solve a problem, or offering advice in a role-playing context);
- . students are encouraged to see effective communication as the goal and to recognize that fluency and appropriate language use are important at the same time as accepting that they will not always be able to produce language that is fluent, appropriate and accurate;
- . assessment activities should take developmental stages into account and should treat fluency, appropriate use of language and accuracy as factors that contribute to communicative effectiveness at the same time as acknowledging that mistakes and errors are a natural part of language development.

***Using French for Meaningful Communication: The Roles of Teachers and Students***

One of the main aims of learning French is to build students' confidence in using the language to communicate.

Teachers provide models of good communication skills. They also facilitate learning by setting up a range of interactive situations in which French can be used and in using French in managing the classroom. They initiate, and sometimes participate in, communicative exchanges among students. Both teachers and students are communicators, actively engaged in the process of communication.

It is important that all students should be actively engaged in communication. It is also important that this communication should not be threatening and that those students, often very effective learners, who prefer to listen for a while before speaking are not forced to speak before they are ready. Effective written communication often requires time and thought and so there will be occasions when students are given time for quiet reflection and individual work in the classroom. This is something that many students appreciate, particularly those who may not have much time for quiet thought outside of the classroom.

## ***Using French for Meaningful Communication: The Process of Teaching and Learning***

Students should have as many opportunities as possible to practice, and experiment with, new and assimilated language in meaningful contexts. They should have frequent opportunities to work in small groups and to use materials that are challenging and that facilitate development.

Materials should be as varied as possible. Many textbooks contain interesting, motivating and developmentally appropriate materials that are supplemented by tapes and videos. Sometimes, however, teachers may wish to adapt these materials to suit the particular needs and interests of their students. Sometimes they will use materials (magazines, films, train timetables, menus etc.) designed primarily for native speakers of the language. For specific purposes (such as, for example, encouraging learners to retrieve a specific piece of information, or to try to work out the overall gist of a message), it is often useful to introduce materials that include language that is likely to be unfamiliar. Depending on the task, it may, however, sometimes also be useful to adapt and/or simplify existing materials. Materials that are created by teachers with their own students in mind are often particularly effective. Within the context of sound planning and clearly articulated objectives setting, the introduction of a variety of different types of materials is likely to be stimulating and motivating.

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Many language classes are made up of students of very different aptitudes and abilities. For this reason, it is useful to encourage pair-work and group-work and to provide students with computer-based resources that are appropriate to their specific needs and interests.

## ***Using French for Meaningful Communication: Responding to Error***

In general, students should not be constrained by constant corrections during fluency practice. There should, however, be occasions when errors of various types, including grammatical errors, are corrected. Sometimes, the focus will be on significant errors only; on other occasions, less significant errors can be attended to in order to avoid error fossilization. Teacher judgment is paramount here. Although too much emphasis on error correction, particularly where students are not yet ready to assimilate new structures, will be demotivating, too little error correction can impede development, particularly where there are few opportunities outside of the classroom to observe, and interact with, good models of the language.

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## **Recycling**

The same achievement objective can often be realized linguistically in different ways. For this reason, a number of the objectives are recycled. Consider the achievement objective *Understand, request, give and withhold permission giving reasons where appropriate*. When it is first introduced, this objective is associated with the following examples:

*Vous pouvez aller chez Marc.  
Arrête ça, ou on va rentrer.*

However, when it is recycled, it is associated with conjunctions expressing result (*sinon* and *autrement*):  
and conditional constructions:

*Arrête ça, sinon on va rentrer.  
Si tu fais cela, tu seras en danger.*

Where objectives are recycled, they are associated with a different range of suggested language from that with which they were associated when they were first introduced. The fact that some achievement objectives are recycled within the framework provided here relates directly to the desirability of avoiding introducing too much linguistic complexity at any one time. This is a specific type of recycling that is associated with the gradual expansion of linguistic complexity. In the more general sense of ensuring that there is adequate provision for revision as well as extension, it is assumed that teachers will recycle all of the objectives from time to time.

## CURRICULUM LEVEL 1

### Overall Achievement Objective: Emergent Communication A

Learners can understand and use familiar words, phrases and sentences appropriately, can follow simple instructions and respond appropriately (verbally and/or physically) to a range of simple questions.

**Listening:** Learners can understand familiar words, phrases and sentences in familiar spoken contexts. They can detect differences in intonation tunes and recognise words containing sounds and sound combinations that do not occur in their first language.

**Speaking:** Learners can use, with approximate pronunciation and intonation, some familiar words, phrases and sentences in familiar contexts and in response to verbal and visual cues.

**Reading:** Learners can read and understand familiar words, phrases and sentences.

**Writing:** Learners can write some familiar words, phrases and sentences and are familiar with the need to use accents when writing some words in French.

**NOTE:** Familiar words, phrases and sentences are words, phrases and sentences that students have practised in class in the context of the achievement objectives.

### CURRICULUM LEVEL 1: ACHIEVEMENT OBJECTIVES

**1.1 Greet, farewell and thank** people and respond to greetings and thanks.

**1.2 Introduce yourself and others** and respond to introductions.

**1.3 Understand, express and enquire about notions of time** (including days of the week, months, dates).  
(Recycle at Level 2)

**1.4 Understand, express and enquire about personal information** such as name, age, nationality, occupation or primary activity. (Recycle at Level 2)

**1.5 Understand, express and enquire about location** (Recycle at Levels 2 and 3)

**1.6 Understand, express and respond to simple classroom language** (including asking the word for something in French).

<b>SUGGESTED SOCIO-CULTURAL ASPECTS</b>	<b>SUGGESTED TOPICS</b>	<b>SUGGESTED TEXT TYPES</b>
The importance of learning another language French speaking people in the world Birthdays and Saints' Days	Myself, my family and friends Meeting people What's in my classroom/ immediate surroundings Birthdays and special occasions	Simple, short dialogues Simple songs Greeting cards Simple timetables Simple forms

**APPENDIX 2: DETAILS OF MODERN LANGUAGE COURSES  
OTHER THAN NEW ZEALAND MÄORI AVAILABLE AT NEW  
ZEALAND UNIVERSITIES IN THE YEARS 1999 AND 2000**

## APPENDIX 2: DETAILS OF MODERN LANGUAGE COURSES OTHER THAN NEW ZEALAND MÄORI AVAILABLE AT NEW ZEALAND UNIVERSITIES IN THE YEARS 1999 AND 2000

### Modern languages (other than New Zealand Mäori) at the University of Auckland in 1999 and 2000

*The University of Auckland* offered papers in the following modern languages in the years 1999 and 2000:

Chinese, Cook Island Mäori, Dutch, French, German, Indonesian, Italian, Japanese, Korean, Mäori, Polish, Russian, Samoan, Spanish, Swedish, Tongan.

To gain a Bachelor of Arts degree (BA), a student was expected to “follow a course of study of the equivalent of three full-time years and pass papers with a total value of at least 42 points.” (*The University of Auckland Calendar, 1999*, p. 80). Thirty four of the total points must be from the Faculty of Arts Schedule and 22 must be above *Stage I*. To gain a major in a subject (e.g. French), a student was required to have 16 points in that subject, of which at least six were above *Stage II* (*The University of Auckland Calendar, 1999*, p. 80).

To be admitted to the Bachelor of Arts programme with honours (BA(Hons)), a student was required to (a) have completed a BA and passed the specified pre-requisite papers with an average of B- or higher in the 6 points at *Stage III*, or (b) have not yet completed a BA but have passed papers worth 40 points for that degree and have passed the specified pre-requisite papers with an average of B- or higher in the 6 points at *Stage III* (p. 82).

To be admitted to an MA programme, a student was required to have (a) completed a BA and passed the specified pre-requisite papers with an average of B- or higher in the 6 points at *Stage III*, or (b) have completed the degree of Bachelor of Arts (Hons) with at least Second Class Honours, First Division, or (c) have not yet completed a BA but have passed papers worth 38 points for that degree and have passed the specified pre-requisite papers with an average of B- or higher in the 6 points at *Stage III* (p. 82).

### Chinese at the University of Auckland

The papers listed in the *University Calendar* for study at the University of Auckland in Chinese in the year 2000 at *Stages 1, 2 and 3* are listed in *Table App 1 below*. Pre- and co-requisite requirements and restrictions place some measure of control over the courses a student may choose. Of the 29 papers offered at these levels, 8 had a language acquisition/ development focus and four involved language study abroad.

**Table App 2.1: Courses in Chinese Available at Stages 1, 2 and 3 at The University of Auckland in 1999 and 2000**

<b>Stage I</b>		
130.100	Beginning Modern Chinese A	Language
130.101	Beginning Modern Chinese B	Language
130.110	Academic Chinese for Nat. Spkr (non-Mand)	Language
130.111	Academic Chinese for Nat. Spkr (Mand)	Language
130.120	Introduction to Chinese Thought	Culture
130.121	Aspects of Traditional Chinese Culture	Culture
130.123	Ethnic Chinese Abroad (NZ Chinese)	Culture
130.124	Modern China to 1950 through Film and Lit	Culture
130.125	China since 1950 through Film and Lit	Culture
<b>Stage II</b>		
130.200	Intermediate Modern Chinese A	Language
130.201	Intermediate Modern Chinese B	Language
130.204	Introduction to Classical Chinese	Language
130.205	Elementary Classical Chinese	Linguistics/language history
130.210	Introduction to Translation for Native Speakers	Linguistics/ language history
130.211	Readings in Mod & Class Ch. for Native Spkr	Culture
130.220	Major Schools of Chinese Thought	Culture
130.221	Classical Chinese Literature in Translation	Culture
130.222	Modern Chinese Literature in Translation	Culture
130.277	Chinese Study Abroad IIA	CSA
130.278	Chinese Study Abroad IIB	CSA
<b>Stage III</b>		
130.300	Advanced Modern Chinese A	Language
130.301	Advanced Modern Chinese B	Language
130.304	Intermediate Classical Chinese	Linguistics/ language history
130.305	Advanced Classical Chinese	Linguistics/ language history
130.310	Advanced Translation for Native Speakers	Applied
130.311	Adv. Rdgs in Mod & Class Ch. for Native Spkr	Culture
130.320	Chinese New Zealanders : Special studies	Culture
130. 377	Chinese Study Abroad IIIA	CSA
130.378	Chinese Study Abroad IIIB	CSA

The papers available for BA(Hons) and Masters are listed in *Table App 2*. Of the 28 papers included here, one had a language acquisition/ development focus. In general, these papers were worth 4 points each, but 130.706 (*Readings in Confucian and Taoist Texts*) and 130.707 (*Teaching Chinese as a Foreign Language A*) were worth 2 points each, and paper 130.796 (*Thesis*) was worth 10 points. All of these papers are classified by type.

**Table App 2.2: Courses in Chinese Available for BA (Hons) and Masters at the University of Auckland in 1999 and 2000**

130.700	Advanced Modern Chinese	Language
130.701	Classical Chinese Literature	Culture
130.702	Modern Chinese Literature: A survey	Culture
130.703	Traditional Chinese Historiography	Culture
130.704	Traditional Chinese Verse	Culture
130.705	Modern Chinese Poetry	Culture
130.706	Readings in Confucian and Taoist Texts	Culture
130.707	Teaching Chinese as a Foreign Language A	Applied
130.708	Teaching Chinese as a Foreign Language B	Applied
130.711	Traditional Chinese Fiction	Culture
130.712	Modern Chinese Fiction	Culture
130.713	Traditional Chinese Drama	Culture

**Table App 2.2 (contd.): Courses in Chinese Available for BA (Hons) and Masters at the University of Auckland in 1999 and 2000 (continued)**

130.714	Modern Chinese Drama	Culture
130.715	Readings in Non-literary Modern Chinese	Culture
130.716	'River Elegy' and Chinese Cultural Discourse	Culture
130.717	Introduction to Chinese Linguistics	Linguistics/ language history
130.718	Advanced Readings in Contemporary Ch Lit	Culture
130.719	Bibliography and Research Methodology	Applied
130.720	Prin. and Prac. of Chinese-English Translation	Applied
130.721	Prin. and Prac. of English-Chinese Translation	Applied
130.722	A paper-related research topic	Non-specifiable
130.723	Traditional Chinese Short-Stories	Culture
130.724	Chinese Film	Culture
130.725	Special Topic	Non-specifiable
130.726	Special Topic	Non-specifiable
130.780	Honours Dissertation	Non-specifiable
130.790	Dissertation	Non-specifiable
130.796	Thesis	Non-specifiable

**Table App 2.3: Summary of Chinese Courses Available at The University of Auckland in 1999 and 2000 in terms of Primary Focus**

Chinese	Stage I	Stage 2	Stage III	Graduate
Language	4	3	2	1
Culture	5	4	2	15
Study Abroad	0	2	2	0
Linguistics/ language history	0	2	2	0
Applied	0	0	1	5
Non-specifiable	0	0	0	6

### Cook Island Maori at The University of Auckland

The papers listed for study at the University of Auckland in Cook Island Maori in the year 2000 at *Stages 1, 2 and 3* are listed in below. Each of the six papers listed had a language acquisition/ development focus and each was worth 2 points.

**Table App 2.4: Courses in Cook Island Maori Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000**

<b>Stage I</b>	
145.101 Introduction to the Structure of Cook Islands Maori	Language
145.102 Introduction to Spoken and Written Cook Islands Maori	Language
<b>Stage II</b>	
145.201 Cook Islands Maori: Structure and Grammar	Language
145.202 Cook Islands Maori: Oral and Written	Language
<b>Stage III</b>	
145.301 Cook Islands Maori: Advanced Structure and Grammar	Language
145.302 Cook Islands Maori: Advanced Oral and Written	Language

*Table App 2.5: Summary of Cook Island Maori courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus*

Cook Island Maori	Stage I	Stage 2	Stage III	Graduate
Language	2	2	2	0
Culture	0	0	0	0
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	0	0	0

### Croatian at The University of Auckland

Two undergraduate papers in Croatian were available (see *Table App 6*). Each had a language acquisition/ development focus and each was worth two points.

*Table App 2.6: Courses in Croatian Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000*

146.100 Beginners Croatian A	Language
146.101 Beginners Croatian B	Language

*Table App 2.7: Summary of Croatian Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus*

Croatian	Stage I	Stage 2	Stage III	Graduate
Language	2	0	0	0
Culture	0	0	0	0
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	0	0	0

### Dutch at The University of Auckland

A number of undergraduate papers in Dutch were available in 1999 and 2000. Pre- and co-requisite requirements and restrictions placed some measure of control over the papers a student could choose. Of the 19 papers offered at undergraduate level, 6 had a language acquisition/ development focus and 4 involved language study abroad. Each of the papers was worth 2 points.

*Table App 2.8 : Courses in Dutch Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000*

Stage I	
160.100 Dutch Language Introductory A	Language
160.101 Dutch Language Introductory B	Language
160.102 Aspects of the Civ. of the Low Countries	Culture
160.160 Dutch Language Introductory A	Language
160.161 Dutch Language Introductory B	Language

**Table App 2.8 (contd.): Courses in Dutch Available at Stages 1, 2 and 3 at the University Auckland in 1999 and 2000 (continued)**

<b>Stage II</b>	
160.201 Dutch Language Intermediate	Language
160.202 Dutch Colonial History and Literature	Culture
160.205 Staging Medieval Drama	Culture
160.206 Anne Frank and the Holocaust	Culture
160.207 Introduction to Modern Dutch Literature	Culture
160.210 Language and Linguistics	Linguistics/ language history
160.277 Dutch Study Abroad IIA	DSA
160.278 Dutch Study Abroad IIB	DSA
<b>Stage III</b>	
160.301 Dutch Language Advanced	Language
160.303 Dutch Short Stories and Novels	Culture
160.304 Dutch Poetry	Culture
160.320 Special Topic	Culture
160.377 Dutch Study Abroad IIIA	DSA
160.378 Dutch Study Abroad IIIB	DSA

**Table App 2.9: Summary of Dutch Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus**

Dutch	Stage I	Stage 2	Stage III	Graduate
Language	4	1	1	0
Culture	1	4	3	0
Study Abroad	0	2	2	0
Linguistics/ language history	0	1	0	0
Applied	0	0	0	0
Non-specifiable	0	0	0	0

### French at the University of Auckland

The papers in French available in 1999 and 2000 are included in *Table App 10*. The prescription states that "students would normally take 200.100 and either 200.129 or 200.141, 200.200 and two other French II papers; and 200.300 with two other French III papers." (The University of Auckland Calendar, 1999, p. 349). However, students who "wish to advance in Language Acquisition only, or who are not completing a major or a minor in French", do not have to comply with these regulations." (p. 349). Of the 30 papers offered at undergraduate level, 11 had a language acquisition/ development focus and 6 involved language study abroad.

**Table App 2.10: Courses in French Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000**

<b>Stage I</b>		
200.100	French Language I	Language
200.110	Basic Concepts of Grammar for French	Language
200.129	French Language and Culture in Film	Culture
200.141	French Literature through Text, Voice & Image	Culture
200.151	Introductory French A	Language
200.152	Introductory French B	Language
200.159	France: Culture and Identity	Culture
200.160	Basic Concepts of Gram for French (Distance)	Language
<b>Stage II</b>		
200.200	French Language II	Language
200.210	French Study Abroad	FSA
200.214	Applied Language Studies	Language
200.218	Historicity and Variation in French	Language
200.229	French History and Civilisation	Culture
200.230	French for Business	Language
200.241	French Literature in Context: Selected Readings	Culture
200.277	French Study Abroad IIA	FSA
200.278	French Study Abroad IIB	FSA
<b>Stage III</b>		
200.300	French Language III	Language
200.306	Medieval French Language and Culture	Culture
200.307	A Literary Topic	Culture
200.318	New Languages in the French Colonial World	Language
200.320	Intro to the Theory & Practice of Translation	Applied
200.322	A Linguistic Topic: Study Abroad	FSA
200.329	Gender & Culture: Persp from the Fr Sp World	Culture
200.330	Special Topic	Non-specifiable
200.339	The French Cinema	Culture
200.342	200.342 French Theatre: From Farce to Frenzy	Culture
200.343	French Study Abroad IIIA	FSA
200.378	French Study Abroad IIIB	FSA

The papers available for BA(Hons) and MA are listed in *Table App 11*. Of the 25 papers in this category, 1 had a language acquisition/ development focus. In general, these papers were worth 4 points each, but 200.750 (*Special Studies*) was worth 2 points, papers 200.785 (*Honours Dissertation*) and 200.792 (*Dissertation*) were worth 6 points each, and paper 200.796 (*Thesis*) was worth 14 points. French papers offered at the University of Auckland in the year 2000 are classified by type.

**Table App 2.11: Courses in French Available for BA (Hons) and Masters at the University of Auckland in 1999 and 2000**

200.700	Language Acquisition	Language
200.701	Special Topic in Old French: Crusades Lit	Culture
200.702	Special Topic in Middle French	Culture
200.710	Special Topic	Non specifiable
200.711	Special Topic	Non specifiable
200.712	Sp Topic in Old French: La Chanson de Roland	Culture
200.713	Sp Topic in Middle French: Renaissance Vocab	Culture
200.716	Special Topic	Non specifiable
200.717	Applied Linguistics	Linguistics/ language history
200.720	Introduction to Professional Translation	Applied
200.723	20th century Theatre	Culture
200.742	Writing the self: Autobio from Montaigne to Duras	Culture

**Table App 2.11 (contd.): Courses in French Available for BA (Hons) and Masters at the University of Auckland in 1999 and 2000 (continued)**

200.725	Special topic	Non specifiable
200.726	Special topic	Non specifiable
200.727	Esprit de la Nouvelle Revue Francaise	Culture
200.728	Ecriture et Politique: le Cas du Quebec	Culture
200.792	Gender & Culture: Pers from the Fr Sp world	Culture
200.739	The French Cinema	Culture
200.741	The French Novel: Style and Narrative	Culture
200.742	French Theatre: From Farce to Frenzy	Culture
200.750	Special Studies	Non specifiable
200.785	Honours dissertation	Non specifiable
200.790	Dissertation	Non specifiable
200.792	Dissertation	Non specifiable
200.796	Thesis	Non specifiable

**Table App 2.12: Summary of French Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus**

French	Stage I	Stage 2	Stage III	Graduate
Language	5	4	2	1
Culture	3	2	6	12
Study Abroad	0	3	3	0
Linguistics/ language history	0	0	0	1
Applied	0	0	1	1
Non-specifiable	0	0	1	10

### German at the University of Auckland

The papers in German available at undergraduate level in 1999 and 2000 are listed in below. There was no specific programme structure outlined for students intending to major in German. Pre- and co-requisite requirements and restrictions, however, placed some controls on papers a student could select at any stage. Of the 25 papers offered at undergraduate level, 2 had a language acquisition/ development focus and 4 involved German study abroad. Each was worth 2 points.

**Table App 2.13: Courses in German available at Stages 1, 2 and 3 at the University of Auckland in the year 2000**

<b>Stage I</b>		
205.101	German Language Introductory A	Language
205.102	German Language Introductory B	Language
205.103	German in Business	Language
205.104	German Language Intermediate I	Language
205.110	German Literature: an introduction	Culture
205.120	Cinema and Art in 20th Century Germany	Culture
<b>Stage II</b>		
205.201	German Language Intermediate II	Language
205.210	20th Century German Literature	Culture
205.211	Contemporary literature	Culture
205.277	German study abroad IIA	GSA
205.278	German study abroad IIB	GSA

**Table App 2.13 (contd.): Courses in German available at Stages 1, 2 and 3 at the University of Auckland in the year 2000 (continued)**

<b>Stage 2 (continued)</b>		
205.290	Special topic	Non specifiable
205.205	Staging medieval drama	Culture
<b>Stage III</b>		
205.301	German Language Advanced A	Language
205.302	German Language Advanced B	Language
205.305	Translation	Applied
205.310	Classicism, Romanticism, Realism	Culture
205.311	Modern German Classics	Culture
205.330	Middle High German	Culture
205.377	German Study Abroad IIIA	GSA
205.378	German Study Abroad IIIB	GSA
205.390	Special topic: Sprachpraktikum	Language
205.391	The German Connection with New Zealand	Culture
205.392	Special topic	Non specifiable
205.393	Special topic	Non-specifiable

The papers listed as being available for BA(Hons) and MA are listed below. . Of the 26 papers offered at graduate level, 4 had a language acquisition/ development focus. In general, the papers were worth 2 points each. However, 205.701 (*Language Acquisition*) and 205.740 (*Advanced German Translation*) were worth 4 points each and 205.792 (*Dissertation*), 205.794 (*Thesis A*) and 205.796 (*Thesis B*) were worth 6, 10 and 14 points respectively. The German papers offered are classified by type (see below).

**Table App 2.14: Courses in German available for BA (Hons) and Masters at the University of Auckland in the year 2000**

205.701	Language acquisition	Language
205.702	Language acquisition	Language
205.705	Translation	Language
205.711	The Age of Goethe	Culture
205.714	Post-war German Prose	Culture
205.715	20th Century German Poetry	Culture
205.716	Literature and Film	Culture
205.717	20 th Century Women writers	Culture
205.718	Middle High German Literature I	Culture
205.719	Middle High German Literature II	Culture
205.720	Special Topic in German Literature	Culture
205.721	Special Topic in Germanic Studies	Culture
205.722	Goethe: Faust I	Culture
205.723	Goethe: Faust II	Culture
205.724	The Contemporary Novel	Culture
205.725	Fontane: Effi Briest as Novel and Film	Culture

**Table App 2.14 (contd.): Courses in German available for BA (Hons) and Masters at the University of Auckland in the year 2000 (continued)**

205.726	Thomas Mann: the Early works	Culture
205.727	Thomas Mann: the Later Works	Culture
205.728	Special Topic in Germanic Studies	Non specifiable
205.729	Special Topic in Germanic Studies	Non specifiable
205.735	Special Topic in German Linguistics	Linguistics/ language history
205.740	Advanced German Translation	Applied
205.780	Honours Dissertation	Non specifiable
205.792	Dissertation	Non specifiable
205.794	Thesis A	Non specifiable
205.796	Thesis B	Non specifiable

**Table App 2.15: Summary of German Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus**

German	Stage I	Stage 2	Stage III	Graduate
Language	4	1	3	3
Culture	2	3	4	15
Study Abroad	0	2	2	0
Linguistics/ language history	0	0	0	1
Applied	0	0	1	1
Non-specifiable	0	1	2	6

### Indonesian at the University of Auckland

Undergraduate papers in Indonesian are listed below. There was no specific programme structure outlined for students intending to major in Indonesian but pre-and co-requisite requirements and restrictions placed some controls on which papers a student could choose at any stage. Of the 35 papers offered at undergraduate level, 6 had a language acquisition/ development focus and 4 involved Indonesian study abroad. Each of the papers was worth 2 points, with the exception of 220.181(*Introduction to Classical Arabic*) and 220.182 (*Beginning Sanskrit*) which were worth 4 points each.

**Table App 2.16: Courses in Indonesian Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000**

Stage I	
220.101 Indonesian I A	Language
220.102 Indonesian I B	Language
220.120 Indonesian Literatures: Readings in Translation	Culture
220.130 Indonesia: Land and People	Culture
220.135 Introduction to Hinduism	Culture
220.136 Introduction to Buddhism	Culture
220.138 Introduction to Islam	Culture
220.181 Introduction to Classical Arabic	Linguistics/ language history
220.182 Beginning Sanskrit	Linguistics/ language history

**Table App 2.16 (contd.): Courses in Indonesian Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000 (continued)**

<b>Stage II</b>	
220.201 Indonesian II A	Language
220.202 Indonesian II B	Language
220.220 Second Year Readings	Language
220.230 Indonesian Cultural Studies I	Culture
220.231 Indonesian Cultural Studies II	Culture
220.232 Aspects of the Indonesian Colonial Experience	Culture
220.245 Indonesian Regional Language Studies I	Culture
220.265 Advanced Indonesian for Malay Speakers A	Language
220.266 Advanced Indonesian for Malay Speakers B	Language
220.277 Indonesian Study Abroad IIA	ISA
220.278 Indonesian Study Abroad IIB	ISA
220.299 Directed Studies	Non specifiable
<b>Stage III</b>	
220.301 Indonesian III A	Language
220.302 Indonesian III B	Language
220.320 Introduction to Modern Indonesian Literature	Culture
220.330 Selected Topics I	Non specifiable
220.331 Selected Topics II	Non specifiable
220.345 Indonesian Regional Language Studies II	Culture
220.350 Advanced Indonesian Readings	Culture
220.360 Seminar: Advanced Indonesian	Language
220.362 Seminar: Pramoedya Ananta Toer	Culture
220.377 Indonesian Study Abroad IIIA	ISA
220.378 Indonesian Study Abroad IIIB	ISA
220.380 Introduction to Classical Malay Literature	Culture
220.397 Seminar in Bibliography	Applied
220.399 Special Studies	Non specifiable

Of the 14 graduate level papers, 1 had a language acquisition/ development focus. In general, the papers were worth 4 points each. However, 220.785 (*Honours Dissertation*), 220.794 (*Thesis A*) and 220.796 (*Thesis B*) were worth 6, 10 and 14 points respectively. Indonesian papers at the University of Auckland are classified by type (see *below*).

**Table App 2.17: Courses in Indonesian Available for BA (Hons) and Masters at the University of Auckland in 1999 and 2000**

220.700 Advanced Language Acquisition	Language
220.720 Selected Topics in Modern Indonesian Literature	Culture
220.729 Advanced Indonesian Translation Practice	Applied
220.740 Selected Topics in Javanese Literature and Culture	Culture
220.745 Selected Topics in Old Javanese Literature and Culture	Culture
220.749 Translation and Paraphrase of Selected 'Macapat' Texts	Culture
220.750 Selected Topics in Classical Malay Literature	Culture
220.759 Translation of Selected Malay Texts	Applied
220.760 Seminar in Bibliography	Applied
220.770 Selected Topics in Retrospective Dutch Scholarship	Culture
220.780 Special Studies	Non specifiable
220.785 Honours Dissertation	Non specifiable
220.794 Thesis A	Non specifiable
220.796 Thesis B	Non specifiable

**Table App 2.18: Summary of Indonesian Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary focus**

Indonesian	Stage I	Stage 2	Stage III	Graduate
Language	2	5	3	1
Culture	5	4	5	6
Study Abroad	0	2	2	0
Linguistics/ language history	2	0	0	0
Applied	0	0	1	3
Non-specifiable	0	1	3	4

### Italian at the University of Auckland

The undergraduate papers in Italian in 1999 and 2000 are included as *Table App 2.20*. There was no specific programme structure outlined for students intending to major in Italian. However, pre-and co-requisite requirements and restrictions placed some controls on which papers a student could choose at any stage. Of the 29 papers offered at undergraduate level, 6 had a language acquisition/ development focus and 4 involved Italian study abroad. Each of the papers was worth 2 points. Of the 25 papers offered at graduate level 2 had a language acquisition/ development focus. In general, the papers were worth 4 points each. However, 226.701 (*Special Topic in Italian Language Acquisition*) and 226.721 (*Special Topic*) were worth 2 points each, and 226.792 (*Dissertation*), 226.794 (*Thesis A*) and 226.796 (*Thesis B*) were worth 6, 10 and 14 points respectively. These papers are classified by type (see *below*).

**Table App 219: Courses in Italian Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000**

<b>Stage I</b>	
226.106 Italian Language for Beginners A	Language
226.107 Italian Language for Beginners B	Language
226.111 Special Topic: Italy on Screen	Culture
226.166 Italian Language for Beginners A – Distance Learning	Language
226.167 Italian Language for Beginners B – Distance Learning	Language
<b>Stage II</b>	
226.200 Intermediate Italian Language A	Language
226.201 Intermediate Italian Language B	Language
226.202 Engendered Voices (Texts in Italian)	Culture
226.203 Engendered Voices (Texts in English)	Culture
226.204 Italian Fiction and Cinema	Culture
226.205 Il Linguaggio del Testo: Language and Text	Language
226.209 Major Themes in Italian Renaissance Culture (Texts in Italian)	Culture
226.210 Major Themes in Italian Renaissance Culture (Texts in English)	Culture
226.221 Italian for Business	Language
226.231 The Theatre of Dario Fo and Franca Rame	Culture
226.232 Special Topic	Non specifiable

**Table App 2.19 (contd.): Courses in Italian Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000 (continued)**

226.234 20th Century Italian Drama	Culture
226.277 Italian Study Abroad IIA	ISA
226.278 Italian Study Abroad IIB	ISA

**Table App 2.20: Courses in Italian Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000 (continued)**

<b>Stage III</b>	
226.300 Advanced Italian Language	Language
226.302 Inferno	Culture
226.303 Boccaccio and Petrarca	Culture
226.322 Italian Translation Practice	Applied
226.331 Special Topic in Italian Literature or Film	Culture
226.332 Breaking the Frame: A Problem in Italian Literature and the Visual Arts	Culture
226.333 Special Topic	Non specifiable
226.334 Italo Calvino's Early Fiction	Culture
226.377 Italian Study Abroad IIIA	ISA
226.378 Italian Study Abroad IIIB	ISA

**Table App 2.21: Courses in Italian available for BA (Hons) and Masters at the University of Auckland in the year 2000**

226.700 Language Acquisition: Oral and Written Use of Italian	Language
226.701 Special Topic in Italian Language Acquisition	Language
226.702 Advanced Italian Translation Practice	Applied
226.703 Linguistics: Principles and Methods Applied to the Study of Italian	Linguistics/ language history
226.704 Special Topic in Linguistics	Language
226.705 History and Fantasy in the Writings of Antonio Tabucchi	Culture
226.706 Renaissance Theatre	Culture
226.707 The Italian Detective Story	Culture
226.708 Self-Reflection to Self-Invention: Redefining Women's Autobiography	Culture
226.709 Special Topic	Non specifiable
226.710 Special Topic in 14th Century Literature	Culture
226.711 Dante's Divina Commedia	Culture
226.712 Contemporary Italian Theatre	Culture
226.713 Italian Popular Culture	Culture
226.714 Italo Calvino's Early Fiction	Culture
226.720 Special Topic in Renaissance Literature and Culture	Culture
226.721 Special Topic	Non specifiable
226.730 Special Topic in 20th Century Italian Literature	Culture
226.732 Special Topic	Non specifiable
226.733 The Films of Michelangelo Antonioni	Culture
226.734 Special Topic	Non specifiable
226.780 Honours Dissertation	Non specifiable
226.792 Dissertation	Non specifiable
226.794 Thesis A	Non specifiable
226.796 Thesis B	Non specifiable

**Table App 2.22: Summary of Italian Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus**

Italian	Stage I	Stage 2	Stage III	Graduate
Language	4	4	1	3
Culture	1	7	5	12
Study Abroad	0	2	2	0
Linguistics/ language history	0	0	0	1
Applied	0	0	1	1
Non-specifiable	0	1	1	8

### Japanese at the University of Auckland

Papers listed for undergraduate study in Japanese are listed in *Table App 2.24*. The *Calendar* for the year 2000 states that “*Stage I* students majoring in Japanese would normally take 230.130 (*Introduction to Japanese Language A*), 230.131 (*Introduction to Japanese Language B*), 230.150 (*Japan: A Survey*), 230.230 (*Intermediate Japanese*) or 230.239 (*Japanese for Business*) and two other Japanese *Stage II* papers; and 230.330 (*Advanced Japanese*) or 230.339 (*Japanese for Business II*) with two other Japanese *Stage III* papers. With the permission of the Head of Department, in special circumstances, other papers could be substituted for 230.150. Of the 21 papers offered at undergraduate level, 6 had a language acquisition/ development focus and 4 involved Japanese study abroad. Each of the papers was worth 2 points. The papers available for BA (Hons) and Masters are listed below. Of these 21 papers, 1 had a language acquisition/ development focus. In general, the papers were worth 4 points each. However, 230.704 (*Advanced Japanese*), 230.710 (*Japanese Research Methodology (Literature)*) and 230.720 (*Japanese Research Methodology (Linguistics)*) were worth 2 points each, and 230.794 (*Thesis*) was worth 10 points. Japanese papers at The University of Auckland in the year 2000 are summarized by type.

**Table App 2.23: Courses in Japanese Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000**

<b>Stage I</b>	
230.130 Introduction to Japanese Language A	Language
230.131 Introduction to Japanese Language B	Language
230.150 Japan: A Survey	Culture
<b>Stage II</b>	
By special permission of the Head of Department prerequisites at Stage II may be waived. A pass in 230.230 or 230.239 is required for students majoring in Japanese. Either 230.230 or 230.239 must be taken concurrently with any Japanese Stage II paper unless already passed. One of 230.101 or 230.111 or 230.121 or 230.131 must be passed prior to enrolment for any Stage II paper in Japanese.	
230.222 Introduction to Japanese Linguistics	Linguistics/ language history
230.230 Intermediate Japanese	Language
230.239 Japanese for Business	Language
230.240 Introduction to Japanese Literature	Culture
230.270 Japanese Culture and Society: Introduction	Culture
230.277 Japanese Study Abroad IIA	JSA
230.278 Japanese Study Abroad IIB	JSA

**Table App 2.23 (contd.): Courses in Japanese Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000 (continued)**

<b>Stage III</b>	
By special permission of the Head of Department prerequisites at Stage III may be waived. A pass in 230.330 or 230.339 is required for a major in Japanese. Either 230.330 or 230.339 must be taken concurrently with any Stage III paper unless already passed. 6 points at Stage II in Japanese including one of 230.200, 230.201, 230.211, 230.230 or 230.239, and excluding 230.206, is a prerequisite for any Stage III paper in Japanese except 230.339.	
230.307 Classical Japanese Language and Literature	Culture
230.322 Japanese Linguistics	Linguistics/ language history
230.324 Topics in Japanese Linguistics	Linguistics/ language history
230.330 Advanced Japanese	Language
230.339 Japanese for Business II	Language
230.341 Modern Japanese Literature	Culture
230.377 Japanese Study Abroad IIIA	JSA
230.378 Japanese Study Abroad IIIB	JSA
230.381 Japanese Culture and Society	Culture
230.385 Topics in Japanese Culture and Society	Culture
230.390 Media in Postmodern Japanese Society	Culture

**Table App 2.24: Courses in Japanese Available for BA (Hons) and Masters at the University of Auckland in 1999 and 2000**

230.704 Advanced Japanese	Language
230.705 Advanced Japanese Translation Practice	Applied
230.710 Japanese Research Methodology (Literature)	Applied
230.711 Modern Prose and Fiction	Culture
230.712 Classical Prose and Fiction	Culture
230.713 Japanese Poetry	Culture
230.714 Japanese Drama	Culture
230.715 Classics of Pre-Modern Japanese Thought	Culture
230.716 Major Works of Modern Japanese Thinkers	Culture
230.717 History of Japanese Literary Criticism	Culture
230.720 Japanese Research Methodology (Linguistics)	Applied
230.721 Introduction to Japanese Linguistics	Applied
230.722 Special Topics in Japanese Linguistics	Linguistics/ language history
230.723 Problems in Japanese Syntax	Language
230.724 Linguistic Approaches to Translation	Applied
230.725 Japanese Phonology and Morphology	Language
230.731 Approved Topic(s) in Culture or Literature	Culture
230.741 Japanese Thought in an Asian Context	Culture
230.742 Readings in Modern Japanese Intellectual History	Culture
230.790 Dissertation	Non specifiable
230.794 Thesis	Non specifiable

**Table App 2.25: Summary of Japanese Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus**

<b>Japanese</b>	<b>Stage I</b>	<b>Stage 2</b>	<b>Stage III</b>	<b>Graduate</b>
<b>Language</b>	2	2	2	3
<b>Culture</b>	1	2	5	10
<b>Linguistics/ language history</b>	0	1	2	1
<b>Study Abroad</b>	0	2	2	0
<b>Applied</b>	0	0	0	5
<b>Non-specifiable</b>	0	0	0	2

## 10 Korean at the University of Auckland

Papers in Korean available in 1999 and 2000 at undergraduate level are listed in *Table App 2.27*. There was no specific course structure outlined for students intending to major in Korean. However, pre-and co-requisite requirements and restrictions placed some controls on which papers a student could choose at any stage. Of the 17 papers offered at undergraduate level, 7 had a language acquisition/ development focus and 5 involved Korean study abroad. Each of the papers was worth 2 points. While it was not possible to take an MA in Korean alone, one or both of the papers listed in *App 2. 28* could, with the permission of the relevant Head of Department, be taken as part of an MA in another subject. Of these 4 papers, 2 had a language acquisition/ development focus. Papers 235.700 (*Korean Language Skills A*) and 235.701 (*Korean Language Skills B*) were worth 2 points each and the others were worth 4 points. Korean papers offered at the University of Auckland in the year 2000 are summarised by type in *App 2.29*.

**Table App 2.26: Courses in Korean Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000**

<b>Stage I</b>	
235.100 Korean for Beginners	Language
235.103 Korean Study Abroad IA	KSA
235.120 Korean Society and Culture	Culture
235.121 Thought and Religion in Korea	Culture
<b>Stage II</b>	
235.200 Intermediate Korean A	Language
235.201 Intermediate Korean B	Language
235.202 Intermediate Aural and Oral Korean	Language
235.204 Translation Into Modern Korean	Applied
235.230 Traditional and Modern Korean Literature	Culture
235.277 Korean Study Abroad IIA	KSA
235.278 Korean Study Abroad IIB	KSA
<b>Stage III</b>	
235.300 Advanced Korean A	Language
235.301 Advanced Korean B	Language
235.302 Advanced Aural and Oral Korean	Language
235.304 Translation from and into Modern Korean	Applied
235.377 Korean Study Abroad IIIA	KSA
235.378 Korean Study Abroad IIIB	KSA

**Table App 2.27: Courses in Korean Available for BA (Hons) and Masters Degree in Other Subject Areas at the University of Auckland in 1999 and 2000**

235.700 Korean Language Skills A	Language
235.701 Korean Language Skills B	Language
235.710 Special Studies	Non specifiable
235.730 Modern Korean Literature	Culture

**Table App 2.28: Summary of Korean Courses Available at The University of Auckland in 1999 and 2000 in terms of Primary Focus**

Korean	Stage I	Stage 2	Stage III	Graduate
Language	1	3	3	2
Culture	2	1	0	1
Study Abroad	1	2	2	0
Applied	0	1	1	0
Non-specifiable	0	0	0	1

## 11 Polish at the University of Auckland

Two papers in Polish were available. Both were offered at undergraduate level. The focus of one of these papers is language acquisition/ development. Each of the papers was worth 2 points. *Table App 2.31* summarises these papers by primary focus.

**Table App 2.29: Courses in Polish Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000**

Stage I		
284.100 Beginners Polish		Language
284.101 Introduction to Modern Poland		Culture

**Table App 2.30: Summary of Polish Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus**

Polish	Stage I	Stage 2	Stage III	Graduate
Language	1	0	0	0
Culture	1	0	0	0
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	0	0	0

## Russian at the University of Auckland

The papers listed for study in Russian at undergraduate level are listed in *Table App 2.32*. No specific programme structure was outlined for students intending to major in Russian. However, pre-and co-requisite requirements and restrictions placed some controls on which papers a student could select at any stage. Of the 15 papers offered at undergraduate level, 4 had a language acquisition/ development focus and 4 involved Russian study abroad. Each of the papers was worth 2 points. Of the 19 papers offered at graduate level, 6 had a language acquisition/ development focus. In general, the papers are worth 4 points each. However, 290.712 (*Advanced Russian Translation Practice*) and 290.725 (*Petersburg in Russian Poetry and Prose*) were worth 2 points each, and 290.796 (*Thesis*) was worth 14 points. Russian papers available at the University of Auckland in the year 2000 are summarised by type.

**Table 4App 2.31: Courses in Russian Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000**

<b>Stage I</b>	
290.100 Beginners Russian A	Language
290.101 Beginners Russian B	Language
290.112 Russian Civilisation	Culture
290.113 Classics of Russian/Slavonic Literature Translation	Culture
290.121 Preliminary Russian for Business	Language
<b>Stage II</b>	
290.210 Intermediate Russian	Language
290.214 Russian Verbal and Visual Art	Culture
290.277 Russian Study Abroad IIA	RSA
290.278 Russian Study Abroad IIB	RSA
<b>Stage III</b>	
290.310 Advanced Russian	Language
290.311 The Slavonic Languages Today	Linguistics/ language history
290.312 Russian Narrative Art	Culture
290.313 Introduction to Russian Literature of the 20th Century	Culture
290.377 Russian Study Abroad IIIA	RSA
290.378 Russian Study Abroad IIIB	RSA

**Table App 2.32: Courses in Russian Available for BA (Hons) and Masters at the University of Auckland in 1999 and 2000**

290.710 Language Acquisition: Russian	Language
290.711 The Structure of Russian	Linguistics/ language history
290.712 Advanced Russian Translation Practice	Applied
290.713 Practical Stylistics of Modern Russian	Language
290.714 Slavonic Lexicography and Lexicology	Linguistics/ language history
290.715 Comparative Slavonic Linguistics I	Linguistics/ language history
290.716 Comparative Slavonic Linguistics II	Linguistics/ language history
290.717 Special Topic	Non specifiable
290.718 Research Methods in Russian Studies	Applied
290.719 Early Russian Literature	Culture
290.720 18th Century Russian Literature	Culture
290.721 Special Topic in Russian Poetry	Culture
290.722 Dostoevsky and Tolstoi	Culture
290.723 Pushkin	Culture
290.724 Moscow in Russian Literature and Culture	Culture
290.725 Petersburg in Russian Poetry and Prose	Culture
290.726 Modern Russian Literature	Culture
290.790 Dissertation	Non specifiable
290.796 Thesis	Non specifiable

**Table App 2.33: Summary of Russian Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus**

Russian	Stage I	Stage 2	Stage III	Graduate
Language	3	1	1	2
Culture	2	1	2	8
Study Abroad	0	2	2	0
Linguistics/ language history	0	0	1	4
Applied	0	0	0	2
Non-specifiable	0	0	0	3

### 13 Samoan at the University of Auckland

Undergraduate papers in Samoan available in 1999 and 2000 are listed in *Table App 2.35*. All 6 of these papers had a language acquisition/ development focus. Each was worth 2 points. These papers are summarised in terms of primary focus in *Table App 2.36*.

**Table App 2.34: Courses in Samoan Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000**

<b>Stage I</b>	
295.101 Samoan Language for Beginners	Language
295.102 Samoan Language for Intermediate Learners	Language
<b>Stage II</b>	
295.201 Samoan Language: Structure and Writing Skills	Language
295.202 Samoan Language: Spoken and Written Samoan	Language
<b>Stage III</b>	
295.301 Oral and Written Samoan	Language
295.302 Advanced Samoan Language	Language

**Table App 2.35: Summary of Samoan Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus**

Samoan	Stage I	Stage 2	Stage III	Graduate
Language	2	2	2	0
Culture	0	0	0	0
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	0	0	0

### Spanish at the University of Auckland

Papers in Spanish at undergraduate level are listed as *Table App 2.37*. There is no specific programme structure outlined for students intending to major in Spanish but pre- and co-requisites and restrictions placed some controls on which papers a student could choose at any stage. Of the 42 papers offered at undergraduate level, 10 had a language acquisition/ development focus and 4 involved Spanish study abroad. Of the 30 papers offered at graduate level, 1 had a language acquisition/ development focus. In general, the papers were worth 4 points each. However, 320.717 (*Research Techniques in Language/ Literature*) and 320.750 (*Special Studies*) were worth 2 points each, and 320.792 (*Dissertation*), 320.794 (*Thesis A*) and 320.796 (*Thesis B*) are worth 6, 10 and 14 points. Spanish papers available at the University of Auckland in the year 2000 are summarised by type.

**Table App 2.36: Courses in Spanish Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000**

<b>Stage I</b>		
320.101	Selected Texts in Spanish Literature	Culture
320.103	Introduction to Hispanic Civilisation	Culture
320.104	Beginners' Spanish A	Language
320.105	Beginners' Spanish B	Language
320.107	Spanish 1A (non-beginners)	Language
320.108	Spanish 1B (non-beginners)	Language
<b>Stage II</b>		
320.200	Intermediate Spanish A	Language
320.201	Intermediate Spanish B	Language
320.202	Iberian Literatures and Cultures 1200-1600	Culture
320.203	Literary Analysis with Prescribed texts	Culture
320.204	Tradition and Dissidence: 20thC texts	Culture
320.205	20th C Latin American texts	Culture
320.208	Advanced Spanish 2	Language
320.209	'Practising critics' in the Hispanic world	Culture
320.210	Intro to Spanish Literature and its Context	Culture
320.211	Inventing Latin-America through Literature I	Culture
320.212	Inventing Latin America through Literature II	Culture
320.213	Cultural Critique in the Hispanic World	Culture
<b>Stage 2 (continued)</b>		
320.214	Special Topic	Non specifiable
320.215	Special Topic	Non specifiable
320.216	Music, Poetry & Social Change in Latin Am.	Culture
320.221	Spanish for Business	Language
320.277	Spanish Study Abroad IIA	SSA
320.278	Spanish Study Abroad IIB	SSA
<b>Stage III</b>		
320.300	Spanish 3	Language
320.301	Medieval Literature	Culture
320.302	Culture of the Baroque and the Golden Age	Culture
320.303	19th Century Literary Texts	Culture
320.304	20th Century Spanish Literature	Culture
320.305	20th Century Latin American Literary Texts	Culture
320.307	Modern Hispanic Literature	Culture
320.308	Advanced Spanish 3	Language
320.309	Introduction to Professional Translation	Applied
320.310	Feminist Perspectives on Hispanic Literature	Culture
320.311	Literature and its Others I	Culture
320.312	Literature and its Others II	Culture
320.313	Foundational Fictions	Culture
320.314	Commerce and Communication	Language
320.315	Special Topic	Non specifiable
320.316	Special Topic	Non specifiable
320.377	Spanish Study Abroad IIIA	SSA
320.378	Spanish Study Abroad IIIB	SSA

**Table App 2.37: Courses in Spanish Available for BA (Hons) and Masters at the University of Auckland in 1999 and 2000**

320.700 Language Acquisition	Language
320.701 A topic in Mediaeval Literature	Culture
320.703 Iberian Utopias and Dystopias	Culture
320.706 Cervantes	Culture
320.708 The '98 Generation	Culture
320.709 The Contemporary Spanish Novel	Culture
320.710 20 <sup>th</sup> Century Spanish Poetry	Culture
320.711 20 <sup>th</sup> Century Spanish Theatre	Culture
320.712 20 <sup>th</sup> Century Latin American Novel	Culture
320.713 20 <sup>th</sup> Century Latin American Poetry	Culture
320.714 20 <sup>th</sup> Century Latin American Theatre	Culture
320.716 Applied Linguistics as related to Spanish	Applied
320.717 Research Techniques in Language/Literature	Applied
320.718 Special Topic in Spanish Literature	Culture
320.719 Special Topic in Latin American Literature	Culture
320.720 History of Ideas:Early Modern Colonialism	Culture
320.721 Linguistic Analysis of Spanish	Linguistics/ language history
320.722 Hispanic Women Writers	Culture
320.723 Introduction to Professional Translation	Applied
320.724 A Linguistic Topic	Language
320.726 Advanced Literary Translation	Applied
320.727 Colonising the Americas	Culture
320.728 Research Essays	Culture
320.730 Iberian expansion	Culture
320.731 Modern Hispanic Historical Novel	Culture
320.732 Representing Violence in Colombian Culture	Culture
320.733 Postmodern Spanish American Fiction	Culture
320.750 Special Studies	Non specifiable
320.792 Dissertation	Non specifiable
320.794 Thesis A	Non specifiable
320.796 Thesis B	Non specifiable

**Table App 2.38: Summary of Spanish Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus**

Spanish	Stage I	Stage 2	Stage III	Graduate
Language	4	4	3	2
Culture	2	10	10	20
Study Abroad	0	2	2	0
Linguistics/ language history	0	0	0	1
Applied	0	0	1	4
Non-specifiable	0	2	2	4

### Scandinavian Studies at the University of Auckland

Papers at undergraduate level in Scandinavian Studies (primary focus: Sweden) listed for are listed in *Table App 2.40*. There was no specific course structure outlined for students intending to major in Scandinavian Studies. However, pre-and co-requisites and restrictions placed some controls on which papers a student could choose at any stage. Of the 21 papers offered at undergraduate level, 6 had a language acquisition/ development focus and 4 involved Scandinavian language study abroad. Each of the papers was worth

2 points. Scandinavian studies papers available at the University of Auckland in 1999 and 2000 summarised by type.

**Table App 2.39:** Courses in Scandinavian Studies Available at Stages 1, 2 and 3 at the University of Auckland in 1999 and 2000

<b>Stage I</b>	
300.101 Swedish Language Introductory A	Language
300.102 Swedish Language Introductory B	Language
300.107 Garbo and Co: Scandinavian Women in Film	Culture
300.110 Aspects of Scandinavian Civilisation	Culture
300.161 Swedish Language Introductory A – Distance Learning	Language
300.162 Swedish Language Introductory B – Distance Learning	Language
<b>Stage II</b>	
300.201 Swedish Language Intermediate	Language
300.203 Swedish Short Stories and Novels	Culture
300.204 Swedish Poetry	Culture
300.205 Swedish Film	Culture
300.277 Scandinavian Studies Study Abroad IIA	SSA
300.278 Scandinavian Studies Study Abroad IIB	SSA
300.290 Special Topic	Non specifiable
<b>Stage III</b>	
300.301 Scandinavian Languages Advanced	Language
300.303 Scandinavian Short Stories and Novels	Culture
300.304 Scandinavian Poetry	Culture
300.305 Scandinavian Film	Culture
300.307 Ingmar Bergman: Cinema of the Golden Years	Culture
300.377 Scandinavian Studies Study Abroad IIIA	SSA
300.378 Scandinavian Studies Study Abroad IIIB	SSA
300.390 Special Topic	Non specifiable

**Table App 2.40:** Summary of Scandinavian Studies Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus

Scandinavian Studies	Stage I	Stage 2	Stage III	Graduate
Language	4	1	1	0
Culture	2	3	4	0
Study Abroad	0	2	2	0
Applied	0	0	0	0
Non-specifiable	0	1	1	0

### Tongan at the University of Auckland

The undergraduate papers in Tongan are listed in *TableApp 44*. All have a language acquisition/ development focus. They are also summarised by type (see *Table App 2.42*).

**Table App 2.41 Courses in Tongan Available at Stages 1, 2 and 3 at The University of Auckland in 1999 and 2000**

<b>Stage I</b>	
329.101 Tongan Acquisition I	Language
329.102 Tongan Structure I	Language
<b>Stage II</b>	
329.201 Tongan Acquisition II	Language
329.202 Tongan Structure II	Language
<b>Stage III</b>	
329.301 Tongan Acquisition III	Language

**Table App 2.42: Summary of Tongan Courses Available at the University of Auckland in 1999 and 2000 in terms of Primary Focus**

<b>Tongan</b>	<b>Stage I</b>	<b>Stage 2</b>	<b>Stage III</b>	<b>Graduate</b>
<b>Language</b>	2	2	1	0
<b>Culture</b>	0	0	0	0
<b>Study Abroad</b>	0	0	0	0
<b>Applied</b>	0	0	0	0
<b>Non-specifiable</b>	0	1	0	0

**Other language-related offerings at the University of Auckland**

A number of modern foreign language-related papers can be identified in other area study grouping offered at The University of Auckland in 1999 and 2000. The most significant of these are listed in Tables App 2.44 (*Asian Studies*), App 2.45 (*European Languages and Literatures*), App 2.46 (*Latin American Studies*) and App 2.47 (*Pacific Studies*). None of these additional papers has a language acquisition/ development focus. A summary of these papers in terms of primary focus is provided in Table App 2.48.

**Table App 2.43: Asian Studies Additional Courses Offered at the University of Auckland in 1999 and 2000**

Master's Papers	
125.790 Dissertation	Non specifiable
125.794 Thesis	Non specifiable

**Table App 2.44: European Languages and Literatures Additional Courses Offered at the University of Auckland in 1999 and 2000**

<b>Stage I</b>	
194.100 Thinking Europe (Required paper for majors in Dutch, French, German, Italian, Russian, Scandinavian Studies, and Spanish. )	Culture
194.111 Collective Memory in Europe	Culture
<b>Stage II</b>	
194.200 Screening Europe	Culture
194.201 The Languages of Europe	Linguistics/ language history
194.221 Images of the European City	Culture
<b>Stage III</b>	
194.301 The Vocabularies of Europe	Linguistics/ language history
<b>BA(Hons) and Masters</b>	
194.700 Methods of Research in European Language,	Applied

**Table App 2.45: Latin American Studies Additional Courses Offered at the University of Auckland in 1999 and 2000**

<b>Stage I</b>	
250.100 Latin American History and Culture through Film	Culture
<b>Stage II</b>	
250.200 Special Topic	Non specifiable
<b>Stage III</b>	
250.301 Special Topic	Non specifiable

**Table App 2.46: Pacific Studies Additional Courses Offered at the University of Auckland in 1999 and 2000**

<b>Stage I</b>	
271.103 Indigenous Knowledge and Western Science	Culture
<b>Stage II</b>	
271.201 Pacific Worlds	Culture
271.202 Pacific Language Structures	Linguistics/ language history
<b>BA(Hons) and MA</b>	
271.700 The Pacific: Interdisciplinary Studies	Non specifiable
271.792 Dissertation	Non specifiable
125.794 Thesis	Non specifiable
271.796 Thesis	Non specifiable

**Table App 2.47: Summary of Courses Outlined in Tables AP - AS in terms of Primary Focus**

Courses listed in Tables AP - AS above	Stage I	Stage II	Stage III	Graduate
Language	0	0	0	0
Culture	4	3	0	0
Study Abroad	0	0	0	0
Linguistics/ language history	0	1	1	0
Applied	0	0	0	1
Non-specifiable	0	1	1	6

### Modern languages at the University of Waikato in 1999 and 2000

The University of Waikato offered the following modern languages in 1999 and 2000: Chinese, French, German, Japanese, Korean, Māori and Spanish. These languages, along with Asian Studies, were offered as a major for the degree of Bachelor of Arts. Students who wished to study for a Bachelor of Arts (BA) had to follow a programme of study in the *Faculty of Arts and Social Sciences* or the *School of Māori and Pacific Development* for at least three years.

The Calendar for the year 2000 states that the programme of study for the a BA degree comprises 21 papers at *Parts 1, 2, 3 and 4*, including 12 papers at *Part 1* and four above *Part 2*. Students must pass eight papers in their major subject, including six papers above *Part 1* and three above *Part 2*. A *first supporting subject* involves passing six papers in that subject (including four papers above *Part 1*). A *second supporting subject* involves passing three papers in that subject. To qualify for the Degree of Bachelor of Arts with Honours (BA(Hons)), students must pass 4 *Part 5* papers, including any compulsory papers prescribed in the Calendar (*The University of Waikato Calendar, 2000*). The modern language-related papers for the BA (Hons) included papers in Chinese, French, German and Japanese. All MA students must complete a dissertation equivalent to two or three papers or a thesis equivalent to four papers (*The University of Waikato Calendar, 2000*).

### Chinese at the University of Waikato

Chinese at the University of Waikato in 1999 and 2000 involved language acquisition papers in Modern Standard Chinese (Mandarin) and papers on Chinese history, culture, business communication and society. The papers on Chinese history, culture and society were taught in English and are also available to non-language students. Students majoring in Chinese within a BA degree must pass at least eight papers in Chinese, including six above *Part 1* and three above *Part 2*. The following papers were compulsory:

- 0264.101 (*Chinese Language 1: Part A*);
- 0264.102 (*Chinese Language 1: Part B*);
- 0264.201 (*Chinese Language 2: Part A*);

0264.202 The Language of East Asia);  
 0264.301 (*Chinese Language 3: Part A*);  
 0264.302 (*Chinese Language 3: Part B*).

The papers in Chinese at undergraduate level are listed in *Table App 2.49*. Of the 18 papers offered at undergraduate level, 8 had a language acquisition/ development focus. The Chinese papers available for BA(Hons) and MA are listed in *Table App 52*. Of the 12 papers offered at graduate level, 1 had a language acquisition/ development. Chinese papers available at the University of Waikato in the year 2000 are summarised by type.

**Table App 2.48: Courses Available at Parts 1, 2 & 3 in Asian Studies (Chinese) at the University of Waikato in 1999 and 2000**

<b>Part 1</b>	
0264.101 Chinese Language 1: Part A	Language
0264.102 Chinese Language 1: Part B	Language
0285.102 Asia and New Zealand	Culture
0285.103 Introduction to East Asian Cultures	Culture
<b>Part 2</b>	
0208.202 The Language of East Asia	Linguistics/ language history
0264.201 Chinese Language 2: Part A	Language
0264.202 Chinese Language 2:PartB	Language
0264.203 Chinese History and Social Institutions	Culture
0264.204 Aspects of Chinese Culture	Culture
<b>Part 3</b>	
0264.301 Chinese Language 3: Part A	Language
0264.302 Chinese Language 3: Part B	Language
0264.303 Chinese History and Social Institutions	Culture
0264.304 Aspects of Chinese Culture	Culture
0264.305 Business Communication in Chinese	Language
0264.306 Chinese Reading and Translation Skills	Applied
0264.307 Economic Dev. and Modernisation in Chinese-speaking Asia	Culture
0264.313 Extended Language Acquisition	Language
0264.390 Directed Study	Non specifiable

**Table App 2.49: Courses Available for BA (Hons) and Masters in Asian Studies (Chinese) at the University of Waikato in 1999 and 2000**

0264.501 Advanced Chinese Language Acquisition	Language
0264.502 Readings in Chinese Business and Management	Culture
0264.503 Adv. Research into Mod. and Contemp. Chinese Society	Culture
0264.504 Readings in Modern Chinese Literature	Culture
0264.505 Issues in Learning Chinese as a Foreign Language	Applied
0264.506 Readings in Classical Chinese	Culture
0264.507 Special Topic	Non specifiable
0264.508 Teaching Chinese as a Foreign Language	Applied
0264.590 Directed Study	Non specifiable
0264.592 Dissertation (2 papers)	Non specifiable
0264.593 Dissertation (3 papers)	Non specifiable
0264.594 Thesis (4 papers)	Non specifiable

**Table App 2.50: Summary of Courses Available at the University of Waikato in Asian Studies in 1999 and 2000 in terms of Primary Focus**

Asian Studies	Part 1	Part 2	Part 3	Graduate
Language	2	2	4	1
Culture	2	2	3	4
Study Abroad	0	0	0	0
Linguistics/ language studies	0	1	0	0
Applied	0	0	1	2
Non-specifiable	0	0	1	5

### French at the University of Waikato

Students who chose to study French at the University of Waikato in 1999 and 2000 were offered choices according to their prior learning and experience. Students who wished to major in French were required to include the following papers in their study programmes:

0207.101 (*French Language 1*) (or 0207.231 (*French Language Intermediate*);  
0207.201 (*French Language 2*); and  
0207.301 (*French Language 3*).

Students who had no previous experience of French were advised to enrol in 0207.131 (*French for Beginners 1*), and 0207.132 (*French for Beginners 2*) which are described as being intensive papers designed to take students up to Bursary level. Normally, both of these papers are taken in a single year and neither can count towards a major.

Students who have *School Certificate* French or have what is described as “a little experience with French” (p. 366) are advised to start with course 0207.132 (*French for Beginners 2*).

Students who have *Bursary French* or what is described as “a good *Sixth Form Certificate* grade in French” (p. 366) were are advised to enrol in 0207.101 (*French Language 1*) and 0207.193 (*French Cultural Studies 1*) or 0285.104 (*Introduction to Contemporary Europe*).

The papers available in French at undergraduate level in 1999 and 2000 are listed in *Table App 2.52*. Of these 20 papers, 7 had a language acquisition/ development focus. Of the 7 papers offered at graduate level. 1 had a language acquisition/ developmebnt focus. These papers are summarised by type.

**Table App 2.51: Courses in French Available at Parts 1, 2, 3 & 4 at the University of Waikato in 1999 and 2000**

<b>Part 1</b>	
0207.101 French Language 1	Language
0207.131 French for Beginners 1	Language
0207.132 French for Beginners 2	Language
0207.193 French Cultural Studies 1	Culture
0285.104 Introduction to Contemporary Europe	Culture
<b>Part 2</b>	
0207.201 French Language 2	Language
0207.203 French Cultural Studies 2	Language
0207.204 French Literature of the 19th Century	Culture
0207.205 French Linguistics	Linguistics/ language history
0207.210 French Cinema	Culture
0207.231Y French Language Intermediate	Language
0207.233 French Cultural Studies Intermediate	Culture
<b>Part 3</b>	
0207.301 French Language 3	Language
0207.303 French Cultural Studies 3	Culture
0207.304 French Literature of the 20th Century	Culture
0207.305 French Linguistics	Linguistics/ Language history
0207.310 Methodology of Translation	Applied
0207.390 Directed Study	Non specifiable
<b>Part 4</b>	
0207.401 French Language 4	Language
0207.403 French Cultural Studies 4	Culture

**Table App 2.52: Courses in French Available for BA (Hons) and Masters at the University of Waikato in the year 2000**

0207.501 French Language 5	Language
0207.502 A Topic in French Literature	Culture
0207.505 French Linguistics	Linguistics/ language history
0207.510 Methodology of Advanced Translation	Applied
0207.590 Directed Study	Non specifiable
0207.592 Dissertation (2 papers)	Non specifiable
0207.594 Thesis (4 papers)	Non specifiable

**Table App 2.53: Summary of Courses Available in French at The University of Waikato in 1999 and 2000 in terms of Primary Focus**

<b>French</b>	<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>	<b>Part 4</b>	<b>Graduate</b>
<b>Language</b>	3	3	1	1	1
<b>Culture</b>	2	3	2	1	1
<b>Study Abroad</b>	0	0	0	0	0
<b>Linguistics/ language history</b>	0	1	1	0	1
<b>Applied</b>	0	0	1	0	1
<b>Non-specifiable</b>	0	0	1	0	3

## German at the University of Waikato

Students intending to study German at the University of Waikato in the year 2000 were offered a range of choices according to their past learning and experience. Students who wished to major in German were required to include the following papers in their study programme:

0204.101 (*German Language Studies: Written and Oral (Part 1)*) or 0204.231(Intermediate German I), 0204.201 (*German Language Studies: Written and Oral (Part 2)*);  
0204.202 (*The Major Epochs of German Literature*);  
0204.301 (*German Language Studies: Written and Oral (Part 3)*); and  
0204.302 (*The Major Epochs of German Literature from the Middle Ages to the 20<sup>th</sup>. Century*).

Students “with little or no previous experience in German” (p. 373) were advised to take 0204.131 and 0204.132. These papers could not count towards a major, but could count towards German as a supporting subject. Students “who have studied German for at least two years” (p. 373) were advised that they would normally enrol in 0204.101, while students “with an extensive background in German” (p. 373) may be admitted into 0204.201.

The undergraduate papers in German available in 1999 and 2000 are listed in *Table App 2.55*. Of the 14 undergraduate papers in this category, 9 had a language acquisition/development focus. Of the 11 German courses offered at postgraduate level, 2 had a language acquisition/development focus. German courses available at The University of Waikato in 1999 and 2000 are summarised by type.

**Table App 2.54: Courses in German Available at Parts 1, 2, 3 & 4 at the University of Waikato in 1999 and 2000**

<b>Part 1</b>	
0204.101Y German Language Studies, Written and Oral	Language
0204.131A German for Beginners 1	Language
0204.132B German for Beginners 2	Language
0285.104A Introduction to Contemporary Europe	Culture
<b>Part 2</b>	
0204.201Y German Language Studies: Written and Oral	Language
0204.202A The Major Epochs of German Lit. from the Middle Ages to the 20th Century	Culture
0204.204B German Cinema	Culture
0204.231Y Intermediate German 1	Language
0204.293 The German State and the Media: Advanced Reading and Communication Skills	Culture

**Table 2.54 (contd.): Courses in German Available at Parts 1, 2, 3 & 4 at The University of Waikato in 1999 and 2000 (continued)**

<b>Part 3</b>	
0204.301Y German Language Studies, Written and Oral	Language
0204.302B 18th Century German Literature and its Reception in the 20th Century	Culture
0204.308A Contemporary German and European Issues	Culture
<b>Part 4</b>	
0204.401 German Language Studies: Advanced Translation, Composition and Oral Skills	Language
0204.404 German Language Studies: Advanced Translation, Composition and Oral Skills	Language

**Table App 2.55: Courses in German Available for BA (Hons) and Masters at the University of Waikato in 1999 and 2000**

0204.501 German Language Studies: Advanced Translation, Composition and Oral Skills	Language
0204.504 German Language Studies: Advanced Translation, Composition and Oral Skills	Language
0204.505 German Literature and Film	Culture
0204.511 The Literature of East Germany	Culture
0204.521 Rahmenbedingungen des Fachs Deutsch in NZ....(DaF)	Applied
0204.522 Praktikum (DaF)	Applied
0204.523 Spracherwerb und Literatur an Neuseeländischen Schulen und Hochschulen (DaF)	Applied
0204.524 Deutschsprachige Einwanderer in Neuseeland (DaF)	Applied
0204.550 Special Topic (2 papers)	Non specifiable
0204.590 Directed Study	Non specifiable
0204.592 Dissertation (2 papers)	

**Table 7 App 2.56: Summary of Courses in German Available at the University of Waikato in 1999 and 2000 in terms of Primary Focus**

German	Part I	Part 2	Part 3	Part 4	Graduate
Language	3	2	1	2	2
Culture	1	3	2	0	2
Study Abroad	0	0	0	0	0
Applied	0	0	0	0	4
Non-specifiable	0	0	0	0	3

### Japanese at the University of Waikato

At the University of Waikato in 1999 and 2000, Japanese was taught in the Department of East Asian Studies and consisted of language acquisition papers and papers on Japanese history, culture and society. The language acquisition papers included requirements for language laboratory practice. The papers on history, culture and society were taught in English and were also available to non-language students. Students who already had *Bursary* Japanese were advised to take the following language courses:

- 0265.101 (*Basic Japanese: Part A*) and 0265.102 (*Basic Japanese: Part B*);
- 0265.201 (*Intermediate Japanese: Part A*) and 0265.202 (*Intermediate Japanese: Part B*);
- 0265.301 (*Advanced Japanese: Part A*) and 0265.302 (*Advanced Japanese: Part B*).

Students who were “beginners or who had a lesser qualification in Japanese than *Bursary*” (University of Waikato Calendar 2000, p. 386) were advised to take the following courses:

- 0265.131 (*Japanese for Beginners 1: Part A*) (which could be waived for students with some knowledge of Japanese), and 0265.132 (*Japanese for Beginners 1: Part B*);
- 0265.231 (*Advanced Japanese: Part A*) and 0265.232 (*Japanese for Beginners 2: Part B*);
- 0265.201 (*Intermediate Japanese: Part A*) and 0265.202 (*Intermediate Japanese: Part B*);
- 0265.301 (*Advanced Japanese: Part A*) and 0265.302 (*Advanced Japanese: Part B*).

Students were also required to pass at least one of 0265.205 (*Japan from Prehistory to Present (Part 2 paper)*), 0265.206 (*Japanese Society (Part 2 paper)*), 0265.207 (*Modern Japanese Popular Culture and Media (Part 2 paper)*), 0265.305 (*Japan from Prehistory to Present (Part 3 paper)*), and 0265.306 (*Japanese Society (Part 3 paper)*) or 0265.307 (*Modern Japanese Popular Culture and Media (Part 3 paper)*).

The Japanese papers available at undergraduate level in 1999 and 2000 are listed in *Table App 2.58*. Of the 20 papers offered at undergraduate level, 11 had a language acquisition/development focus.

To be admitted to BA(Hons) and Masters, students were required to have a minimum B average in undergraduate Japanese papers, or at least a B average in their best three *Part 3* Japanese papers. The papers available at this level are listed in *Table App 2.59*. Of the 15 papers offered at post graduate level, 2 had a language acquisition/development focus. Japanese courses available at The University of Waikato in the year 2000 are summarised by type.

**Table App 2.57: Courses in Japanese Available at Parts 1, 2 & 3 at the University of Waikato in 1999 and 2000**

<b>Part 1</b>	
0265.101 Basic Japanese: Part A	Language
0265.102 Basic Japanese: Part B	Language
0265.131 Japanese for Beginners 1: Part A	Language
0265.132 Japanese for Beginners 1: Part B	Language
0285.102 Asia and New Zealand	Culture
0285.103 Introduction to East Asian Cultures	Culture
<b>Part 2</b>	
0265.201 Intermediate Japanese: Part A	Language
0265.202 Intermediate Japanese: Part B	Language
0208.203 The Languages of East Asia	Linguistics/ language history
0265.205 Japan from Prehistory to Present	Culture
0265.206 Japanese Society	Culture
0265.207 Modern Japanese Popular Culture and Media	Culture

**Table App 2.57 (contd.): Courses in Japanese Available at Parts 1, 2 & 3 at the University of Waikato in 1999 and 2000 (continued)**

0265.231 Japanese for Beginners 2: Part A	Language
0265.232 Japanese for Beginners 2: Part B	Language
<b>Part 3</b>	
0265.301 Advanced Japanese: PartA	Language
0265.302 Advanced Japanese: PartB	Language
0265.303 Reading and Translation Skills	Applied
0265.304 Introduction to Japanese Linguistics	Linguistics/ language history
0265.305 Japan from Prehistory to Present	Culture
0265.306 Japanese Society	Culture
0265.307 Modern Japanese Popular Culture and Media	Culture

**Table App 2.58: Courses in Japanese Available for BA (Hons) and Masters at the University of Waikato in 1999 and 2000**

0265.501 General Japanese for Graduate Studies	Language
0265.502 Japanese for Academic Research	Applied
0265.504 Readings in Japanese Management	Culture
0265.505 Modern Japanese Literature	Culture
0265.506 Japanese Linguistics	Linguistics/ language history
0265.507 Teaching Japanese as a Foreign Language	Applied
0265.508 Topic on East Asia (by invitation only)	Culture
0265.509 Issues in Learning Japanese as a Foreign Language	Applied
0265.510 Historiography of New Zealand-Japan Relations	Culture
0265.520 Special Topic	Non specifiable
0265.521 Teaching Practicum in Japanese as a Foreign Language	Applied
0265.590 Directed Study	Non specifiable
0265.592Y, A & B Dissertation (2 papers)	Non specifiable
0265.593Y Dissertation (3 papers)	Non specifiable
0265.594Y Thesis (4 papers)	Non specifiable

**Table App 2.59: Summary of Courses in Japanese Available at The University of Waikato in 1999 and 2000 in terms of Primary Focus**

Japanese	Part 1	Part 2	Part 3	Graduate
Language	4	4	2	1
Culture	2	3	3	4
Study Abroad	0	0	0	0
Linguistics/ language history	0	1	1	1
Applied	0	0	1	4
Non-specifiable	0	0	0	5

### Korean at the University of Waikato

Korean at the University of Waikato followed a similar pattern to that of Japanese in 1999 and 2000 in that there was a combination of language acquisition/ development papers and papers on Korean history, culture and society. The papers on Korean history, culture and society were taught in English and were also available to non-language students.

Students who wished to major in Korean must include the following papers in their programme:

0263.101(*Beginning Korean: Part A*);  
 0263.102 (*Beginning Korean: Part B*);  
 0263.201 (*Intermediate Korean: Part A*);  
 0263.202 (*The Languages of East Asia*);  
 0263.301 (*Advanced Korean: Part A*);  
 0263.302 (*Advanced Korean: Part 2*).

The papers available in Korean at the University of Waikato in 1999 and 2000 are listed in *Table App 2.61*. Of the 10 papers offered at undergraduate level in Korean, 7 had a language acquisition/ development focus. Korean papers available at the University of Waikato in the year 2000 are summarised by type.

**Table App 2.60: Courses in Korean Available at Parts 1, 2 & 3 at the University of Waikato in 1999 and 2000**

<b>Part 1</b>	
0263.101 Beginning Korean: Part A	Language
0263.102 Beginning Korean: Part B	Language
0285.102 Asia and New Zealand	Culture
<b>Part 2</b>	
0208.202 The Languages of East Asia	Linguistics/ language history
0263.201 Intermediate Korean: PartA	Language
0263.202 Intermediate Korean: PartB	Language
0263.203 Korean Civilisation	Culture
<b>Part 3</b>	
0263.301 Advanced Korean: Part A	Language
0263.302 Advanced Korean: Part B	Language
0263.390 Directed Study	Non specifiable

**Table App 2.61: Summary of Courses in Korean at the University of Waikato in 1999 and 2000**

<b>Korean</b>	<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>Language</b>	2	2	2
<b>Culture</b>	1	2	0
<b>Study Abroad</b>	0	0	0
<b>Linguistics/ language history</b>		1	
<b>Applied</b>	0	0	0
<b>Non-specifiable</b>	0	0	1

## Spanish at the University of Waikato

Spanish programmes at the University of Waikato in 1999 and 2000 involved language acquisition/ development papers and papers in Spanish and Latin American civilisation and literature. All papers were taught in Spanish. A student who majored in Spanish was required to include the following papers in his/ her programme:

0205.110 (*Spanish Language Studies I*) or 0205.231(*Intermediate Spanish*);

0205.210 (*Spanish Language Studies 2*);  
0205.310 (*Spanish Language Studies 3*).

Beginners were advised to enrol in 0205.131 (*Spanish for Beginners 1*) and 0205.132 (*Spanish for Beginners 2*). Students “with prior experience of Spanish” (p. 519) could enrol in course 0205.110 (*Spanish Language Studies 1*).

The papers in Spanish available at the University of Waikato in 1999 and 2000 are listed in *Table App 2.63*. Of the 12 papers offered at undergraduate level, 6 had a language acquisition/ development focus and 1 involved Spanish study abroad. The papers are summarised in terms of type.

**Table App 2.62: Courses in Spanish Available at Parts 1, 2 & 3 in 1999 and 2000 at the University of Waikato**

<b>Part 1</b>	
0205.110 Spanish Language Studies 1	Language
0205.131 Spanish for Beginners 1	Language
0205.132 Spanish for Beginners 2	Language
0285.104 Introduction to Contemporary Europe	Culture
<b>Part 2</b>	
0205.205 Spanish Literature	Culture
0205.210 Spanish Language Studies 2	Language
0205.215 Spanish Civilisation	Culture
<b>Part 2 (continued)</b>	
0205.231 Intermediate Spanish	Language
<b>Part 3</b>	
0205.304 Spanish for Business	Language
0205.305 Latin American Literature	Culture
0205.306 Latin American Civilisation	Culture
0205.308 Spanish Study Abroad Programme	SSA
0205.310 Spanish Language Studies 3	Language

**Table App 2.63: Summary of Courses in Spanish Available at the University of Waikato in 1999 and 2000 in terms of Primary Focus**

Spanish	Stage I	Stage 2	Stage III
Language	3	2	2
Culture	1	2	2
Study Abroad	0	0	1
Applied	0	0	0
Non-specifiable	0	0	0

### Modern languages (other than New Zealand Māori) at Massey University in 2000

Massey University offered, in addition to Māori, five modern languages in 1999 and 2000: Chinese, French, German, Japanese, Korean and Spanish. All of these could be taken as a major subject within a Bachelor of Arts (BA) degree.

A BA degree required a total of 300 points (100 points a year for a full-time student enrolment) with a major subject usually involving 125 points, including at least 50 points at 300-level. Not more than 135 points could be accrued from 100-level papers.

From the year 2000, newly enrolled students who wished to major in a European language took the newly developed *European Studies* option. This consisted of a large number of generic cultural, historical and philosophical papers in combination with specialist language papers.

For a Master of Arts (MA) programme, students were required to complete papers and a thesis to a total value of 200 points in a single subject. Students were eligible for entry to this programme when they had satisfied the requirements for a major as prescribed for the degree of Bachelor of Arts. French, German and Japanese, but not Chinese or Spanish, are listed among the subjects available at MA level.

### **European Studies at Massey University**

A major in European Studies consisted, in the year 2000, of 125 points in European Languages and related European studies. Thus had to include the following papers:

164.161 (European Civilization);  
**and**

164.162 (Contemporary European Literature)

**or**

139.101 (Approaches to the Study of Literature)

**or**

134.102 (Ideas of the Great Western Philosophers)

**or**

148.109 (The Emergence of Modern Europe);

**and**

164.207 (French Film and Society)

**or**

164.211 (German Film)

**or**

133.201 (European Music II)

**or**

139.221 (European Art and Architecture);

**and**

at least 12.5 points at 300-level in one European language;

**and**

at least 12.5 points in a second European language;

**and**

at least 25 points at 300-level from papers offered in the European Languages programmes.

Students were also required to complete 25 points (including 12.5 points at 300-level), in papers related to European studies in one of: Classical Studies, English, French literature, German literature, History, Music, or Philosophy. Every course of study had to contain at least 50 points altogether at 300-level.

The papers listed for the European Studies major of the BA at Massey University are listed in *Table App 2.65*. It is within the context of this programme that students studied modern European languages (French, German and Spanish) to advanced levels. The regulations in the year 2000 also allowed for the pursuit of postgraduate study in both French and German although this appeared to relate exclusively to research for a thesis.

**Table App 2.64:** *Papers Available for European Studies Major at Massey University in the year 2000*

<b>Part I Generic</b>	
134.102 Ideas of the Great Western Philosophers	Culture
139.101 Approaches to the Study of Literature	Culture
148.109 The Emergence of Modern Europe	Culture
164.161 European Civilisation	Culture
164.162 Contemporary European Literature	Culture
<b>Part I French</b>	
164.101 Intermediate French Language I	Language
164.106 Introductory French Language I	Language
164.107 Introductory French Language II	Language
<b>Part I German</b>	
164.116 Intermediate German Language I	Language
164.117 Introductory German Language I	Language
164.118 Introductory German Language II	Language
<b>Part I Spanish</b>	
164.151 Introductory Spanish Language I	Language
164.152 Introductory Spanish Language II	Language
<b>Part II Generic</b>	
133.201 European Music II	Culture
139.221 European Art and Architecture	Culture

**Table App 2..64 (contd.): Papers Available for European Studies Major at Massey University in the year 200 (continued)**

<b>Part II French</b>		
164.201	Intermediate French Language II	Language
164.207	French Film and Society	Culture
<b>Part II German</b>		
164.211	German Film	Culture
164.216	Intermediate German Language II	Language
<b>Part II Spanish</b>		
164.251	Intermediate Spanish Language I	Language
164.252	Intermediate Spanish Language II	Language
<b>Part III French</b>		
164.301	French Language	Language
164.302	18th and Early 19th C. Lit.	Culture
164.303	20th C. Novel	Culture
164.304	Medieval & Renaissance Lit and Civilisation	Culture
164.396	Special Topic - French	Non specifiable
<b>Part III German</b>		
164.316	Advanced German Language I	Language
164.317	Advanced German Language II	Language
164.313	Goethe and Schiller	Culture
164.314	Hölderlin and Kleist	Culture
164.391	Special Topic – German	Non specifiable
<b>Part III Spanish</b>		
164.351	Spanish Language	Language

*The European Studies programme* represented a new initiative for Massey University in the year 2000. Prior to that year, individual languages each offered an independent range of courses.

In order to facilitate comparison with offerings in other New Zealand institutions, the papers offered within the *European Studies programme* at Massey University are treated here as being related to individual modern language subject offerings.

### French at Massey University

Of the 17 papers offered in French at undergraduate level.(also taking into account those which are labelled ‘generic’), 5 had a language acquisition/ development focus. The possibility of thesis work at post-graduate level (BA Hons or MA) is represented in the non- specifiable category in *Table App 2.66* which summarises the offerings for French in relation to primary focus.

**Table App 2.65: Papers in French Offered at Massey University in the Year 2000**

French	Stage I	Stage II	Stage III	Graduate
Language	3	1	1	0
Culture	5	3	3	0
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	0	1	1

### German at Massey University

Of the 17 papers offered in German at undergraduate level.(also taking into account those which are labelled 'generic'), 6 had a language acquisition/ development focus. The possibility of thesis work at post-graduate level (BA Hons or MA) is represented in the non-specifiable category in *Table App 2.67* which summarises the offerings in German in relation to primary focus.

*Table App 2.66: Papers in German Offered at Massey University in the Year 2000*

German	Stage I	Stage II	Stage III	Graduate
Language	3	1	2	0
Culture	5	3	2	0
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	0	1	1

### Spanish at Massey University

Of the 12 papers offered in Spanish at undergraduate level (also taking into account those which are labelled 'generic'), 5 had a language acquisition/ development focus. The possibility of thesis work at post-graduate level (BA Hons or MA) is represented in the non-specifiable category in *Table App 2.68* which summarises the offerings in Spanish in relation to primary focus.

*Table App 2.67: Papers in Spanish offered at Massey University in the Year 2000*

Spanish	Stage I	Stage II	Stage III	Graduate
Language	2	2	1	0
Culture	5	2	0	0
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	0	0	0

### Chinese at Massey University

The papers in Chinese offered at Massey University in the year 2000 are listed in *Table App 2.69*. All students majoring in Chinese majors were required to include the following papers in their programmes: 169.143 (*Introduction to Chinese Civilization*) and 169.243 (*Translation from and into Chinese*) (Massey University Calendar 2000). Of the 14 papers offered in Chinese at undergraduate level, 7 had a language acquisition/ development focus. *Table App 2.70* summarises the Chinese courses offered in terms of primary focus.

**Table App 2.68: Courses in Chinese Available at Massey University in the Year 2000**

<b>Stage I</b>	
169.141 Oral Chinese	Language
169.142 Written Chinese	Language
169.143 Introduction to Chinese Civilisation	Culture
<b>Stage II</b>	
169.241 Oral Chinese	Language
169.242 Written Chinese	Language
169.243 20th Century Chinese Literature and Society	Culture
169.298 Special Topic - Chinese	Non specifiable
<b>Stage III</b>	
169.341 Oral Chinese	Language
169.342 Written Chinese	Language
169.343 Translation from and into Chinese	Applied
169.344 Chinese Grammar	Language
169.396 Special Topic - Readings in Chinese Literature	Culture
169.397 Special Topic - Chinese	Non specifiable
169.398 Special Topic - Chinese	Non specifiable

**Table App 2.69: Papers in Chinese Offered at Massey University in the Year 2000**

Chinese	Stage 1	Stage II	Stage III	Graduate
Language	2	2	3	0
Culture	1	1	1	0
Study Abroad	0	0	0	0
Language history and linguistics	0	0	0	0
Applied	0	0	1	0
Non-specifiable	0	1	2	0

### Japanese at Massey University

The papers available in Japanese at Massey University in the year 2000 are listed in *Table 88*. A major in Japanese consisted of 125 points in Japanese including 169.123 (*Modern Japan*), at least 25 points at 200-level and at least 62.5 points at 300-level. The following courses could not be counted towards a major in Japanese: 169.121 (*Oral Japanese*), 169.122 (*Written Japanese*), 169.128 (*Oral Japanese*), 169.129 (*Written Japanese*), 169.288 (*Oral Japanese*) or 169.289 (*Special Topic: Business Japanese*). Of the 20 papers offered at undergraduate level, 10 had a language acquisition/ development focus. Of the 18 papers offered at graduate level, 3 had a language acquisition/ development focus. *Table App 2.72* summarises the courses in Japanese available at Massey University in the year 2000 from the perspective of primary focus.

*Table App 2.70: Courses in Japanese Available at Massey University in the Year 2000*

<b>Part I</b>	
169.121 Oral Japanese	Language
169.122 Written Japanese	Language
169.123 Modern Japan	Culture
169.128 Oral Japanese	Language
169.129 Written Japanese	Language
<b>Part II</b>	
169.223 Japanese Literature in Translation	Culture
169.225 Modern Japanese History	Culture
169.228 Oral Japanese	Language
169.229 Written Japanese	Language
169.288 Special Topic - Business Japanese	Language
169.289 Special Topic - Business Japanese	Language
169.295 Special Topic - Japanese	Non specifiable
<b>Part III</b>	
169.323 Written Japanese Advanced	Language
169.324 Readings in Japanese Current Topics	Culture
169.326 Readings in Modern Japanese Literature	Culture
169.327 Japanese Linguistics	Linguistics/ language history
169.328 Japanese-English Translation Techniques	Applied
169.329 Advanced Translation Techniques	Applied
169.395 Special Topic - Japanese	Non specifiable
169.399 Essay (for Certificate of Japanese Studies only)	Non specifiable

*Table App 2.71: Summary of Japanese Courses Offered at Massey University in the Year 2000 in terms of Primary Focus*

Japanese	Stage I	Stage II	Stage III	Graduate
Language	4	4	1	3
Culture	1	2	2	4
Study Abroad	0	0	0	0
Linguistics/ language history	0	0	1	0
Applied	0	0	2	5
Non-specifiable	0	1	2	6

### **Modern Languages (excluding New Zealand Māori) at Victoria University of Wellington in the year 2000**

In addition to New Zealand Māori, 10 modern languages were offered at Victoria University of Wellington in the year 2000. To qualify for a Bachelor of Arts degree, a student was required to have “a total point value . . . of not less than 360, of which: (a) at least 72 points shall be for papers numbered 300-399 [in the . . . schedule]; (b) not more than 180 points shall be for papers numbered 100-199 [in the said schedule]” (Victoria University of Wellington Calendar 2000, p. 221 ).

Modern language and language-related majors listed for a BA were: Asian Studies, Chinese, European Studies, French, German, Italian, Japanese, Modern Languages, Pacific Studies, and Russian. A cautionary relating to the Russian prescription is inserted as follows: “Students entering Russian at 100 level in 2000 may not be able to complete a

Russian major in subsequent years” (Victoria University of Wellington *Calendar 2000*, p. 226), the implication being that Russian language teaching at the University was under threat.

For the BA(Hons) programme, a student should have: “(a) qualified for admission to a degree of this University, and (b) produced evidence to the satisfaction of the Head of the Department or School concerned, subject to appeal to the Dean of Humanities and Social Sciences, of adequate training and ability to proceed with the proposed course of study for the degree, and (c) satisfied the prerequisites listed in Section 2 for the subject presented.” (Victoria University of Wellington *Calendar*, 2000, p. 255).

The following modern languages or language-related subjects were offered as part of the BA (Hons) schedule: Asian Studies, French, German, Japanese, Modern Languages, Russian and, conditionally, also European Studies and Italian. The papers prescribed for each of these courses of study are listed below.

**Table App 2.72: Courses available for BA (Hons) in Asian Studies, French, German, Japanese, Modern Languages, Russian and, conditionally, also European Studies and Italian available at the Victoria University of Wellington in the year 2000**

<p><b>Asian Studies</b> ASIA 401, 402 and two further papers from ASIA 403-489 and approved 400-level papers</p> <p><b>French</b> Four papers from FREN 401-489, including FREN 401</p> <p><b>German</b> Four papers from GERM 401-489, including GERM 401</p> <p><b>Japanese</b> Four papers from JAPA 401-489, including JAPA 401</p> <p><b>Modern Languages</b> Four papers from 400-level papers including: Two of FREN 401, GERM 401, ITAL 401, JAPA 401, MAOR 406 and RUSS 401; PLUS LING 401-489, OR ENGL 454 PLUS One of FREN 403, GERM 402, ITAL 407, JAPA 402, MAOR 404, RUSS 402 A special topic or an essay may be offered instead of a Stage 4 paper.</p> <p><b>Russian</b> Four papers from RUSS 401-489, including RUSS 401</p> <p><b>European Studies</b> (one paper) <b>Italian</b> (two papers)</p>
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For the Degree of Master of Arts, a student was required to present a thesis or papers and /or a research project. The following modern languages or language-related subjects are offered as part of the MA schedule: Asian Studies, French, German, Japanese, Modern Languages, Russian. Italian is listed, but was not offered in the year 2000.

## Chinese at Victoria University of Wellington

The papers offered in Chinese at Victoria University of Wellington are listed in *Table 95*. A student wishing to major in Chinese must include: “five papers from CHIN 200-399 including both CHIN 312 (Chinese language 3B) and at least one other 300-level paper” (Victoria University of Wellington *Calendar 2000*, p. 222). Of the 8 papers offered at undergraduate level in Chinese, 5 had a language acquisition/ development focus. *Table App 2.75* summarises the Chinese courses offered at Victoria University of Wellington in the year 2000 in terms of their primary focus.

**Table App 2.73: Part 1, 2 & 3 Chinese Courses Offered at Victoria University of Wellington in the Year 2000**

<b>Part I</b>		
CHIN 111 - Chinese 1: Modern Standard Chinese		Language
CHIN 112 - Introduction to Chinese Civilisation		Culture
<b>Part I</b>		
CHIN 211 - Chinese Language 2A		Language
CHIN 212 - Chinese Language 2B		Language
CHIN 213 - Modern Chinese Literature		Culture
<b>Part III</b>		
CHIN 311 - Chinese Language 3A		Language
CHIN 312 - Chinese Language 3B		Language
CHIN 313 - Classical Chinese Language & Literature		Culture

**Table App 2.74 Summary of Chinese Courses Offered at Victoria University of Wellington in the Year 2000 in terms of Primary Focus**

Chinese	Stage 1	Stage 2	Stage 3	Graduate
Language	1	2	2	0
Culture	1	1	1	0
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	0	0	0

## Cook Islands Māori Studies at Victoria University of Wellington

*Part I* and *Part II* courses in Cook Islands Māori were offered at Victoria University of Wellington in the year 2000. Four of the five courses available had a language acquisition/ development focus.

**Table App 2.75: Cook Islands Māori Courses Offered at Victoria University of Wellington in the Year 2000**

<b>Part I</b>	
COOK 101 - Introduction to Cook Islands Maori	Language
COOK 102 - Elementary Cook Islands Maori	Language
COOK 104 - Cook Islands Society: Past and Present	Culture
<b>Part II</b>	
COOK 201 - Cook Islands Korero 1	Language
COOK 202 - Cook Islands Korero 2	Language

**Table App 2.76: Summary of Cook Island Māori Courses Offered at Victoria University of Wellington in the Year 2000 in terms of Primary Focus**

Cook Islands Māori	Stage 1	Stage II	Stage III	Graduate
Language	2	2	0	0
Culture	1	0	0	0
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	0	0	0

### French at Victoria University Of Wellington

Undergraduate courses in French offered at Victoria University of Wellington in 1999 and 2000 are listed in *Table App 2.78*. Of the 10 undergraduate course offered, 6 had a language acquisition/ development focus. A student intending to major in French had to include “five papers from FREN 200-399 including FREN 211 (*French Language*), 221 (*French Literary Studies*), 311 (*French Language*) and two of 331 (*French Language*), 332 (*19<sup>th</sup> & 20<sup>th</sup> Century French Literature*), 333 (*French Literary Studies*)” (Victoria University of Wellington Calendar 2000, p. 224 ). Of the 15 graduate courses offered (including a thesis), (see *Table 100*), 1 had a language acquisition/ development focus. *Table App 2.80* summarises the French course offerings at Victoria University of Wellington in the year 2000 in relation to primary focus.

**Table App 2.77: Undergraduate Courses in French Offered at Victoria University of Wellington in 999 and 2000**

<b>Part I</b>	
FREN 104 - Introduction to French Studies	Culture
FREN 112 - French Language for Beginners	Language
FREN 113 - Elementary French	Language
FREN 123 - French Language 1A	Language
FREN 124 - French Language 1B	Language
<b>Part II</b>	
FREN 211 - French Language	Language
FREN 221 - French Literary Studies	Culture
<b>Part III</b>	
FREN 311 - French Language	Language
FREN 332 - 19th & 20th-Century French Literature	Culture
FREN 333 - French Literary Studies	Culture

**Table App 2.78: French Courses Available for BA (Hons) and Masters at Victoria University of Wellington in 1999 and 2000**

FREN 401 - Advanced French Language	Language
FREN 403 - Advanced Translation	Applied
FREN 406 - 17th and 18th Century Literature	Culture
FREN 407 - 19th Century Literature	Culture
FREN 408 - 20th Century Literature	Culture
FREN 410 - Advanced Francophone Studies	Culture
FREN 411 - Special Topic	Non specifiable
FREN 412 - Special Topic	Non specifiable
FREN 414 - A Period of French Literature	Culture
FREN 415 - A Major French-Speaking Author	Culture
FREN 418 - Studies in French Society	Culture
FREN 419 - French Film Studies	Culture
FREN 420 - Introduction to Literary Theory	Applied
FREN 489 - Research Essay	Non specifiable
French for MA (by thesis)	Non specifiable

**Table App 2.79: Summary of French Courses Available at Victoria University of Wellington in 1999 and 2000 in terms of Primary Focus**

French	Stage I	Stage II	Stage III	Graduate
Language	4	1	1	1
Culture	1	1	2	8
Study Abroad	0	0	0	0
Applied	0	0	0	2
Non-specifiable	0	0	0	4

### German at Victoria University of Wellington

The *Part 1, 2 & 3* courses in German offered by Victoria University of Wellington in the Year 2000 are listed in *Table App 2.81*. Students who majored in German were expected to take four papers from GERM 200-399 including GERM 311 (*German Language 3*) and one of GERM 314 (*German Economy, Society and Culture 3*), 318 (*German Literature 3*). Of the 11 undergraduate courses offered, 5 had a language acquisition/development focus. The courses offered for BA (Hons) and MA are listed in *Table App 2.82*. Of the 14 graduate course offered, 2 had a language acquisition/development focus. A summary of the German courses offered at Victoria University in the year 2000 in relation to primary focus is provided in *Table App 2.83*.

**Table App 2.80: German Courses at Part 1, 2 and 3 Offered at Victoria University of Wellington in 1999 and 2000**

<b>Part I</b>	
GERM 103 - Introduction to the German Language	Language
GERM 104 - Elementary German	Language
GERM 112 - German Language 1	Language
GERM 113 - German Literature 1	Culture
GERM 114 - German Economy, Society and Culture 1	Culture
<b>Part II</b>	
GERM 211 - German Language 2	Language
GERM 213 - German Literature 2	Culture
GERM 214 - German Economy, Society and Culture 2	Culture
<b>Part III</b>	
GERM 311 - German Language 3	Language
GERM 314 - German Economy, Society and Culture 3	Culture
GERM 318 - German Literature 3	Culture

**Table App 2.81: German Courses Available for BA (Hons) and Masters at Victoria University of Wellington in 1999 and 2000**

GERM 401 - Advanced Language Study	Language
GERM 402 - History of the German Language	Linguistics/ language history
GERM 403 - German Poetry	Culture
GERM 404 - German Drama	Culture
GERM 405 - The German Novelle	Culture
GERM 406 - The German Novel	Culture
GERM 407 - A Period of German Literature	Culture
GERM 408 - Medieval German Language and Literature	Culture
GERM 409 - A Major German Author	Culture
GERM 410 - A Major 20th-Century German Author	Culture
GERM 411 - Special Topic 1	Non specifiable
GERM 412 - Special Topic 2	Non specifiable
GERM 489 - Research Essay	Non specifiable
German for MA (by thesis)	Non specifiable

**Table App 2.82: Summary of German Courses Available at Victoria University of Wellington in 1999 and 2000 in terms of Primary Focus**

German	Stage I	Stage II	Stage III	Graduate
Language	3	1	1	1
Culture	2	2	2	8
Study Abroad	0	0	0	0
Linguistics/ language history	0	0	0	1
Applied	0	0	0	0
Non-specifiable	0	0	0	4

### Malay/Indonesian at Victoria University of Wellington

Six undergraduate courses were offered in Indonesian/Malay at Victoria University of Wellington in the year 2000 (see *Table App 2.84*). These courses are summarised in relation to primary focus in *Table App 2.85*.

**Table App 2.83: Part 1, 2 & 3 Malay/Indonesian Courses Offered at Victoria University of Wellington in 1999 and 2000**

<b>Part I</b>	
MAIN 101 - Malay/Indonesian Language 1	Language
NUSA 101 - Introduction to the Civilisation of Nusantara	Culture
<b>Part II</b>	
MAIN 201 - Malay/Indonesian Language 2A	Language
MAIN 202 - Malay/Indonesian Language 2B	Language
<b>Part III</b>	
MAIN 301 - Malay/Indonesian Language 3	Language
NUSA 301 - Selected Topics in the Study of Modern Nusantara	Culture

**Table App 2.84: Summary of Malay/Indonesian Courses Offered at Victoria University of Wellington in 1999 and 2000**

Malay/Indonesian	Stage I	Stage II	Stage III	Graduate
Language	1	2	1	0
Culture	1	0	1	0
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	0	0	0

### Italian at Victoria University of Wellington

Italian courses at Part 1, 2 & 3 offered at Victoria University of Wellington in the year 2000 are listed below. Students majoring in Italian were required to take two ITAL 300-level papers, including ITAL 311 (*Italian Language*).

There were 8 courses offered at undergraduate level in Italian of which 4 had a language acquisition/ development focus. Italian was not offered as a single subject for BA(Hons), but ITAL 401 (*Advanced Italian language*) was prescribed under *Modern Languages* for Honours, and both ITAL 401 (*Advanced Italian Language*) and 407 (*Special Topic*) could be taken as substitute papers in other subjects. The *Tables* below provide details of (a) graduate Italian courses available, and (b) the focus of Italian courses at Victoria University of Wellington in the year 2000.

**Table App 2.85: Part 1, 2 & 3 Italian Courses Offered at Victoria University of Wellington in 1999 and 2000**

<b>Part I</b>	
ITAL 114 - Introduction to the Italian Language	Language
ITAL 115 - Elementary Italian	Language
<b>Part II</b>	
ITAL 206 - Italy Through Fiction and Drama	Culture
ITAL 207 - Italy Through Film	Culture
<b>Part II (continued)</b>	
ITAL 211 - Italian Language	Language
<b>Part III</b>	
ITAL 306 - Dante's Inferno	Culture
ITAL 307 - The Italian Renaissance	Culture
ITAL 311 - Italian Language	Language

**Table App 2.86: Graduate Italian Courses Offered at Victoria University of Wellington in 1999 and 2000**

ITAL 401 - Advanced Italian Language	Language
ITAL 407 - Special Topic	Non specifiable

**Table App 2.87: Summary of Italian Courses Offered at Victoria University of Wellington in 1999 and 2000**

Italian	Stage I	Stage II	Stage III	Graduate
Language	2	1	1	1
Culture	0	2	2	0
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	0	0	1

### Japanese at Victoria University of Wellington

Japanese courses offered at Victoria University of Wellington in the year 2000 for *Part 1*, *2* and *3* are listed in *Table 110*. Students majoring in Japanese had to take 114 points in JAPA papers numbered 200-399, including JAPA 302 (*Japanese Language 3B*). There were 11 course offered at undergraduate level. Of these, 7 had a language acquisition/development focus.

The courses offered for BA (Hons) and Masters are listed in *Table App 2.89*. There are 8 course offered at graduate level of which one has a language focus, 3 have a culture focus, 1 has an applied linguistics focus and 3 are non-specifiable. A summary of the Japanese courses available at Victoria University in the year 2000 from the perspective of primary focus is provided in *Table App 2.91*

**Table App 2.88: Part 1, 2 & 3 Japanese courses offered at Victoria University of Wellington in the year 2000**

<b>Part I</b>	
JAPA 104 - Japanese Language 1	Language
JAPA 111 - Introduction to the Japanese Language	Language
JAPA 112 - Elementary Japanese	Language
<b>Part II</b>	
JAPA 201 - Japanese Language 2	Language
JAPA 211 - Modern Japan	Culture
JAPA 221 - Readings in Japanese Culture and Society	Culture
JAPA 231 - Japanese Linguistics	Linguistics/ language history
<b>Part III</b>	
JAPA 301 - Japanese Language 3A	Language
JAPA 302 - Japanese Language 3B	Language
JAPA 311 - Japanese Intellectual History	Culture
JAPA 321 - Modern Japanese Literature	Culture

**Table App 2.89: Graduate Courses in Japanese Offered at Victoria University of Wellington in 1999 and 2000**

JAPA 401 - Advanced Japanese Language	Language
JAPA 402 - Readings in Modern Japan	Culture
JAPA 403 - Modern Japanese Literature	Culture
JAPA 404 - Japanese Intellectual History	Culture
JAPA 405 - Special Topic	Non specifiable
JAPA 406 - Special Topic	Non specifiable
JAPA 407 - Japanese Linguistics	Applied
Japanese for MA (by thesis)	Non specifiable

**Table App 2.90: Summary of Japanese Courses at Victoria University of Wellington in 1999 and 2000 in terms of Primary Focus**

Japanese	Stage I	Stage II	Stage III	Graduate
Language	3	1	2	1
Culture	0	2	2	3
Study Abroad	0	0	0	0
Linguistics/ language history	0	1	0	0
Applied	0	0	0	1
Non-specifiable	0	0	0	3

### Russian at Victoria University of Wellington

The papers listed in *Table App 98* are those that were available in Russian at Victoria University of Wellington in 1999 and 2000. Russian majors required six papers from RUSS 200-399 (excluding 234 (*Modern Russian Literature in Translation*) and 237 (*Russian Culture and Society B in Translation*)), including RUSS 305 (*Russian Language 3B*) and one of RUSS 335 (*Classical Russian Literature*), 336 (*Modern Russian Literature*), 337 (*Russian Society and Culture B*) or (with approval of the Programme

Director) RUSS 334 (*Special Topic*). Of the 17 undergraduate papers offered, 6 had a language acquisition/ development focus.

The Russian papers available for BA (Hons) and Masters are listed in *Table App 2.92*. Of the 9 graduate course offered in Russian, 2 had a language acquisition/ development focus. *Table 2.94* provides a summary of the Russian papers in terms of their primary focus.

**Table App 2.91: Part 1, 2 & 3 Russian Courses Available at Victoria University of Wellington 1999 and 2000**

<b>Part I</b>	
RUSS 102 Introduction to the Russian Language	Language
RUSS 103 Elementary Russian	Language
RUSS 113 Classical Russian Literature in Translation	Culture
RUSS 116 Russian Society and Culture A in Translation	Culture
<b>Part II</b>	
RUSS 204 Russian Language 2A	Language
RUSS 205 Russian Language 2B	Language
RUSS 216 Russian Society and Culture A	Culture
RUSS 234 Modern Russian Literature in Translation	Culture
RUSS 235 Classical Russian Literature	Culture
RUSS 236 Modern Russian Literature	Culture
RUSS 237 Russian Society and Culture B in Translation	Culture
<b>Part III</b>	
RUSS 304 Russian Language 3A	Language
RUSS 305 Russian Language 3B	Language
RUSS 334 Special Topic	Non specifiable
RUSS 335 Classical Russian Literature	Culture
RUSS 336 Modern Russian Literature	Culture
RUSS 337 Russian Society and Culture B	Culture

**Table App 2.92: Russian Courses Available for BA (Hons) and Masters at Victoria University of Wellington in 1999 and 2000**

RUSS 401 Language (including oral)	Language
RUSS 402 History of Language	Linguistics/ language history
RUSS 403 19th-Century Prose	Culture
RUSS 404 19th-Century Poetry	Culture
RUSS 405 20th-Century Literature	Culture
RUSS 406 Drama	Culture
RUSS 407 Special Topic	Non specifiable
RUSS 489 Research Essay	Non specifiable
Russian for MA (by thesis)	Non specifiable

**Table App 2.93: Russian Courses Available at Victoria University of Wellington in 1999 and 2000 in terms of Primary Focus**

Russian	Stage I	Stage II	Stage III	Graduate
Language	2	2	2	1
Culture	2	5	3	4
Study Abroad	0	0	0	0
Linguistics/ language history	0	0	0	1
Applied	0	0	0	0
Non-specifiable	0	0	1	3

### Samoan Studies at Victoria University of Wellington

The undergraduate papers in Samoan offered at Victoria University of Wellington in the year 2000 are listed in *Table App 2.95*. A summary of these papers from the perspective of primary focus is provided in *Table App 2.96*.

**Table App 2.94: Samoan Courses Available at Parts 1, 2 & 3 at Victoria University of Wellington in 1999 and 2000**

<b>Part I</b>		
SAMO 101 - Introduction to Samoan		Language
SAMO 102 - Elementary Samoan		Language
SAMO 111 - Samoan Society and Culture		Culture
<b>Part II</b>		
SAMO 201 - Gagana Samoa 2A		Language
SAMO 202 - Gagana Samoa 2B		Language
<b>Part III</b>		
SAMO 301 - Gagana Samoa 3		Language
SAMO 302 - Interpreting and Translation		Applied

**Table App 2.95: Summary of Samoan Courses Offered at Victoria University of Wellington in 1999 and 2000 in terms of Primary Focus**

Samoan	Stage I	Stage II	Stage III	Graduate
Language	2	2	1	0
Culture	1	0	0	0
Study Abroad	0	0	0	0
Applied	0	0	1	0
Non-specifiable	0	0	0	0

### Spanish at Victoria University of Wellington

The undergraduate papers offered in Spanish at Victoria University of Wellington in the year 2000 are listed in *Table App 2.97* and are summarised, in terms of primary focus, in *Table App 2.98*.

**Table App 2.96: Spanish Courses Available at Parts 1, 2 & 3 at Victoria University of Wellington in 1999 and 2000**

<b>Part I</b>	
SPAN 111 - Introduction to the Spanish Language	Language
SPAN 112 - Elementary Spanish	Language
<b>Part II</b>	
SPAN 211 - Spanish Language	Language
SPAN 212 - Hispanic Studies	Culture
<b>Part III</b>	
SPAN 311 - Spanish Language	Language
SPAN 312 - Hispanic Literary Studies: 20th-Century Texts	Culture

**Table App 2.97: Summary of Spanish Courses Offered at Victoria University of Wellington in 1999 and 2000 in terms of Primary Focus**

Spanish	Stage I	Stage II	Stage III	Graduate
Language	2	1	1	0
Culture	0	1	1	0
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	0	0	0

### **A major in Asian or modern languages at Victoria University of Wellington**

In the year 20000, students at Victoria University of Wellington could major in Asian or modern languages.

For a major in Asian Languages, students were required to include the following papers :

Two of CHIN 311 (*Chinese language 3A*), JAPA 301 (*Japanese language 3A*), MAIN 301 (*Malay/Indonesian language 3*);

(b) Two papers from LING 200-399.

For a major in modern languages students were required to include:

(a) Either

two of the following Part 3 language papers: CHIN 311, FREN 311, GERM 311, ITAL 311; JAPA 301, MAIN 301, MAOR 311, RUSS 305, SAMO 301;

or

one of the above language papers together with the equivalent of one 300-level paper in another language approved by the Convener of the Modern Languages Board of Studies

plus

two papers from LING 200-399.

### **Other Language-related programmes at Victoria University of Wellington**

There were two other programmes related to languages offered at Victoria University of Wellington in the year 2000. These involved 5 additional papers. In the *Comparative Literature Programme* students took the following papers:

CRIT 201 - *European Tragedy*;  
CRIT 202 - *European Romanticism*.

In the *European Studies programme* the following papers were offered:

EURO 101 - *Introduction to European Studies*;  
EURO 301 - *The Making of Modern Europe*.

It is noted in the *University Calendar* that “European Studies is not offered as a single subject for BA(Hons), but EURO 401 (*Europe and New Zealand*), can be taken as a substitute paper in other subjects” (*Victoria University of Wellington Calendar 2000*, p. 485). The additional courses available are summarised in relation to type in *Table App 2.99* below.

**Table App 2.98:** *Additional Courses Available for Language Programmes at Victoria University of Wellington in 1999 and 2000*

<b>Language</b>	<b>Stage I</b>	<b>Stage II</b>	<b>Stage III</b>	<b>Graduate</b>
Language	0	0	0	0
Culture	1	2	1	1
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	0	0	0

### **Diploma in teaching Japanese at Victoria University of Wellington**

In addition to the other programmes offered in Japanese at Victoria University of Wellington in the year 2000, there was a *Diploma in Teaching Japanese*. For this programme, students were required to take four papers overall. These are outlined in *Table App 2.100*.

**Table App 2.99: Courses Available for Diploma in Teaching Japanese at Victoria University of Wellington in 1999 and 2000**

JAPA 401 - Advanced Japanese Language	Language
JAPA 402 - Readings in Modern Japan	Culture
JAPA 403 - Modern Japanese Literature	Culture
JAPA 404 - Japanese Intellectual History	Culture
JAPA 405 - Special Topic	Non specifiable
JAPA 406 - Special Topic	Non specifiable
JAPA 407 - Japanese Linguistics	Linguistics/ language history
ELIN 805 - Language Teaching Methodology	Applied

Of these, papers the following were compulsory:

JAPA 401 (*Advanced Japanese Language*);  
 JAPA 407 (*Japanese Linguistics*);  
 ELIN 805 (*Language Teaching Methodology*).

The fourth paper was to be selected from:

JAPA 402 (*Readings in Modern Japan*);  
 JAPA 403 (*Modern Japanese Literature*);  
 JAPA 404 (*Japanese Intellectual History*);  
 JAPA 405 (*Special Topic*);  
 JAPA 406 (*Special Topic*).

Because this is not part of a regular degree programme, these papers are not included in the overall summary of language and language related programmes available at Victoria University of Wellington in the year 2000.

### **Modern languages (other than New Zealand Māori) at the University of Canterbury in the year 2000**

There were 5 modern languages, in addition to Māori, offered at the University of Canterbury in the year 2000. These were Chinese, French, German, Japanese and Russian.

The University *Calendar* outlines the following structure for the BA which is a three year degree: the Bachelor of Arts degree requires a candidate to pass courses with a “total value of 102 points, including at least 48 points for course above 100 level. A minimum of 72 points, including at least 12 points for 300 level courses in a single subject, shall be courses in the Schedule” (University of Canterbury Calendar 2000, p. 99).

### **Chinese at the University of Canterbury**

The papers listed in *Table App 2.101* were offered as undergraduate courses in Chinese at the University of Canterbury in 1999 and 2000. A graduate programme in Chinese was

offered for the first time in that year. Of the 9 papers offered at undergraduate level, 5 had a language acquisition/ development focus. Of the 9 papers in Chinese offered at graduate level, 2 had a language acquisition/ development focus. A summary, by primary focus, of the Chinese courses available at *The University of Canterbury* in the year 2000 is provided below.

**Table App 2.100: Undergraduate Courses in Chinese Offered at The University of Canterbury in 1999 and 2000**

<b>Part I</b>	
CHINESE 101: Elementary Chinese Language	Language
CHINESE 102: Introduction to Chinese Civilization	Culture
<b>Part II</b>	
CHINESE 201: Chinese Language 2	Language
CHINESE 202: Introduction to Chinese Linguistics	Language
CHINESE 203: Introduction to Chinese Literature in Translation	Culture
CHINESE 204: Confucianism	Culture
CHINESE 205: Business Chinese	Language
<b>Part III</b>	
CHINESE 301: Chinese Language 3	Language
CHINESE 302: Advanced Readings in Chinese	Culture

**Table App 2.101: Graduate Courses in Chinese Offered at The University of Canterbury in 2000**

Chinese 401: Advanced Chinese Language Acquisition	Language
Chinese 402: Classical Chinese Language	Linguistics/ language history
Chinese 403: Chinese Language and Society	Culture
Chinese 404: Readings in Chinese Historical Texts	Culture
Chinese 405: Readings in Traditional Chinese Thought	Culture
Chinese 406: Studies in Classical Chinese Poetry	Culture
Chinese 407: Post-Mao Fiction in Mainland China	Culture
Chinese 408: Language, Politics and Society in China since 1949	Culture
Chinese 409: A Special Topic	Non specifiable

**Table App 2.102: Summary of Chinese Courses Available at The University of Canterbury in 1999 and 2000: BY TYPE**

Chinese	Stage I	Stage II	Stage III	Graduate
Language	1	3	1	1
Culture	1	2	1	6
Study Abroad	0	0	0	0
Linguistics/ language history	0	0	0	1
Applied	0	0	0	0
Non-specifiable	0	0	0	1

The departmental information states that after completing a B.A. degree, "students may further their studies in the Department of Asian Languages. After one more year of study, for which a student is examined in four papers, the degree of BA(Hons) may be conferred. A student may then proceed to write a thesis (in English) within one year, and be conferred with the degree of M.A. Alternatively, after successfully completing a B.A.

degree, a student may opt to devote two years of study towards the degree of M.A., in which case the first year is spent working for four papers (similar to BA(Hons)), and the second year is spent completing an MA thesis (in English)” (available <<http://www.asia.canterbury.ac.nz/Chinese.html>>: visited 20 July 2000)

### French at the University of Canterbury

The undergraduate papers in French available at The University of Canterbury in 1999 and 2000 are listed in *Table App 2.104*.

**Table App 2.103: Undergraduate Courses in French Available at The University of Canterbury in 1999 and 2000**

<b>Stage I</b>	
FREN 121 : Beginners' French A	Language
FREN 106 : French Studies 1-'Femmes, films, fictions'	Culture
FREN 108 : Society & Culture	Culture
FREN 109 : The 20th-Century Novel	Culture
FREN 110 : Medieval Arthurian Romance	Culture
FREN 122 : Beginners' French B	Language
FREN 123 : Intermediate French	Language
FREN 124 : French Language 1	Language
FREN 125 : The Crisis of Being: French Existentialism	Culture
FREN 126 : France & the French through Film	Culture
<b>Stage II</b>	
FREN 201 : French Language 2	Language
FREN 208 : French Studies 2 - Word and image in nineteenth century France	Culture
FREN 209 : Society & Culture 1870- 1940	Culture
FREN 210 : French Drama	Culture
FREN 215 : Medieval Courtly Culture	Culture
FREN 223 : Beyond Conversation : Introduction to French Linguistics	Linguistics/ language history
<b>Stage III</b>	
FREN 301 : French Language 3	Language
FREN 304 : French Studies 3 - Literature in the 17th and 18th centuries	Culture
FREN 305 : French Studies in Translation	Culture
FREN 306 : The Holy Grail	Culture

The Department of French offered a range of entry points to the subject. These were clearly specified in their course information available on the world wide web as follows:

#### *TO MAJOR IN FRENCH FROM 7th FORM*

If you've done 7th-form French, we recommend that you take FREN 106 (*French Studies 1: 'Femmes, Films, Fictions'*) and FREN 124 (*French Language 1*) in your first year. In subsequent years you should take FREN 201 (*French Language 2*) and FREN 301 (*French Language 3*), plus a selection of other French courses, to make a least 30 points of French.

#### *TO MAJOR IN FRENCH FROM SCRATCH*

This can now be done in three years, with intensive language work. You would have to take the six language courses in sequence, one for each semester: 121 (*Beginners' French*)

A), 122 (*Beginners' French B*), 123 (*Intermediate French*), 124 (*French Language 1*), 201 (*French Language 2*) and 301 (*French Language 3*). In your second or third year, you should also take courses like 106 (*French Studies 1: Femmes, Films, Fictions*), 208 (*French Studies 2: Word and image in 19<sup>th</sup>. Century France*), 304 (*French Studies 3: Literature in the 17<sup>th</sup> and 18<sup>th</sup> centuries*) or 305 (*French Studies in Translation*).

In addition, all students may enter the courses which are studied in English translation. There are now five of these, including two new ones: French Cinema & French Existentialism” (<<http://www.fren.canterbury.ac.nz/>>: visited May 2000).

The papers available at undergraduate and graduate levels are listed in *Tables App 2.104* and *App2.105*. Of these 20 papers available at undergraduate level, 7 had a language acquisition/ development focus. Of the 9 papers available at graduate level, 1 had a language acquisition/ development focus. A summary, by primary focus, of the papers in French available at The University of Canterbury in the year 2000 is provided below.

**Table App 2.104: Undergraduate Courses in French Available at The University of Canterbury in 1999 and 2000**

<b>Stage I</b>	
FREN 121 : Beginners' French A	Language
FREN 106 : French Studies 1-'Femmes, films, fictions'	Culture
FREN 108 : Society & Culture	Culture
FREN 109 : The 20th-Century Novel	Culture
FREN 110 : Medieval Arthurian Romance	Culture
FREN 122 : Beginners' French B	Language
FREN 123 : Intermediate French	Language
FREN 124 : French Language 1	Language
FREN 125 : The Crisis of Being: French Existentialism	Culture
FREN 126 : France & the French through Film	Culture
<b>Stage II</b>	
FREN 201 : French Language 2	Language
FREN 208 : French Studies 2 - Word and image in nineteenth century France	Culture
FREN 209 : Society & Culture 1870- 1940	Culture
FREN 210 : French Drama	Culture
FREN 215 : Medieval Courtly Culture	Culture
FREN 223 : Beyond Conversation : Introduction to French Linguistics	Linguistics/ language history
<b>Stage III</b>	
FREN 301 : French Language 3	Language
FREN 304 : French Studies 3 - Literature in the 17th and 18th centuries	Culture
FREN 305 : French Studies in Translation	Culture
FREN 306 : The Holy Grail	Culture

**Table App 2.105: Graduate Courses Available in French at The University of Canterbury in 1999 and 2000**

FREN 401: Language	Language
FREN 404: A Topic In French Poetry	Culture
FREN 408: History of Ideas	Culture
FREN 411: The French Novel	Culture
FREN 413: Medieval Topic	Culture
FREN 415: Language and Textual Linguistics	Applied
FREN 417: Language: Special Topic: Theory and Practice of Translation (Fr/ Eng)	Applied
FREN 418: Literature and History: the case of French World War II personal narratives	Culture
FREN 420: The French in New Zealand	Culture

**Table App 2.106: Summary of French Courses Available at The University of Canterbury in 1999 and 2000: BY TYPE**

French	Stage I	Stage II	Stage III	Graduate
Language	4	1	1	1
Culture	6	4	3	6
Study Abroad	0	0	0	0
Linguistics/ language history	0	1	0	0
Applied	0	0	0	2
Non-specifiable	0	0	0	0

### German at the University of Canterbury

The undergraduate papers in German available at The University of Canterbury in the year 2000 are listed in *Table App 2.108*. The prescriptions for graduate course in German are stated as follows: "The B.A.Hons (German) consists of 4 courses or three courses and an extended essay. The M.A. (German) consists of: Part I: Four courses from GRMN 401-425; Part II: A thesis (GRMN 690), which shall be on a topic approved by the Head of Department" (<<http://www.grmn.canterbury.ac.nz/>>). Papers available in German at graduate level are listed in *Table App 115*. Of the 13 papers available at graduate level in German, 1 had a language acquisition/ development focus. Of these 14 papers, 6 had a language acquisition/ development focus.

**Table App 2.107: Undergraduate Courses in German Available at The University of Canterbury in 1999 and 2000**

<b>Stage I</b>	
GRMN 114 Elementary German Language	Language
GRMN 115 Intermediate German Language	Language
GRMN 108 German Language	Language
GRMN 126 Reading German Literary Texts	Culture
GRMN 111 German Literature in Translation	Culture
GRMN 113 Introduction to German History and Culture	Culture
<b>Stage II</b>	
GRMN 201 German Language	Language
GRMN 223 The German Language Today	Language
GRMN 226 Reading German Literary Texts	Culture
GRMN 205 Medieval German Literature and Society	Culture
GRMN 225 German Literature and Society	Culture
<b>Stage III</b>	
GRMN 301 German Language	Language
GRMN 326 Reading German Literary Texts	Culture
GRMN 325 German Literature and Society	Culture

**Table App 2.108: Graduate Courses in German Available at The University of Canterbury in 1999 and 2000**

GRMN 401 German Language: Introduction to the History of German	Linguistics/ language history
GRMN 403 Middle High German Texts	Culture
GRMN 404 A Special Study in Middle High German	Culture
GRMN 406 Detailed Study of a German Writer	Culture
GRMN 407 Studies in the German Novel, Novella or Short Story	Culture
GRMN 408 Studies in German Drama	Culture
GRMN 409 Studies in German Poetry	Culture
GRMN 410 Aspects of German Literature since 1945	Culture
GRMN 413 Special Topic	Non specifiable
GRMN 414 Special Topic: Berlin in der Literatur - Literatur in Berlin	Culture
GRMN 425 Special Topic in German Cultural Studies:	Culture
GRMN 480 Extended Essay	Non specifiable
GRMN 690 M.A. Thesis	Non specifiable

**Table App 2.109: Summary of Courses in German Available at The University of Canterbury in 1999 and 2000: BY TYPE**

German	Stage I	Stage II	Stage III	Graduate
Language	3	2	1	0
Culture	3	3	2	9
Study Abroad	0	0	0	0
Linguistics/ language history	0	0	0	1
Applied	0	0	0	0
Non-specifiable	0	0	0	3

### Japanese at the University of Canterbury

The undergraduate papers in Japanese available at The University of Canterbury in 1999 and 2000 are listed in Table App2.111.

**Table App 2.110: Undergraduate Courses in Japanese Available at the University of Canterbury in 1999 and 2000**

<b>Stage I</b>	
JAPANESE 101: Elementary Japanese Language	Language
JAPANESE 105: Japanese Language 1	Language
JAPANESE 108: Introduction to Japanese Culture	Culture
JAPANESE 112: Japanese Literature in Translation: The Traditional Period	Culture
<b>Stage II</b>	
JAPANESE 205: Japanese Language 2	Language
JAPANESE 212: Modern Japanese Literature in Translation	Culture
JAPANESE 222: Introduction to the Structure and History of the Japanese Language	Linguistics/ Language history
<b>Stage III</b>	
JAPANESE 305: Japanese Language 3	Language
JAPANESE 303: Bibliography and Research Methods	Applied
JAPANESE 311: Reading and Essay Writing	Language

The Japanese programme structure at The University of Canterbury allows for different entry points to the subject. Course information states:

“Students who have passed Bursary Japanese (or equivalent\*) should enrol for JAPA 105 (*Japanese Language 1*). Failure to do this could mean that you will be ineligible to "major" in Japanese.

\*Even if you have not passed Bursary Japanese, you may be eligible to enter JAPA 105 by special permission of the Head of the Department of Asian Languages. For this purpose, "or equivalent" means, for example, that you have recently completed a year's education at a high school in Japan. Should you wish to enrol in JAPA 105 under these entry requirements, it is essential that you present evidence of your experience of the study of Japanese in a written application addressed to the Head of the Department of Asian Languages before the due date for pre-enrolment in the University” (<http://www.asia.canterbury.ac.nz/Japanese.html>)

The information presented for post graduate studies in Japanese was the same (except for the substitution of 'Chinese' for 'Japanese') as that for Chinese (<http://www.asia.canterbury.ac.nz/Japanese.html>). The papers available in Chinese at graduate level are listed in *Table App 2.112*. Of the 10 papers offered at undergraduate level, 6 had a language acquisition/ development focus. Of these 8 papers available at graduate level, 2 had a language acquisition/ development focus.

**Table App 2.111: Graduate Courses in Japanese Available at the University of Canterbury in 1999 and 2000**

Japanese 401: Readings in Pre-Modern Texts.	Culture
Japanese 402: A Topic in Japanese Literature.	Culture
Japanese 403: A Topic in Japanese Linguistics.	Linguistics language history
Japanese 404: Readings in Japanese Historical Texts.	Culture
Japanese 405: Readings in Contemporary Japanese Literature.	Culture
Japanese 406: A special topic.	Non specifiable
Japanese 407: Advanced Language Acquisition.	Language
Japanese 408: Readings in Japanese Culture.	Culture

**Table App 2.112: Summary of Courses in Japanese Available at The University of Canterbury in 1999 and 2000**

Japanese	Stage I	Stage II	Stage III	Graduate
Language	2	1	2	1
Culture	2	1	0	5
Study Abroad	0	0	0	0
Linguistics/ language history	0	1	0	1
Applied	0	0	1	0
Non-specifiable	0	0	0	1

### Russian at the University of Canterbury

The undergraduate papers available in Russian at the University of Canterbury in the year 2000 are listed in *Table App 2.114*. At graduate level, students are offered a range of options. For the B.A. (Hons) those options are listed below. Of the 8 undergraduate papers, 3 had a primary focus on language acquisition/ development. For the MA, students are offered a choice from the topics listed for the BA (Hons) and/or a topic listed in *Table App 122*. Of the 13 options at BA Hons and MA level, 2 have a language acquisition/ development focus.

**Table App 2.113: Undergraduate Courses in Russian Available at the University of Canterbury in 1999 and 2000**

<b>Stage I</b>	
RUSS 101 Elementary Russian language	Language
<b>Stage II</b>	
RUSS 201 Russian language Short stories, 1830-1900	Language
RUSS 215 Nineteenth-century Russian novel (in translation)	Culture
RUSS 216 The twentieth-century Russian novel (in translation)	Culture
RUSS 217 Russian women's writing (in English)	Culture
RUSS 218 Russian culture and society (in English)	Culture
<b>Stage III</b>	
RUSS 301 Russian language Twentieth-century short stories and poetry	Language
RUSS 311 Russian society in film and fiction	Culture

**Table App 2.114: BA(Hons) Courses in Russian Available at the University of Canterbury in 1999 AND 2000**

A topic in Russian culture (music, film, architecture, art).	Culture
Any 20th-century author.	Culture
Linguistic study.	Linguistics/ language history
Twentieth-century women authors.	Culture
A topic in history of ideas.	Culture
Dostoevsky/Tolstoy.	Culture
Pushkin/Gogol. A topic on translating Russian literary works into English.	Culture

**Table App 2.115: Additional MA Courses Available in Russian at the University of Canterbury in 1999 and 2000**

Russian literary theory.	Culture
A topic in the nineteenth- or twentieth-century novel.	Culture
New developments in Russian language.	Language
Any topic in Russian social history.	Culture
Any topic in Russian poetry.	Culture
Representation of women in Russian 19 <sup>th</sup> C - and/or 20 <sup>th</sup> C literature.	Culture

**Table App 2.116: Summary of Russian Courses Available at The University of Canterbury in 1999 and 2000**

Russian	Stage I	Stage II	Stage III	Graduate
Language	1	1	1	1
Culture	0	4	1	11
Study Abroad	0	0	0	0
Linguistics/ language history	0	0	0	1
Applied	0	0	0	0
Non-specifiable	0	0	0	0

### **Modern Languages (other than New Zealand Māori) at the University of Otago in 1999 and 2000**

There were, in addition to Māori, 4 modern languages offered at the University of Otago in the year 2000. These were Chinese, French, German and Japanese.

#### **Chinese at the University of Otago**

The papers offered in Chinese at the University of Otago in 1999 and 2000 are listed in *Table App 2.118*.

**Table App 2.117: Undergraduate Courses in Chinese Available at the University of Otago in 1999 and 2000**

<b>Part I</b>	
CHIN 101 Chinese language 1 (Level 1)	Language
CHIN 102 Chinese language 1 (Level 2)	Language
CHIN 111 Chinese language 1 (Level 3)	Language
CHIN 112 Chinese language 1 (Level 4)	Language
<b>Part II</b>	
CHIN 201 Chinese language 2	Language
CHIN 202 Written Chinese 1	Language
CHIN 203 Grammar and Translation	Language
CHIN 204 Special Topic	Non specifiable
CHIN 205 Chinese Culture - Film (1)	Culture
<b>Part III</b>	
CHIN 301 Chinese language 3	Language
CHIN 302 Written Chinese 2	Language
CHIN 303 Grammar and Translation 2	Language
CHIN 307 Business Chinese	Language

Students intending to major in Chinese were required to include the following papers in their programme:

**100 Level**

CHIN 101 (*Chinese Language 1 (Level 1)*), CHIN 102 (*Chinese Language 1 (Level 2)*)

**or**

CHIN 111 (*Chinese Language 1 (Level 3)*), CHIN 112 (*Chinese Language 1 (Level 4)*).

**200-level**

CHIN 201 (*Chinese Language 2*), CHIN 202 (*Written Chinese 1*) and CHIN 203 (*Grammar and Translation*).

**300-level**

CHIN 301 (*Chinese Language 3*), CHIN 302 (*Written Chinese 2*) and either CHIN 303 (*Grammar and Translation 2*) or CHIN 307 (*Business Chinese*).

Of the 13 papers offered in Chinese, 11 had a language acquisition/ development focus.

The offerings in Chinese are summarised, by primary focus.

**Table App 2.118: Summary of Chinese Courses Available at the University of Otago in 1999 and 2000**

Chinese	Stage I	Stage II	Stage III	Graduate
Language	4	3	4	0
Culture	0	1	0	0
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	1	0	0

## French at the University of Otago

The undergraduate papers in French available at The University of Otago in the year 2000 are listed in *Table App 126*.

**Table App 2.119: Undergraduate Courses in French Available at the University of Otago in 1999 and 2000**

<b>Part I</b>	
FREN 101 Introductory French Level 1	Language
FREN 102 Introductory French Level 2	Language
FREN 111 The Modern French Language 1	Language
FREN 112 Prescribed Modern French Texts	Culture
FREN 113 France and the Francophone World	Culture
<b>Part II</b>	
FREN 201 The Modern French Language 2	Language
FREN 202 French Prose Since 1800	Culture
FREN 203 French Drama and Poetry Since 1800	Culture
FREN 211 The Modern French Language Level 2	Language
FREN 254 French Women Writers Since 1800	Culture
FREN 255 Special Topic	Non specifiable
<b>Part III</b>	
FREN 301 The Modern French Language 3	Language
FREN 302 Prescribed 17th and 18th Century Texts	Culture
FREN 303 Prescribed 20th Century Texts	Culture
FREN 352 Oral French 1	Language

The papers required for a major in French were:

100-level

FREN 111 (*The Modern French Language 1*) and either FREN 112 (*Prescribed Modern French Texts*) or 113 (*France and the Francophone World*)

200-level

FREN 201 (*The Modern French Language 2*) and 202 (*French Prose since 1800*) and 203 (*French Drama and Poetry since 1800*)

300-level

FREN 301 (*The Modern French Language 3*) and 302 (*Prescribed 17<sup>th</sup> and 18<sup>th</sup> Century Texts*) and 303 (*Prescribed 20<sup>th</sup> Century Texts*) (University of Otago Calendar 2000).

Of the 15 courses offered at undergraduate level, 7 had a language acquisition/development focus.

The graduate papers in French available at graduate level are listed in *Table 2.121*. Of the 4 papers in this category, 2 had a language acquisition/development focus. A summary, in terms of primary focus, of course offerings in French at the University of Otago in 1999 and 2000 is provided below.

**Table App 2.120:** *Graduate Courses in French Available at the University of Otago in 1999 and 2000*

FREN 401 The Modern French Language 4	Language
FREN 411, etc. Special Topics	Non specifiable
FREN 452 Oral French 2	Language
FREN 480 Research Essay	Non specifiable

**Table App 2.121:** *Summary of Courses in French Available at the University of Otago in 1999 and 2000*

<b>French</b>	<b>Stage I</b>	<b>Stage II</b>	<b>Stage III</b>	<b>Graduate</b>
Language	3	2	2	2
Culture	2	3	2	0
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	1	0	2

### German at the University of Otago

The papers in German available at the University of Otago in the year 2000 are listed in *Table App 2.123*.

**Table App 2.122:** *Undergraduate Courses in German Available at the University of Otago in 1999 and 2000*

<b>Part I</b>	
GERM 101 Introductory German	Language
GERM 111 German Language 1	Language
GERM 104 Gateway to Germany	Culture
GERM 102 Introductory German	Language
GERM 112 Selected Twentieth Century German Texts	Culture
<b>Part II</b>	
GERM 201 German Language 2	Language
GERM 202 The Narrative Voice	Culture
GERM 203 German Drama in Context	Culture
FIME 204 Cinema and National Identity	Culture

**Table App 2.122 (contd.): Undergraduate Courses in German Available at the University of Otago in 1999 and 2000 (continued)**

Part III	
GERM 301 German Language 3	Language
GERM 302 The German Novel	Culture
GERM 303 Cornerstones of German Drama	Culture
GERM 351 Essays in German	Culture
GERM 352 A Special topic	Non specifiable
GERM 353 A Special Author	Culture
GERM 354 A Literary Genre	Culture
GERM 355 A Literary Period	Culture
GERM 356 A Second Special Topic	Non specifiable

A student who wished to major in German had to include the following papers:

100-level

GERM 111 (*German Language 1*) and GERM 112 (*Selected 20<sup>th</sup> Century German Texts*)

200-level

GERM 201 (*German Language 2*)

and

one of GERM 202 (*The Narrative Voice*), 203 (*German Drama in Context*)

and

one of FIME 204 (*Cinema and National Identity*), COML 201

300-level

GERM 301 (*German Language 3*);

and

one of GERM 302 (*The German Novel*), 303 (*German Drama in Context*);

and

one of FIME 301, COML 301.

It is noted that "students will be placed in GERM language papers appropriate to their knowledge of German. A first year student placed in the 200- or 300-level language paper must consult the Head of Department about recommended substitutions. Only one of GERM 202, 203 and one of GERM 302, 303 will be taught in any one year" (University of Otago Calendar 2000, p. 620)

Graduate papers are listed in below. Of the 18 course offered at undergraduate level, 5 had a language acquisition/ development focus. Of the graduate papers, 1 with a language acquisition/ development focus. A summary, in relation to primary focus, of the German papers available at the University of Otago in the year 2000 is provided below.

**Table App 2.123: Graduate Courses in German Available at the University of Otago in 1999 and 2000**

GERM 451 Further Essays in German	Culture
GERM 452 A Third Special Topic	Non specifiable
GERM 453 A Fourth Special Topic	Non specifiable
GERM 454 Oral German	Language
GERM 455 A Fifth Special Topic	Non specifiable
GERM 490 Dissertation	Non specifiable

**Table App 2.124: Summary of Courses in French Available at the University of Otago in 1999 and 2000**

German	Stage I	Stage II	Stage III	Graduate
Language	3	1	1	1
Culture	2	3	6	1
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	0	2	4

### Japanese at the University of Otago

The undergraduate papers in Japanese offered at the University of Otago in 1999 and 2000 are listed in *Table App 2.126*.

**Table App 2.125: Undergraduate Courses in Japanese Available at the University of Otago in 1999 and 2000**

<b>Part I</b>	
JAPA 103 Introductory Japanese 1	Language
JAPA 104 Introductory Japanese 2	Language
JAPA 111 Introductory Japanese 3	Language
JAPA 112 Introductory Japanese 4	Language
<b>Part II</b>	
JAPA 201 Intermediate Japanese A	Language
JAPA 202 Intermediate Japanese B	Language
JAPA 221 Understanding Japanese Culture	Culture
<b>Part III</b>	
JAPA 301 Advanced Japanese A	Language
JAPA 302 Advanced Japanese B	Language
JAPA 303 Modern Japanese Fiction and Film	Culture

Students who wished to major in Japanese were required to take the following papers:

100-level

JAPA 111 (*Introductory Japanese 3*) and JAPA 112 (*Introductory Japanese 4*)

200-level

JAPA 201 (*Intermediate Japanese A*), JAPA 202 (*Intermediate Japanese B*) and JAPA 221 (*Understanding Japanese Culture*)

300-level

JAPA 301 (*Advanced Japanese A*), JAPA 302 (*Advanced Japanese B*) and JAPA 303 (*Modern Japanese Fiction and Film*) (University of Otago Calendar 2000, )

The graduate papers are listed in *Table App 2.127*.

**Table App 2.126:** *Graduate Courses in Japanese Available at the University of Otago in 1999 and 2000*

JAPA 401 Advanced Japanese C	Language
JAPA 402 Advanced Japanese D	Language
JAPA 403 A Topic in Japanese Literature or Film	Culture
JAPA 404 A Special Topic	Non specifiable

Of the 10 papers offered at undergraduate level, 8 had a language acquisition/development focus. Of the 4 papers offered at graduate level, 2 had a language acquisition/development focus (see *Table App 2.128*).

**Table App 2.127:** *Summary of Japanese Courses Available at the University of Otago in 1999 and 2000*

Japanese	Stage I	Stage II	Stage III	Graduate
Language	4	2	2	2
Culture	0	1	1	1
Study Abroad	0	0	0	0
Applied	0	0	0	0
Non-specifiable	0	0	0	1

### Asian Studies at the University of Otago

The Asian studies programme available at the University of Otago in 1999 and 2000 is described as "an interdisciplinary programme for students who wish to combine training in an Asian language with courses devoted to developing an understanding of the history, culture, politics and economics of the countries of the Asian region. The programme is designed to develop not only linguistic ability, but also a wider appreciation of the nature of Asian societies and the traditions, values and beliefs of Asian peoples" (available <<http://www.otago.ac.nz/home/frame.html>>:visited 20 July 2000).

The papers required to major in Asian Studies were "100-level ASIA 101 and either CHIN 101 and 102, or CHIN 111 and 112, or JAPA 103 and 104, or JAPA 111 and 112. Above 100-level: Six Asian Studies papers, including at least two from either CHIN 201, 202, 203, 204, 205 or JAPA 201, 202, 221, and at least three above 200-level, including

ASIA 301" (available <<http://www.otago.ac.nz/home/frame.html>>: visited 20 July 2000). The additional courses must come from "ANTH 203 and 318; CHIN 301, 302, 303, 305 and 307; ECON 208; HIST 210, 211, 319, 320 and 321; JAPA 301, 302 and 303; MUSI 225, 226, 325 and 326; POLS 209, 305 and 310; RELS 202 and 302" (available <<http://www.otago.ac.nz/home/frame.html>>: visited 20 July 2000). (University of Otago Calendar 2000). Given that the language courses are represented elsewhere in this discussion of language courses at The University of Otago, courses for this programme will not be included in the overall summary.

### **Modern Languages (other than New Zealand Māori) at the Auckland University of Technology in the year 2000**

Modern language programmes at The Auckland University of Technology in the year 2000 were very different in structure from those offered in other universities.

Chinese and Japanese were offered as majors subjects in a BA programme. Each of these languages was taught in modules. The primary focus is language acquisition/development. However, students also have practice in word processing in the target language.

The information for Chinese indicates that "optional Modules can be chosen from other degree programmes which include business, tourism, teacher training and Japanese. Core Modules include communication, computer and research skills. In the final year, there is a Co-operative Education Practicum in a relevant organization, to apply and develop knowledge and skill gained throughout the degree programme" (available: <<http://www.aut.ac.nz/depts/languages/>>: visited 20 July 2000).

The information for Japanese indicates that the course is designed to "ensure that graduates achieve fluency in all areas of language required for daily communication and the workplace. They will also develop in awareness of cultural, social and business differences between New Zealand and Japan" (available: <<http://www.aut.ac.nz/depts/languages/>>: visited 20 July 2000).

Other modern languages offered by the Auckland University of Technology include Arabic, French, German, Italian, Japanese, Korean, Mandarin, New Zealand Sign Language (NZSL) and Spanish. These are offered at certificate and Diploma levels only.

Because of the very different structure of the language programmes at Auckland University of Technology, the modern language papers available in that institution are not included in the overview that follows.

**APPENDIX 3: OVERALL ACHIEVEMENT OBJECTIVES  
STATEMENTS FOR FRENCH AND GERMAN IN THE DRAFT  
NEW ZEALAND FRENCH AND GERMAN CURRICULUM  
GUIDELINES**

## APPENDIX 3: OVERALL ACHIEVEMENT OBJECTIVES STATEMENTS FOR FRENCH AND GERMAN IN THE DRAFT NEW ZEALAND FRENCH AND GERMAN CURRICULUM GUIDELINES

### FRENCH

CURRICULUM LEVEL 1
<b>Overall Achievement Objective: Emergent Communication A</b>
Learners can understand and use familiar words, phrases and sentences appropriately, can follow simple instructions and respond appropriately (verbally and/or physically) to a range of simple questions.
<b>Listening:</b> Learners can understand familiar words, phrases and sentences in familiar spoken contexts. They can detect differences in intonation tunes and recognise words containing sounds and sound combinations that do not occur in their first language.
<b>Speaking:</b> Learners can use, with approximate pronunciation and intonation, some familiar words, phrases and sentences in familiar contexts and in response to verbal and visual cues.
<b>Reading:</b> Learners can read and understand familiar words, phrases and sentences.
<b>Writing:</b> Learners can write some familiar words, phrases and sentences and are familiar with the need to use accents when writing some words in French.
<b>NOTE: Familiar words, phrases and sentences are words, phrases and sentences that students have practised in class in the context of the achievement objectives.</b>

CURRICULUM LEVEL 2
<b>Overall Achievement Objective: Emergent Communication B</b>
Learners can understand and use language that contains familiar words, phrases, clause and sentence patterns in predictable contexts to ask and answer questions, give and follow instructions, and understand and provide information. They can interact in culturally and linguistically appropriate ways in a specified range of contexts.
<b>Listening:</b> Learners can understand language containing familiar words, phrases and sentence patterns (including contrastive meanings) when it is articulated clearly but with natural rhythm and intonation patterns.
<b>Speaking:</b> Learners can use language involving familiar words, phrases and sentence patterns to give information and instructions and ask and answer questions. They can be expected to <i>attempt to</i> imitate the pronunciation and the natural rhythms of French, use intonation tunes to distinguish between questions and statements, and use stress to signal contrastive meanings (e.g. ' <i>Ce n'est pas un stylo, c'est un . . .</i> ').
<b>Reading:</b> Learners can understand a range of short texts involving familiar words, phrases and sentence patterns. Where texts contain a few words or phrases with which they are not yet familiar, learners can be expected to <i>attempt to</i> make use of context to guess the meanings of these as yet unfamiliar words and phrases.
<b>Writing:</b> In familiar contexts, learners can write a range of familiar words, phrases and sentences, using appropriate spelling and punctuation and using <i>mais, et</i> and <i>alors</i> appropriately as connectives.
<b>NOTE: Familiar language (words, phrases, clause and sentence patterns) is language that students have practised using in class in the context of the achievement objectives.</b>

## CURRICULUM LEVEL 3

### Overall Achievement Objective: Survival Skills A

In familiar contexts, learners can understand and use language that contains well-rehearsed sentence patterns and vocabulary and, in familiar contexts, some language that is unfamiliar. They can ask and answer questions, give and follow instructions and directions, and understand and provide information. They can interact in culturally and linguistically appropriate ways in a specified range of contexts.

**Listening:** Learners can understand spoken language (including dialogues) where familiar structures and vocabulary occur in new contexts and/ or are accompanied by a few new vocabulary items. Where new vocabulary occurs in the context of familiar language, learners can be expected to attempt to use this familiarity to make sense of the new vocabulary. They can recognise intonation patterns associated with lists, instructions and directions, and can distinguish between the intonation patterns of statements (e.g. *Il fait chaud*) and questions that are expressed in declarative form (e.g. *Il fait chaud?; Du sel?*)

**Speaking:** In familiar contexts, learners can use words, phrases, clauses, sentences and sequences of sentences appropriately to ask and answer questions, give instructions and directions, and provide information and advice. They can initiate conversations and give simple, informative presentations. Their pronunciation and their use of rhythm, stress and intonation are sufficiently accurate not to create a barrier to understanding and indicate *an attempt to imitate authentic models*.

**Reading:** Learners can understand reading texts involving constructions that are familiar and words and phrases that are mostly familiar and can use what they know and understand to help them guess the meanings of unfamiliar words and phrases. They can abstract detailed information from reading texts that contain familiar language and can use inferencing to get the gist of reading passages that contain some unfamiliar words and phrases.

**Writing:** Learners can write a range of words, phrases and sentences with accuracy from memory, and create short, simple written passages that include familiar words and a variety of familiar structures and that include appropriate linking words such as *et, mais, alors and aussi*.

**NOTE:** Simple language that contains familiar vocabulary and well-rehearsed sentence patterns is language that contains vocabulary and sentence patterns that students have encountered in the context of the achievement objectives. The messages communicated may, however, be different from those encountered before in the sense that a familiar structure may be used in a new context.

## CURRICULUM LEVEL 4

### Overall Achievement Objective: Survival Skills B

Learners can use rehearsed language fluently, coherently and accurately in a range of contexts and understand, and create, written and spoken discourse that makes reference to the past as well as to the present. They can discuss, and read and write about, feelings and emotions as well as facts and observations. In the context of familiar topics and of language that is mostly familiar, they can respond in general terms to spoken utterances and written texts that contain some unfamiliar structures and vocabulary and can use language in new combinations in speaking and writing.

**Listening:** In the context of familiar language, learners can and abstract specific details from dialogues, conversations and spoken reports and can understand the sequencing and interaction of events in sustained presentations. They can use a range of strategies (inferencing, consulting dictionaries etc.) to attempt to make sense of spoken language that contains unfamiliar structures and vocabulary. In familiar contexts, they can cope with utterances spoken at normal speed.

**Speaking:** In familiar contexts and situations, learners can use familiar language fluently and accurately to ask and answer questions, give instructions and directions, and provide information and advice. They can initiate, and sustain, conversations as well as give short talks on familiar subjects. So long as the situation and context are genuinely non-threatening, they can be expected to experiment with new language that has not yet been fully assimilated. When they are using language with which they are wholly familiar, their pronunciation and their use of rhythm, stress and intonation are recognisably French.

**Reading:** Learners can read and understand detail in texts containing familiar language and get the gist of texts that contain some unfamiliar constructions and vocabulary. They can work out how things, events and ideas are related by making use of textual clues, such as familiar connectives (e.g. *mais*, *parce que*) and familiar adjectives and adverbs (e.g. *vite*, *lentement*).

**Writing:** Learners can use familiar language appropriately and flexibly and experiment with new language in the context of specified tasks. They can use punctuation accurately and can use sentences containing adjectives and adverbs appropriately. They can signal the relationship between things, events and ideas by using conjunctions, adjectives and adverbs appropriately.

**NOTE:** New language is language that students have encountered recently in class or in their independent listening, reading or viewing.

## CURRICULUM LEVEL 5

### Overall Achievement Objective: Social Competence A

Learners can adapt their language to meet the needs of a range of new contexts and situations. They can discuss, and read and write about facts, feelings and opinions, past and present activities and future plans. They can read independently, making use, where necessary of glossaries, dictionaries and other reference works. In the context of guidelines relating to content and accuracy, they can review and revise their own writing. They can demonstrate a knowledge of a range of socio-cultural aspects of French-speaking societies.

**Listening:** In dialogues, conversations and reports, learners can detect differing degrees of certainty and conviction as well as attempts to persuade and influence listeners. In specified contexts, they can understand reasons and explanations and statements about advantages and disadvantages as well as references to past and present events, future plans and facts, feelings and opinions.

**Speaking:** In familiar contexts and situations, learners can use familiar language fluently and accurately to ask and answer questions, give instructions and directions, compare and contrast, provide information and advice and express opinions. They can make reference to past and present events and future plans. They can initiate, and sustain, routine conversations as well as give short talks on familiar subjects. So long as the situation and context are genuinely non-threatening, they can be expected to experiment with new language. When they are using language with which they are wholly familiar, their pronunciation and their use of rhythm, stress and intonation are recognisably French.

**Reading:** Learners can read and understand detail in texts containing familiar language and get the gist of texts that contain some unfamiliar constructions and vocabulary. They can work out how things, events and ideas are related by making use of textual clues such as familiar connectives (e.g. *mais*, *parce que*) and familiar adjectives and adverbs (e.g. *vite*, *lentement*) and can differentiate between fact and opinion and between past and present events and future plans.

**Writing:** Learners can use familiar language appropriately and flexibly and experiment with new language in the context of specified tasks. They can use punctuation accurately and their spelling is mostly accurate. They can use simple, compound and complex sentences containing adjectives and adverbs appropriately. They can signal the relationship between things, events and ideas by using conjunctions, adjectives and adverbs appropriately. They can write about feelings and opinions, past and present events and future plans.

**NOTE:** New language is language that students have encountered recently in class or in their independent listening, reading or viewing.

## CURRICULUM LEVEL 6

### Overall Achievement Objective: Social Competence B

Learners can discuss, and read and write about, the past and the present and about facts, feelings, opinions and preferences. They can discuss, and read and write about, future plans, habits and routines, general truths and thoughts and beliefs. They can understand, and provide, reasons and explanations and detailed instructions. They can read independently, making use, where necessary, of glossaries, dictionaries and other reference works. They can review and revise their own writing. They can demonstrate a knowledge of those socio-cultural aspects of French-speaking societies that have been covered in class.

**Listening:** In dialogues, conversations and reports, learners can detect differing degrees of certainty and conviction as well as attempts to persuade and influence listeners. In familiar contexts, they can understand reasons and explanations and follow detailed instructions, detect differences in time referencing (past, present, future) and identify thoughts and beliefs, opinions and preferences, general truths and habits and routines.

**Speaking:** Learners can initiate and sustain routine conversations, ask questions for information or explanation and provide, in well-defined contexts, reasons, explanations and detailed instructions. They can talk about thoughts and beliefs, opinions and preferences, general truths and habits and routines. They can give short talks on familiar subjects. So long as the situation and context are non-threatening, they can be expected to experiment with new language. When they are using familiar language, their pronunciation and their use of rhythm, stress and intonation are recognisably French.

**Reading:** Learners can read and understand detail in texts containing familiar language and get the gist of texts that contain some unfamiliar constructions and vocabulary. They can work out how things, events and ideas are related by making use of textual clues, such as familiar connectives (e.g. *mais, parce que*) and familiar adjectives and adverbs (e.g. *vite, lentement*). They can differentiate between past, present and future time references and can identify general truths and habits and routines. They can differentiate between fact and opinion and can identify thoughts, beliefs and preferences.

**Writing:** Learners can use familiar language appropriately and flexibly and experiment with new language in the context of specified tasks. They can use punctuation accurately and their spelling is mostly accurate. They can use simple, compound and complex sentences containing adjectives and adverbs appropriately and can make decisions about paragraphing based on topic-related information. They can signal the relationship between things, events and ideas by using conjunctions, adjectives and adverbs appropriately. They can write about facts, feelings, opinions and preferences, thoughts and beliefs, general truths and habits and routines and can use language appropriately to differentiate past, present and future time references.

## CURRICULUM LEVEL 7

### Overall Achievement Objective: Personal Independence A

Learners can discuss, and read and write about, facts, opinions and hypotheses, making reference to past (including past in the past), present and future time. They can understand, and report on, what people thought and/ or said and on promises and commitments, hopes and desires and different ways of doing things. They can present and explain their own ideas and opinions and can understand, and provide, reasons and explanations. They are beginning to demonstrate an understanding of the need to adapt the language they use to meet the requirements of different contexts and situations and will attempt, in reviewing their own writing, or in reviewing prepared talks, to introduce words and expressions that are particularly appropriate to the context and/or are imaginative or unusual. They can demonstrate a knowledge of those socio-cultural aspects of French-speaking societies that have been covered in class and can extend this knowledge through personal reading and research.

**Listening:** Where the structures and vocabulary have, in general, been encountered previously and the topic and context come within the domain of their experience, learners can understand language spoken at normal speed by a range of native and non-native speakers. That language includes reference to past, present and future time and expresses, or reports on, promises and commitments, hopes and desires, opinions and hypotheses, different ways of doing things and what people thought and/or said as well as providing reasons and explanations.

**Speaking:** Learners can initiate and sustain conversations, ask questions for information or explanation and provide explanations and detailed instructions. They can talk about the past (including what people thought and/ or said) and the present, and can refer to promises and commitments, hopes and desires and opinions and hypotheses as well as different ways of doing things. They can provide reasons and explanations. They can be expected to experiment with new language. When they are using familiar language, their pronunciation and their use of rhythm, stress and intonation are recognisably French.

**Reading:** Learners can read and understand detail in texts containing familiar language and, with the help of reference works, also do so where texts contain some unfamiliar constructions and vocabulary. They can differentiate between past, present and future time references and can identify, and understand, promises and commitments, hopes and desires, opinions and hypotheses and reasons and explanations. They can detect similarities and differences between different sequences of actions.

**Writing:** Learners can use familiar language appropriately, flexibly and accurately, and can use reference works to assist them when experimenting with new language. Their punctuation is accurate and their paragraphing is generally appropriate. Where they are using familiar language, both their spelling and grammar are accurate most of the time. They can write coherently about a range of topics, making reference to past, present and future time, and can differentiate between fact and opinion and/or hypothesis. They can report on the thoughts and utterances of others and can make reference to promises, commitments, hopes and desires.

## CURRICULUM LEVEL 8

### Overall Achievement Objective: Personal Independence B

Learners can use, and understand, language that is intended to inform, instruct, explain, persuade and entertain. They can participate effectively in conversations on general and/or familiar topics. They can give short, impromptu talks on familiar topics and can prepare effective talks/presentations on less familiar ones. They can understand familiar public notices and announcements and can use inferencing to work out the general meaning of unfamiliar ones. They demonstrate, in speaking and writing, an ability to vary their language in relation to the needs and interests of different topics, contexts and audiences. They can demonstrate an ability to explore new cultural aspects through personal reading and research.

**Listening:** Learners can understand language spoken at normal speed by a range of native and non-native speakers so long as most of what is said is familiar (that is, uses words, expressions and constructions that have been encountered previously) and so long as they have an opportunity to ask for explanation and/or clarification when required.

**Speaking:** Learners can initiate and sustain conversations and give structured presentations on a range of topics. They can ask for, and provide, clarification. They can use language appropriately and accurately for a range of purposes, including informing, advising, commenting and explaining. They will experiment with new language. Their pronunciation and their use of rhythm, stress and intonation are recognisably French.

**Reading:** Learners can read and understand detail in texts containing familiar language and, with the help of reference works, also do so where texts contain unfamiliar constructions and vocabulary. They are familiar with a wide range of text-types and can differentiate among them in relation to audience, purpose and content. They can also detect differences among text-types in terms of differences in language use that have been discussed in class.

**Writing:** Learners can write coherent texts of different types (e.g. reports, short stories, instruction sheets) in relation to a range of topics, selecting words and expressions that are appropriate to the purpose and intended audience. Their punctuation is accurate and their paragraphing is appropriate. Even where they are experimenting with new language, their spelling and grammar are generally accurate so long as they are given time and resources to review their work adequately.

## GERMAN

### CURRICULUM LEVEL 1

#### Overall Achievement Objective: Emergent Communication A

Learners can understand and use familiar words, phrases and sentences appropriately, can follow simple instructions and respond appropriately (verbally and/or physically) to a range of simple questions.

**Listening:** Learners can understand familiar words, phrases and sentences in familiar spoken contexts. They can detect differences in intonation tunes and recognise words containing sounds and sound combinations that do not occur in their first language.

**Speaking:** Learners can use, with approximate pronunciation and intonation, some familiar words, phrases and sentences in familiar contexts and in response to verbal and visual cues.

**Reading:** Learners can read and understand familiar words, phrases and sentences.

**Writing:** Learners can write some familiar words, phrases and sentences and are familiar with the capitalisation of nouns, the use of the umlaut and ß when writing words in German.

**NOTE: Familiar words, phrases and sentences are words, phrases and sentences that students have practised in class in the context of the achievement objectives.**

### CURRICULUM LEVEL 2

#### Overall Achievement Objective: Emergent Communication B

Learners can understand and use language that contains familiar words, phrases, clause and sentence patterns in predictable contexts to ask and answer questions, give and follow instructions and understand and provide information. They can interact in culturally and linguistically appropriate ways in a specified range of contexts.

**Listening:** Learners can understand language containing familiar words, phrases and sentence patterns (including contrastive meanings) when it is articulated clearly but with natural rhythm and intonation patterns.

**Speaking:** Learners can use language involving familiar words, phrases and sentence patterns to give information and instructions and ask and answer questions. They can be expected to *attempt to* imitate the pronunciation and the natural rhythms of German and use intonation tunes to distinguish between questions and statements, and use stress to signal contrastive meanings (e.g. Das ist kein *Kugelschreiber*, das ist ein . . .).

**Reading:** Learners can understand a range of short texts involving familiar words, phrases and sentence patterns. Where texts contain a few words or phrases with which they are not yet familiar, learners can be expected to *attempt to* make use of context to guess the meanings of these as yet unfamiliar words and phrases.

**Writing:** In familiar contexts, learners can write a range of familiar words, phrases and sentences, using appropriate spelling and punctuation and using *und*, *aber* and *oder* appropriately as connectives.

**NOTE: Familiar language (words, phrases, clause and sentence patterns) is language that students have practised using in class in the context of the achievement objectives.**

## CURRICULUM LEVEL 3

### Overall Achievement Objective: Survival Skills A

In familiar contexts, learners can understand and use language that contains well-rehearsed sentence patterns and vocabulary, and, in familiar contexts, some language that is unfamiliar. They can ask and answer questions, give and follow instructions and directions, and understand and provide information. They can interact in culturally and linguistically appropriate ways in a specified range of contexts.

**Listening:** Learners can understand spoken language (including dialogues) where familiar structures and vocabulary occur in new contexts and/ or are accompanied by a few new vocabulary items. Where new vocabulary occurs in the context of familiar language, learners can be expected to attempt to use this familiarity to make sense of the new vocabulary. They can recognise intonation patterns associated with lists, instructions and directions, and can distinguish between the intonation patterns of statements (e.g. *Es ist warm.*) and questions that are expressed in declarative form (e.g. *Das Wetter ist kalt? Ein Apfel?*)

**Speaking:** In familiar contexts, learners can use words, phrases, clauses, sentences and sequences of sentences appropriately to ask and answer questions, give instructions and directions, and provide information and advice. They can initiate conversations and give simple, informative presentations. Their pronunciation and their use of rhythm, stress and intonation are sufficiently accurate not to create a barrier to understanding, and indicate *an attempt* to imitate authentic models.

**Reading:** Learners can understand reading texts involving constructions that are familiar and words and phrases that are mostly familiar and can use what they know and understand to help them guess the meanings of unfamiliar words and phrases. They can abstract detailed information from reading texts that contain familiar language and can use inferencing to get the gist of reading passages that contain some unfamiliar words and phrases.

**Writing:** Learners can write a range of words, phrases and sentences with accuracy from memory, and create short, simple written passages that include familiar words and a variety of familiar structures that include appropriate linking words, such as *und, aber, oder* and *doch*.

**NOTE:** Simple language that contains familiar vocabulary and well-rehearsed sentence patterns is language that contains vocabulary and sentence patterns that students have encountered in the context of the achievement objectives. The messages communicated may, however, be different from those encountered before in the sense that a familiar structure may be used in a new context.

## CURRICULUM LEVEL 4

### Overall Achievement Objective: Survival Skills B

Learners can use rehearsed language fluently, coherently and accurately in a range of contexts, and understand and create written and spoken discourse that makes reference to the past as well as to the present. They can discuss, and read and write about feelings and emotions as well as facts and observations. In the context of familiar topics and of language that is mostly familiar, they can respond in general terms to spoken utterances and written texts that contain some unfamiliar structures and vocabulary, and can use language in new combinations in speaking and writing.

**Listening:** In the context of familiar language, learners can abstract specific details from dialogues, conversations and spoken reports and can understand the sequencing and interaction of events in sustained presentations. They can use a range of strategies (inferencing, consulting dictionaries etc.) to attempt to make sense of spoken language that contains unfamiliar structures and vocabulary. In familiar contexts, they can cope with utterances spoken at normal speed.

**Speaking:** In familiar contexts and situations, learners can use familiar language fluently and accurately to ask and answer questions, give instructions and directions, and provide information and advice. They can initiate and sustain conversations as well as give short talks on familiar subjects. So long as the situation and context are genuinely non-threatening, they can be expected to experiment with new language that has not yet been fully assimilated. When they are using language with which they are wholly familiar, their pronunciation and their use of rhythm, stress and intonation are recognisably German.

**Reading:** Learners can read and understand detail in texts containing familiar language and get the gist of texts that contain some unfamiliar constructions and vocabulary. They can work out how things, events and ideas are related by making use of textual clues, such as familiar connectives (e.g. *sondern, denn*) and familiar adjectives and adverbs (e.g. *schnell, langsam*)

**Writing:** Learners can use language appropriately and flexibly and experiment with new language in the context of specified tasks. They can use punctuation accurately and can use sentences containing adjectives and adverbs appropriately. They can signal the relationship between things, events and ideas by using conjunctions, adjectives and adverbs appropriately.

**NOTE:** New language is language that students have encountered recently in class or in their independent listening, reading or viewing.

## CURRICULUM LEVEL 5

### Overall Achievement Objective: Social Competence A

Learners can adapt their language to meet the needs of a range of new contexts and situations. They can discuss, and read and write about facts, feelings and opinions, past and present activities and future plans. They can read independently, making use, where necessary, of glossaries, dictionaries and other reference works. In the context of guidelines relating to content and accuracy, they can review and revise their own writing. They can demonstrate a knowledge of a range of socio-cultural aspects of German-speaking societies.

**Listening:** In dialogues, conversations and reports, learners can detect differing degrees of certainty and conviction as well as attempts to persuade and influence listeners. In specified contexts, they can understand reasons, explanations and statements about advantages and disadvantages as well as references to past and present events, future plans and facts, feelings and opinions.

**Speaking:** In familiar contexts and situations, learners can use familiar language fluently and accurately to ask and answer questions, give instructions and directions, compare and contrast, provide information and advice and express opinions. They can make reference to past and present events and future plans. They can initiate, and sustain, routine conversations as well as give short talks on familiar subjects. So long as the situation and context are genuinely non-threatening, they can be expected to experiment with new language. When they are using language with which they are wholly familiar, their pronunciation and their use of rhythm, stress and intonation are recognisably German.

**Reading:** Learners can read and understand detail in texts containing familiar language and get the gist of texts that contain some unfamiliar constructions and vocabulary. They can work out how things, events and ideas are related by making use of textual clues, such as familiar connectives and familiar adjectives and adverbs (e.g. *hoffentlich, leider, bald*) and can differentiate between fact and opinion and between past and present events and future plans.

**Writing:** Learners can use familiar language appropriately and flexibly and experiment with new language in the context of specified tasks. They can use punctuation accurately and their spelling is mostly accurate. They can use simple, compound and complex sentences containing adjectives and adverbs appropriately. They can signal the relationships between things, events and ideas by using conjunctions, adjectives and adverbs appropriately. They can write about feelings and opinions, past and present events and future plans.

**NOTE:** New language is language that students have encountered recently in class or in their independent listening, reading or viewing.

## CURRICULUM LEVEL 6

### Overall Achievement Objective: Social Competence B

Learners can discuss, and read and write about, the past and the present and about facts, feelings, opinions and preferences. They can discuss, and read and write about, future plans, habits and routines, general truths and thoughts and beliefs. They can understand, and provide, reasons and explanations and detailed instructions. They can read independently, making use, where necessary, of glossaries, dictionaries and other reference works. They can review and revise their own writing. They can demonstrate a knowledge of those socio-cultural aspects of German-speaking societies that have been covered in class.

**Listening:** In dialogues, conversations and reports, learners can detect differing degrees of certainty and conviction as well as attempts to persuade and influence listeners. In familiar contexts, they can understand reasons and explanations and follow detailed instructions, detect differences in time referencing (past, present, future) and identify thoughts and beliefs, opinions and preferences, general truths and habits and routines.

**Speaking:** Learners can initiate and sustain routine conversations, ask questions for information or explanation and provide, in well-defined contexts, reasons, explanations and detailed instructions. They can talk about thoughts and beliefs, opinions and preferences, general truths and habits and routines. They can give short talks on familiar subjects. So long as the situation and context are non-threatening, they can be expected to experiment with new language. When they are using familiar language, their pronunciation and their use of rhythm, stress and intonation are recognisably German.

**Reading:** Learners can read and understand detail in texts containing familiar language and get the gist of texts that contain some unfamiliar constructions and vocabulary. They can work out how things, events and ideas are related by making use of textual clues, such as familiar connectives and familiar adjectives and adverbs (e.g. *zuerst, dann, endlich*). They can differentiate between past, present and future time references and can identify general truths and habits and routines. They can differentiate between fact and opinion and can identify thoughts, beliefs and preferences.

**Writing:** Learners can use familiar language appropriately and flexibly and experiment with new language in the context of specified tasks. They can use punctuation accurately and their spelling is mostly accurate. They can use simple, compound and complex sentences containing adjectives and adverbs appropriately and can make decisions about paragraphing based on topic-related information. They can signal the relationship between things, events and ideas by using conjunctions, adjectives and adverbs appropriately. They can write about facts, feelings, opinions and preferences thoughts and beliefs, general truths, and habits and routines and can use language appropriately to differentiate past, present and future time references.

## CURRICULUM LEVEL 7

### Overall Achievement Objective: Personal Independence A

Learners can discuss, and read and write about, facts, opinions and hypotheses, making reference to past (including past in the past), present and future time. They can understand, and report on, what people thought and/ or said and on promises and commitments, hopes and desires and different ways of doing things. They can present and explain their own ideas and opinions and can understand, and provide, reasons and explanations. They are beginning to demonstrate an understanding of the need to adapt the language they use to meet the requirements of different contexts and situations and will attempt, in reviewing their own writing, or in reviewing prepared talks, to introduce words and expressions that are particularly appropriate to the context and/ or are imaginative or unusual. They can demonstrate a knowledge of those socio-cultural aspects of German-speaking societies that have been covered in class and can extend this knowledge through personal reading and research.

**Listening:** Where the structures and vocabulary have, in general, been encountered previously and the topic and context come within the domain of their experience, learners can understand language spoken at normal speed by a range of native and non-native speakers. That language includes reference to past, present and future time and expresses, or reports on, promises and commitments, hopes and desires, opinions and hypotheses, different ways of doing things and what people thought and/ or said as well as providing reasons and explanations.

**Speaking:** Learners can initiate and sustain conversations, ask questions for information or explanation and provide explanations and detailed instructions. They can talk about the past (including what people thought and/ or said) and the present, and can refer to promises and commitments, hopes and desires and opinions and hypotheses as well as different ways of doing things. They can provide reasons and explanations. They can be expected to experiment with new language. When they are using familiar language, their pronunciation and their use of rhythm, stress and intonation are recognisably German.

**Reading:** Learners can read and understand detail in texts containing familiar language and, with the help of reference works, also do so where texts contain some unfamiliar constructions and vocabulary. They can differentiate between past, present and future time references and can identify, and understand, promises and commitments, hopes and desires, opinions and hypotheses and reasons and explanations. They can detect similarities and differences between different sequences of actions.

**Writing:** Learners can use familiar language appropriately, flexibly and accurately, and can use reference works to assist them when experimenting with new language. Their punctuation is accurate and their paragraphing is generally appropriate. Where they are using familiar language, both their spelling and grammar are accurate most of the time. They can write coherently about a range of topics, making reference to past, present and future time, and can differentiate between fact and opinion and/ or hypothesis. They can report on the thoughts and utterances of others and make reference to promises, commitments, hopes and desires.

## CURRICULUM LEVEL 8

### Overall Achievement Objective: Personal Independence B

Learners can use, and understand, language that is intended to inform, instruct, explain, persuade and entertain. They can participate effectively in conversations on general and/ or familiar topics. They can give short impromptu talks on familiar topics and can prepare effective talks/ presentations on less familiar ones. They can understand familiar public notices and announcements and can use inferencing to work out the general meaning of unfamiliar ones. They demonstrate, in speaking and writing, an ability to vary their language in relation to the needs and interests of different topics, contexts and audiences. They can demonstrate an ability to explore new cultural aspects through personal reading and research.

**Listening:** Learners can understand language spoken at normal speed by a range of native and non-native speakers so long as most of what is said is familiar (that is, uses words, expressions and constructions that have been encountered previously) and so long as they have an opportunity to ask for explanation and/ or clarification when required.

**Speaking:** Learners can initiate and sustain conversations and give structured presentations on a range of topics. They can ask for, and provide, clarification. They can use language appropriately and accurately for a range of purposes, including informing, advising, commenting and explaining. They will experiment with new language. Their pronunciation and their use of stress and intonation are recognisably German.

**Reading:** Learners can read and understand detail in texts containing familiar language and, with the help of reference works, also do so where texts contain unfamiliar constructions and vocabulary. They are familiar with a wide range of text-types and can differentiate among them in relation to audience, purpose and content. They can also detect differences among text-types in terms of differences in language use that have been discussed in class.

**Writing:** Learners can write coherent texts of different types (e.g. reports, short stories, instruction sheets) in relation to a range of topics, selecting words and expressions that are appropriate to the purpose and intended audience. Their punctuation is accurate and their paragraphing is appropriate. Even where they are experimenting with new language, their spelling and grammar are generally accurate so long as they are given time and resources to review their work adequately.

Affix label with Candidate  
Number here.  
If transfer candidate, enter  
number if known, or name here.

No. 024



**New Zealand Qualifications Authority**  
**SCHOOL CERTIFICATE EXAMINATION, 1991**

**FRENCH**

**QUESTION AND ANSWER BOOKLET**

Time allowed: Two hours thirty minutes

**INSTRUCTIONS**

This examination is in **FIVE** parts; worth a total of 80 marks. (The remaining 20 marks are for the internal assessment of oral competence.)

**ANSWER ALL FIVE PARTS.** (Note that you have a choice of questions in Parts D and E.)

Answer each part in the spaces provided in this booklet. If you need more space for any answer, ask the supervisor for extra paper.

Check that this booklet contains pages 3 - 28 in the correct order.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION**

## PART A: LISTENING COMPREHENSION (20 marks)

### SECTION ONE A: MULTIPLE-CHOICE QUESTIONS IN FRENCH BASED ON PASSAGES HEARD IN FRENCH (5 marks)

You will hear some short conversations in French and will have to identify WHERE they are MOST LIKELY to be taking place.

For each conversation, decide between the four places given and record the letter of the answer you choose in the box provided.

You will hear each conversation twice, with a pause between each reading.

#### Conversation 1

- A. dans la salle à manger
- B. à la poissonnerie
- C. au marché
- D. dans un restaurant

#### Conversation 2

- A. dans une station de métro
- B. à la gare
- C. au théâtre
- D. à l'école

#### Conversation 3

- A. dans le salon
- B. à la bibliothèque
- C. en classe
- D. dans un avion

#### Conversation 4

- A. dans un magasin de photos
- B. dans la rue
- C. chez le médecin
- D. au téléphone

#### Conversation 5

- A. au stade
- B. dans un grand magasin
- C. à la banque
- D. dans un magasin de meubles

<p><b>A1</b></p> <div style="border: 1px solid black; width: 20px; height: 20px; margin-left: auto; margin-right: auto;"></div>
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## **PART A: LISTENING COMPREHENSION** - continued

### **SECTION ONE B: FOLLOWING DIRECTIONS** (5 marks)

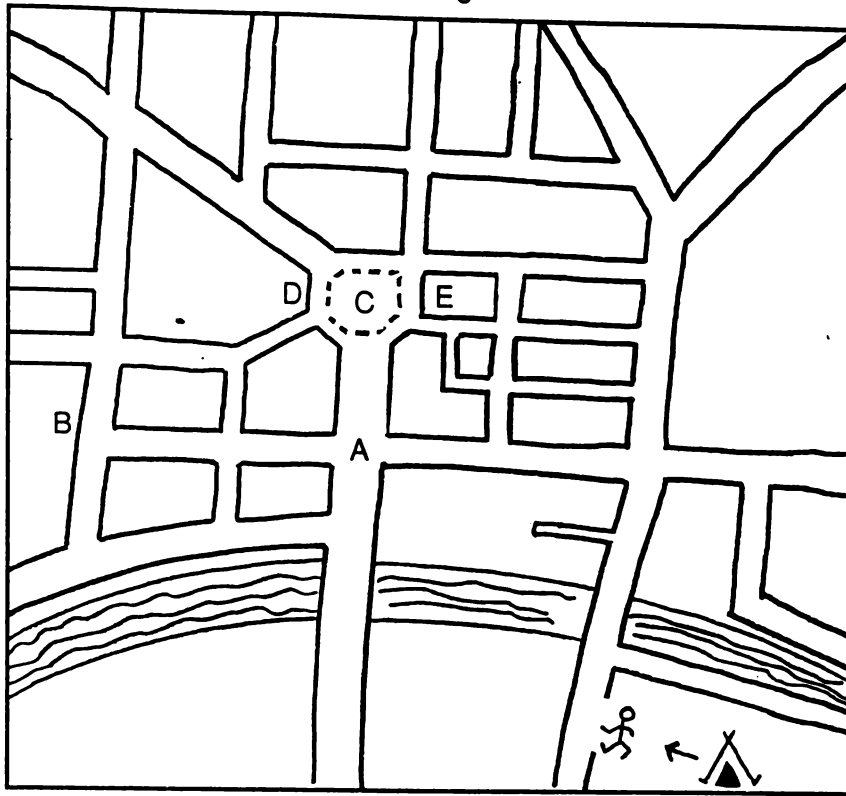
You and a friend are staying in a campsite in a small French town and have been invited to go and visit a French family you met when they were on holiday in New Zealand.

You have a plan of the town but receive over the phone precise directions for getting to the house, as well as some other information concerning your visit.

On the opposite page is a plan of the town followed by four questions.

The directions for getting to the house and the other information given will be read to you.

Complete **IN ENGLISH** Questions 1, 2 and 4 and carry out the instruction in Question 3.



1. Give the **TWO** pieces of information you are given concerning plans made for your visit.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_

2. Write **IN ENGLISH** what you learn there is at each of the places marked with a letter on the plan. Write your answers beside the letters below.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

3. On the **PLAN**, mark with an X where you think your French friends' house is situated.

4. Give the **TWO** facts you are given that will help you to identify the house.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_

<b>A1B</b>
5

## **PART A: LISTENING COMPREHENSION** - continued

### **SECTION 2: FILLING THE GAPS IN A TEXT**

#### **AN EDUCATION AND LEISURE CENTRE IN THE PYRENEES**

On the next page the director of a leisure centre is describing activities at the centre. The text is incomplete.

The complete text will be read to you and you will be required to write the missing word or phrase in each gap.

**NOTE:** The gap does not necessarily indicate the length of the missing words or phrases.

The passage will be read to you four times: once as a whole, twice in short sections and finally as a whole again.

The first reading is to give you a general idea of the meaning of the passage. Do **NOT** write anything down during this reading.

There will be a pause to enable you to re-read the passage.

The first section will then be read **TWICE**. There will be a 30 second pause after each reading for you to fill in the gaps in your booklet.

The remaining four sections will then be read in a similar way.

After completing the last section, you will have two minutes to revise what you have written.

Finally the whole passage will be read again and you will have two minutes to do a final check.

**NOTE:** Any numbers you hear should be written in figures not words.

## AN EDUCATION AND LEISURE CENTRE IN THE PYRENEES

Notre centre \_\_\_\_\_ dans les Pyrénées \_\_\_\_\_

beau lac. \_\_\_\_\_ nous \_\_\_\_\_ des classes de  
\_\_\_\_\_ et de nature.

\_\_\_\_\_ on \_\_\_\_\_ des élèves \_\_\_\_\_

\_\_\_\_\_ les écoles de la région. Ils \_\_\_\_\_ à faire du ski et \_\_\_\_\_

\_\_\_\_\_ la nature. Ils \_\_\_\_\_ aussi \_\_\_\_\_ .

Mais \_\_\_\_\_ les vacances et les weekends \_\_\_\_\_ des familles

et des groupes \_\_\_\_\_ faire du sport ou simplement \_\_\_\_\_ .

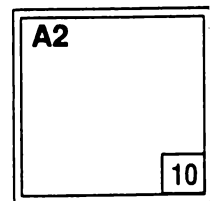
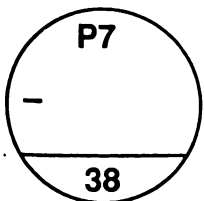
Et \_\_\_\_\_ si on \_\_\_\_\_ de skis? Eh bien,

vous pouvez \_\_\_\_\_ au centre. Mais \_\_\_\_\_ une

bonne idée de \_\_\_\_\_ .

\_\_\_\_\_ au centre si vous voulez d'autres \_\_\_\_\_

ou \_\_\_\_\_ au \_\_\_\_\_ .



(Turn over)

## PART B : TRANSLATION

Below is a passage written by a French boy in a letter to his penfriend in New Zealand. He has enclosed an unusual postcard.

Translate the passage into **ENGLISH**.

Write the translation on the lines provided on the next page.

### HOLIDAY IN ALSACE

Je t'envoie ce vieux dessin d'un petit village. Si tu penses qu'il n'est pas français tu as tort. On voit partout des villages comme ça en Alsace, belle région à l'est du pays, où nous venons de passer nos vacances.

Bien entendu, les gens ne portent plus tous les jours les beaux vêtements que tu vois dans l'image, mais les bâtiments en pierre\* et en bois ont toujours l'air très jolis. Les gâteaux traditionnels sont aussi vraiment excellents. J'ai essayé d'en manger le plus souvent possible!



[by Hansi, French writer and illustrator (1873 -1951)]

Nous avons dressé notre tente au pied d'une haute colline, le Mont Sainte Odile, où se trouve une abbaye\* célèbre. Sainte Odile y est morte en sept cent vingt. Un jour, nous avons pris un chemin étroit pour monter voir l'endroit où Sainte Odile mettait l'eau d'une source\* sur les yeux des aveugles.\*

Quand tu iras un jour en Alsace, tu devras visiter sa capitale, Strasbourg, qui est une ville très importante pour toute l'Europe. Elle a une cathédrale magnifique, des musées intéressants et la plus vieille pharmacie de France.

\* pierre - stone; \* abbaye - abbey; \* source - spring; \* aveugles - blind people

Start your translation here. (Write on each line.)

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A series of horizontal lines for writing, spanning most of the page width and arranged in approximately 28 rows. The lines are evenly spaced and extend from the left margin to the right margin.



**Note that  
Part C: Reading Comprehension  
begins on page 12**

**(Turn over**

## PART C: READING COMPREHENSION (10 marks)

### SECTION ONE : ANSWERING QUESTIONS IN ENGLISH (5 marks)

Read the following passage carefully, then answer **IN ENGLISH** the questions on the opposite page.

**DO NOT TRANSLATE** the passage. Just answer the questions based on it.

### A FRENCH SINGER

Jean-Jacques Goldman n'est plus seulement le chanteur préféré des adolescents, il est sans doute le chanteur le plus populaire de France. Voté chanteur de l'année en 1986, son plus grand tube\*, la chanson 'Je te donne' est resté vingt-six semaines au hit-parade, huit semaines à la première place. Cette année-là on lui a demandé de chanter partout en France et à l'étranger.



Jean-Jacques est né à Paris dans le 19<sup>e</sup> arrondissement en 1951, le troisième de quatre enfants. Quand il était jeune, il a fait du piano et du violon mais sans montrer trop d'enthousiasme. Il a acheté, à dix-sept ans, sa première guitare, mais ce n'était pas la vie d'un chanteur de rock qu'il cherchait. Il n'aimait pas chanter en public et préférait écrire et composer des chansons.

Au début des années 80, Jean-Jacques, marié et père de trois enfants, vendait des articles de sports dans le magasin de son frère à Montrouge, dans la banlieue\* sud de Paris. Un soir une jeune fille a présenté une des chansons de Jean-Jacques dans une compétition télévisée. Tout le monde a voulu savoir qui l'a écrite. On n'a plus jamais entendu parler de la chanteuse, mais en 1981 Goldman a fait son premier album.

tube\* - hit    banlieue\* - suburbs

Answer **IN ENGLISH** the following questions.

Write your answers in the spaces provided. Answers need not always be in complete sentences.

1. Give **THREE** pieces of evidence of Jean-Jacques Goldman's popularity.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

2. How many older brothers and sisters did he have?

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3. Give **THREE** facts concerning his musical background and early ambitions?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

4. Describe Jean-Jacques's family circumstances at the start of the eighties.

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5. How was he earning a living?

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6. What happened to change his career?

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C1
5

(Turn over

## SECTION TWO: PUTTING IN SEQUENCE A SERIES OF STATEMENTS IN FRENCH (5 marks)

Below are eleven statements, which, when put into the correct order, make a conversation two young French people had about going out.

Work out the best order for the sentences, and put the corresponding letter for each part of the conversation in the appropriate box in the answer spaces below.

The first sentence A is the correct opening statement.

### GOING OUT

1. Tu sors d'habitude le samedi soir?
2. Si tu n'aimes pas la télé, que fais-tu donc quand tu es libre?
3. Si, mais moins souvent. Tous les six mois.
4. Samedi je vais danser. Tu viens?
5. J'aime aller au cinéma. J'y vais une fois par semaine.
6. Oui, mais je ne l'allume presque jamais.
7. Oui, peut-être. Je te dirai plus tard.
8. Ça, c'est ennuyeux! Heureusement qu'il y a la télé.
9. Oui, si je ne dois pas rester à la maison avec ma petite soeur.
10. D'accord. Téléphone-moi avant la fin de la semaine.
11. Tu ne vas pas au théâtre?

1.	<b>A</b>
2.	
3.	
4.	
5.	

6.	
7.	
8.	
9.	
10.	
11.	

<b>C2</b>
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**PART D: WRITING** (20 marks)

You are required to write **THREE** passages **IN FRENCH**, **ONE** from Section One and **TWO** from Section Two.

Choose **ONE** of the topics from Section One, **EITHER**, Topic A, **OR**, Topic B, **OR**, Topic C and write about 60 words on that topic.

Choose **TWO** topics from Section Two (on pages 20, 21, and 22) and write about 30 words on each topic.

**SECTION ONE** (10 marks)

In the space provided, write a passage **IN FRENCH** of about 60 words on **ONE** of the following topics:

Topic A on page 16

Topic B on page 17

Topic C on page 18

**EITHER A****TOPIC A: WRITING A LETTER**

Maeva, a Tahitian girl who is spending the August holidays in New Zealand as an exchange student, is writing home to a friend with some early impressions. Write her letter, **IN FRENCH**, using at least **FOUR** of the ideas she is considering.



Chère Nathalie

Comment vas-tu? Ici tout va très bien.

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*If you require more paper, ask the supervisor.*

**TOPIC A**

OR

**TOPIC B: WRITING A DESCRIPTION BASED ON A GIVEN OUTLINE**

**UN VOYAGE**

Describe a trip you are **GOING TO MAKE** in the holidays with your family or friends. The trip can be in New Zealand or to a French speaking country. Base your description on the following outline using at least **FOUR** of the suggested ideas.

destination - voyage - logement - excursions - activités - retour

Voici ce que je vais faire pendant les vacances ....

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*If you require more paper, ask the supervisor.*

<b>TOPIC B</b>
1

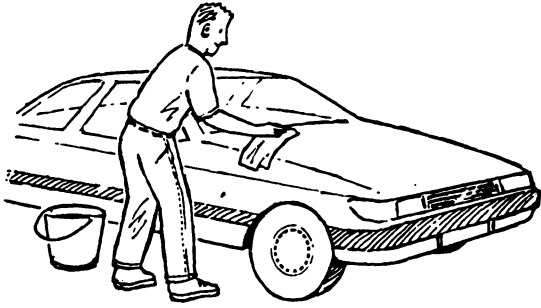
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OR

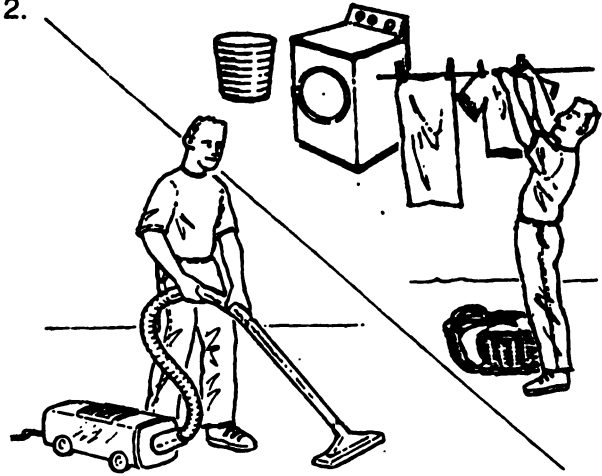
**TOPIC C: A NARRATIVE BASED ON A PICTURE SEQUENCE**

Simon's French class is going on a trip to New Caledonia and his teacher suggests a fund raising effort. Simon has to tell the class later how he earned his money. Using the pictures as a guide, relate **IN FRENCH** how he spent the day.

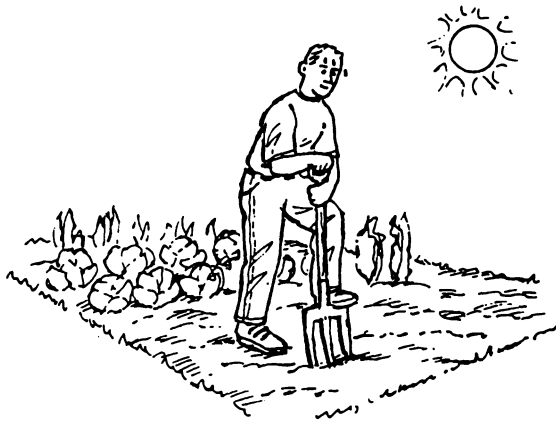
1.



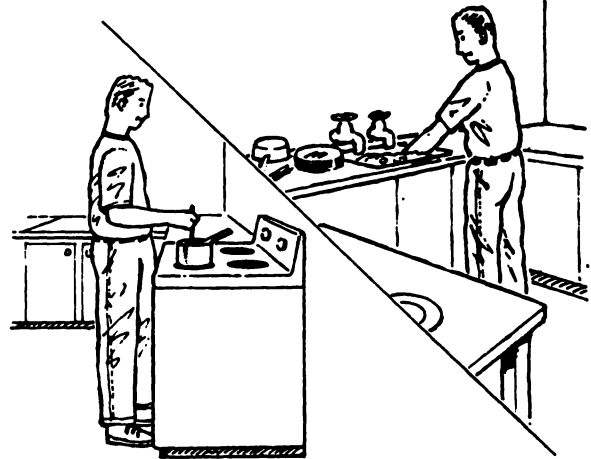
2.



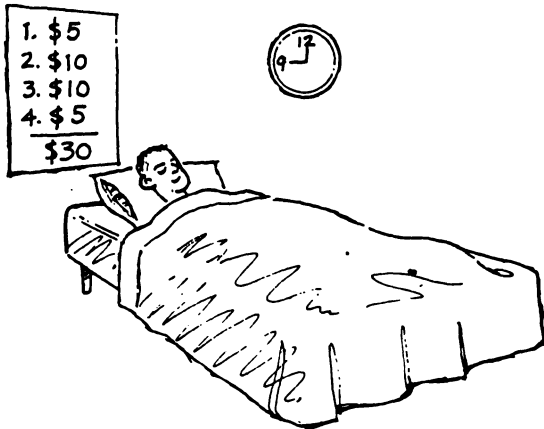
3.



4.



5.



Voici comment j'ai passé samedi!

Lined writing area consisting of 20 horizontal lines.

*If you require more paper, ask the supervisor.*

<b>TOPIC C</b>
<input type="checkbox"/>

(Turn over)

# PART D: WRITING (continued)

## SECTION TWO (10 marks)

Choose any **TWO** of the following topics:

Topic D below,

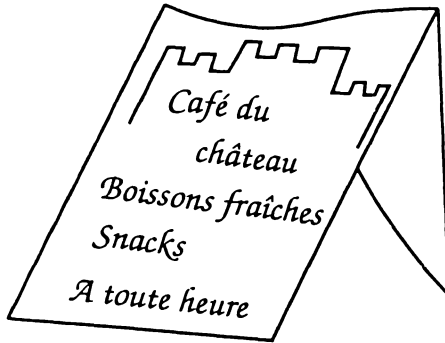
Topics E on page 21

Topic F on page 21

Topic G on page 22

Write about 30 words **IN FRENCH** on each of the **TWO** topics that you choose. Write your answers on the lines provided with each topic.

### TOPIC D: WRITING A DIALOGUE



Write the conversation that two young French people, Paul and Isabelle, have in front of this café. Naturally, the main topic of conversation is what they are going to eat and drink.

*Paul: Tiens, un café! Tu veux quelque chose?*

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**TOPIC D**

5



**TOPIC E: WRITING A MESSAGE**

Tracey, a New Zealand au pair girl in a family in Dijon, is not feeling very well. Write the message she leaves for a French friend who is going to call and see her. In the message she describes her symptoms and says she has gone to see the doctor (or the chemist). She gives some idea, too, of when she will be back.

*Excuse-moi! J'ai dû sortir.*

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**TOPIC E**

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**TOPIC F: FILLING OUT A FORM**

You are on a school trip to France and discover you have lost an item of luggage. Fill in the section, below, of a form you are given at the police station. You have to say what you have lost, where and when you lost it and give a description.

## DECLARATION DE PERTE

Objet perdu? \_\_\_\_\_

Où? \_\_\_\_\_

Quand? \_\_\_\_\_

Description de l'objet \_\_\_\_\_

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**TOPIC F**

5

(Turn over)

**TOPIC G: WRITING A DESCRIPTION**

Your new French correspondent has sent a photograph of her/himself. Choose **ONE** of the photographs below and then write **IN FRENCH** the written description your French friend added. This should include details not revealed in the photograph, for example, height, hair/eye colour, personality.

EITHER



OR



*Voici une photo de moi.*

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TOPIC G

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D2

10

## PART E: CULTURAL STUDIES (15 marks)

Choose any three of the following six topics and write about 80 words on each of them.

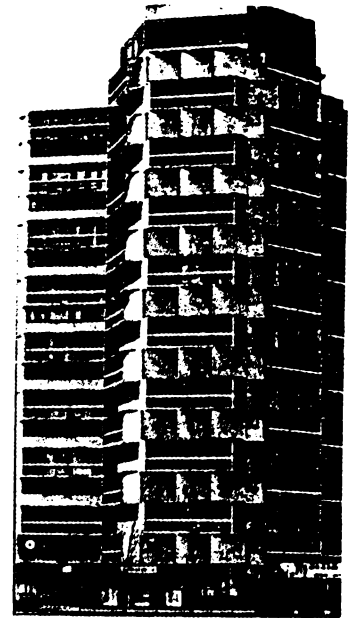
Answers should be written **IN ENGLISH** but you are free to use French words where appropriate, for example, where there is no exact equivalent in New Zealand (eg, cr  merie, HLM).

NOTE: You must not use the same material in more than one answer.

### TOPIC A: HOUSING IN FRANCE

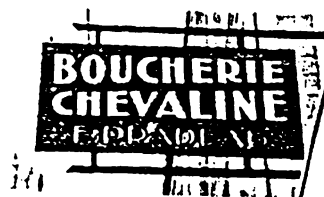
What features, inside or out, of a French home might a New Zealand visitor to France notice as being different from the accommodation he or she is used to?

Write a few notes to help a friend who is going to spend a year in France as an exchange student. You can refer to a house or a flat, or both, since your friend does not know yet what kind of accommodation he or she will have.



### TOPIC B: SHOPPING IN FRANCE

A weekly visit to the local supermarket can be very much part of life in a French town just as it is in New Zealand. However the French still often prefer to buy their food in specialist shops. Choose **FIVE** of the shops illustrated below and say what one would buy there. Where appropriate, you may give any other information you have on the place of these shops in everyday life in France or at special times of the year.



(Turn over

**TOPIC C: EATING IN FRANCE**

Dining out in France can range from a quick snack before a film or concert to a very formal meal on a special occasion. Describe the types of EATING PLACES and MENUS available to French people and tourists with varying amounts of time and money. The signs and terms below may help you.

**MENU GASTRONOMIQUE****BRASSERIE**

*menu à prix fixe*

*Le Plat du Jour*

SALON DE THE

table d'hôte

*Menu touristique*

**RELAIS ROUTIER**

*à la carte*

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E  
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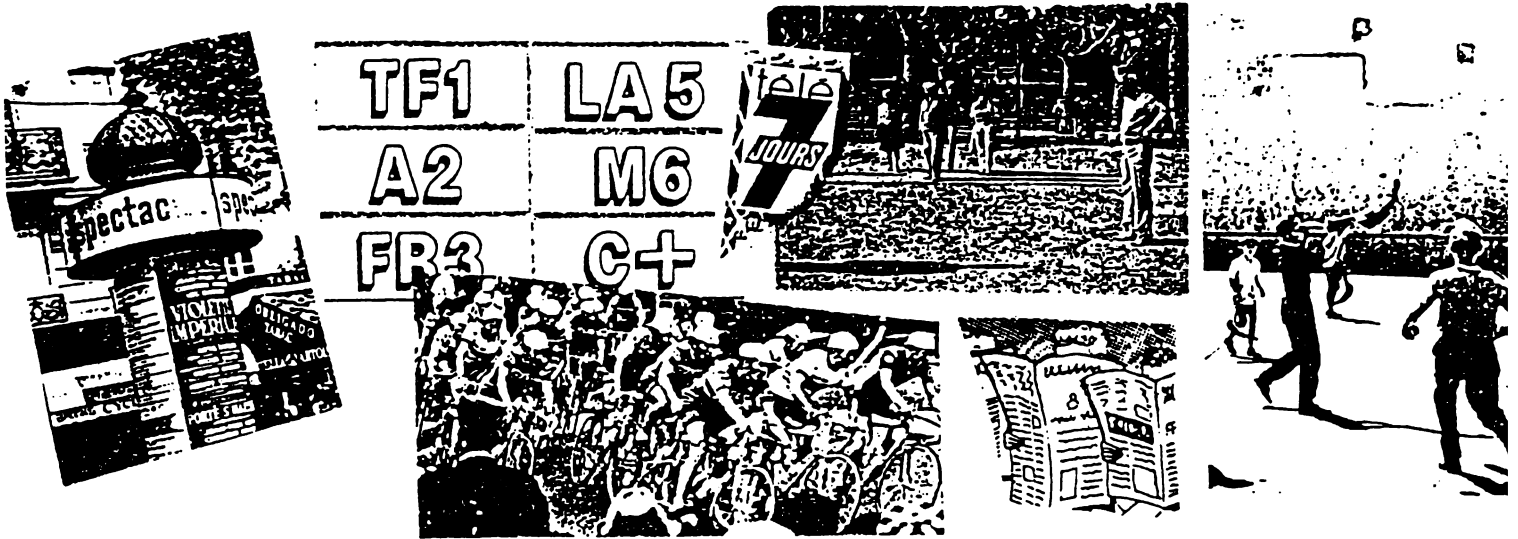
**TOPIC D: HOLIDAYS IN FRANCE**

In France, as in New Zealand, there are several major public holidays during the year celebrating or commemorating particular occasions or events. Choose **THREE** French public holidays, in **DIFFERENT SEASONS** of year, from the list below and say, briefly, how they are celebrated.

Le 1er mai; le 14 juillet; Noël; La Toussaint; Pâques; Le Nouvel An.

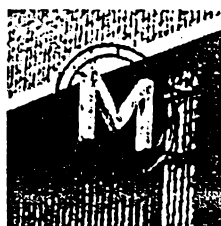
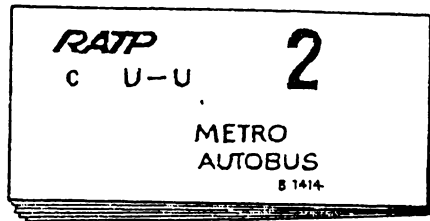
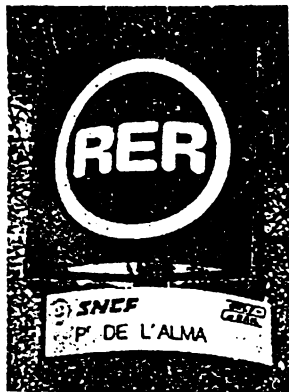
**TOPIC E: SPORT AND LEISURE IN FRANCE**

Write what you know about sport and leisure activities in France. Focus on those SPORTS and LEISURE ACTIVITIES you have found to be DIFFERENT from those enjoyed in New Zealand.



**TOPIC F: PARIS**

How easy does it seem to be to get about in Paris? Write what you know about the various systems of public transport that are available in the capital.



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**PART E: CULTURAL STUDIES - continued**

Second Answer: Topic \_\_\_\_\_

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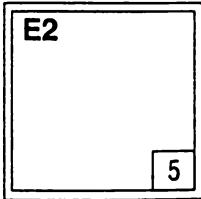
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*If you require more paper, ask the supervisor.*



**(Turn over**



No. 024/1



**New Zealand Qualifications Authority**  
**SCHOOL CERTIFICATE EXAMINATION, 1991**

**FRENCH**

**INSTRUCTIONS FOR SUPERVISOR  
AND TEACHER**

This booklet contains:

Instructions for the supervisor.

Notes for the teacher reading the Listening Comprehension passages.

Instructions for the teacher reading the Listening Comprehension passages.

Check that this booklet contains pages 2–7 in the correct order.

**YOU MAY KEEP THIS BOOKLET AT THE END OF THE EXAMINATION**

## **INSTRUCTIONS FOR THE SUPERVISOR**

The group for a single session for this examination should not comprise more than about 40 candidates.

Ask whether any candidates have any difficulty in hearing. Such candidates should be seated as near as possible to the teacher.

Ensure that the teacher reading the Listening Comprehension passages has a copy of this booklet.

In no circumstances should the teacher see any copy of Paper 24 (the candidates' booklet) before or while reading the Listening Comprehension passages.

Ensure that each candidate has a copy of Paper 24.

The time allowed for this examination is 2 hours 30 minutes. Begin timing when the teacher begins to read out the Part A (Listening Comprehension) Instructions at the point marked \* near the top of page 3.

40 minutes are allowed for Part A, although teachers must not be stopped even if they exceed this limit. The timing of the various pauses is done by the teacher. (Refer to the NOTES FOR THE TEACHER below.)

The teacher must leave the room when the reading of Part A is finished. Candidates may then continue with the rest of the paper.

### **NOTES FOR THE TEACHER READING THE LISTENING COMPREHENSION PASSAGES**

The prescription specifies that "40 minutes will be allowed for Part A of the examination", and you should complete it in between 33 and 40 minutes. If you exceed this time, candidates will be penalised by having less time to complete the rest of the paper.

As a guide to reading speed, most of the short passages in Section 1A will take 15 seconds to read, the complete passage in Section 1B, 70 seconds and the complete passage in Section 2 also 70 seconds.

It is recommended that, as you complete each reading, you tick it off in the boxes alongside the pause instructions.

Details of the number of readings, but not the length of each pause between readings, are printed in the candidates' booklet as part of their instructions.

## INSTRUCTIONS FOR THE TEACHER READING THE LISTENING COMPREHENSION PASSAGES

Read out to the candidates all the material printed below in italics, according to the instructions given. Tick the boxes as you complete each reading.

\* *Open your booklet at Part A, Section 1A, on page three, and read the instructions. You have 30 seconds to do so.*

Pause for 30 seconds. Then read out.

**Section 1A.** *On page three of your booklet are five multiple-choice French questions which relate to five short conversations in French which will be read to you. You will be required to decide where each conversation is most likely to be taking place, choosing from the alternatives given. Each conversation passage will be read twice with a pause between readings. Record your answer in the box provided.*

*You now have 30 seconds to read the alternatives for the five conversations.*

Pause for 30 seconds.

*Conversation 1, first reading*

*Et avec ça, Madame? Les pêches sont belles, regardez-les! Vous en voulez un kilo? Il m'en reste une seule boîte.*

Pause for 30 seconds

*Conversation 1, second reading.*

*Et avec ça, Madame? Les pêches sont belles, regardez-les! Vous en voulez un kilo? Il m'en reste une seule boîte.*

Pause for 30 seconds

*Conversation 2, first reading.*

*Un billet simple, deuxième classe, pour Paris, s'il vous plaît. Et je voudrais réserver une place non-fumeur pour le seize décembre, à 20h30.*

Pause for 30 seconds

*Conversation 2, second reading*

*Un billet simple, deuxième classe, pour Paris, s'il vous plaît. Et je voudrais réserver une place non-fumeur pour le seize décembre, à 20h30.*

Pause for 30 seconds

*Conversation 3, first reading.*

*Ah, non, ça c'est une émission ridicule! Et puis je ne veux pas manquer les informations qui commencent dans un quart d'heure. Pourquoi pas lire un peu?*

Pause for 30 seconds

*Conversation 3, second reading.*

*Ah, non, ça c'est une émission ridicule! Et puis je ne veux pas manquer les informations qui commencent dans un quart d'heure. Pourquoi pas lire un peu?*

Pause for 30 seconds

(Turn over

*Conversation 4, first reading.*

*Pardon? Je vous entends très mal. Qui est à l'appareil? Ah, non, vous vous êtes trompé de numéro.*

Pause for 30 seconds

*Conversation 4, second reading.*

*Pardon? Je vous entends très mal. Qui est à l'appareil? Ah, non, vous vous êtes trompé de numéro.*

Pause for 30 seconds

*Conversation 5, first reading.*

*Faites vos courses et économisez de l'argent! Montez vite au premier étage où vous trouverez des vêtements d'hiver bon marché. Au deuxième, tout pour la maison: fauteuils, chaises et petites tables à des prix très intéressants.*

Pause for 30 seconds

*Conversation 5, second reading.*

*Faites vos courses et économisez de l'argent! Montez vite au premier étage où vous trouverez des vêtements d'hiver bon marché. Au deuxième, tout pour la maison: fauteuils, chaises et petites tables à des prix très intéressants.*

Pause for 30 seconds

*That is the end of section 1A. Now turn in your booklets to Section 1B, on page 4 and read the instructions.*

*You have one minute to do so.*

Pause for 60 seconds  
and then read out:

*Section 1B. On page 5 of your booklet is a plan of a French town. You will hear a passage of French which mainly represents instructions given over the telephone for getting to someone's home.*

*The passage will be read to you three times, firstly as a whole, then in three sections. At the end of each section there will be a pause to enable you to complete your answers. Finally the whole passage will be read again. Remember the written answers are to be IN ENGLISH.*

*Firstly here is the reading of the whole passage.*

*Tu as le plan de la ville devant toi? Bon. Voici comment arriver chez nous. Sortez du camping, tournez à droite et traversez le pont. A droite se trouve le Restaurant du Pont où j'ai réservé une table pour nous pour ce soir. Continuez tout droit et prenez la première - non, la deuxième - rue à gauche. La première va au château que nous visiterons cet après-midi.*

*Prenez, donc, la deuxième rue. Vous allez voir la gare devant vous, tout au bout de la rue. Descendez cette rue jusqu'aux feux, puis tournez à droite pour aller vers la place du Marché. Passez devant l'église, qui se trouve à gauche en face de la mairie, et vous prendrez la prochaine rue à gauche.*

*Encore cent mètres et vous verrez notre maison au coin de la première rue à droite. Vous ne pouvez pas la manquer. Il y a un grand arbre dans le jardin et elle est à côté d'une épicerie.*

Pause for 60 seconds.

*Second reading, section one.*

*Tu as le plan de la ville devant toi? Bon. Voici comment arriver chez nous. Sortez du camping, tournez à droite et traversez le pont. A droite se trouve le Restaurant du Pont où j'ai réservé une table pour nous pour ce soir. Continuez tout droit et prenez la première - non, la deuxième - rue à gauche. La première va au château que nous visiterons cet après-midi .*

Pause for 60 seconds.

*Second reading, section two.*

*Prenez, donc, la deuxième rue. Vous allez voir la gare devant vous, tout au bout de la rue. Descendez cette rue jusqu'aux feux, puis tournez à droite pour aller vers la place du Marché. Passez devant l'église, qui se trouve à gauche en face de la mairie, et vous prendrez la prochaine rue à gauche.*

Pause for 60 seconds.

*Second reading, section three.*

*Encore cent mètres et vous verrez notre maison au coin de la première rue à droite. Vous ne pouvez pas la manquer. Il y a un grand arbre dans le jardin et elle est à côté d'une épicerie.*

Pause for 60 seconds.

*Final reading.*

*Tu as le plan de la ville devant toi? Bon. Voici comment arriver chez nous. Sortez du camping, tournez à droite et traversez le pont. A droite se trouve le Restaurant du Pont où j'ai réservé une table pour nous pour ce soir. Continuez tout droit et prenez la première - non, la deuxième - rue à gauche. La première va au château que nous visiterons cet après-midi.*

*Prenez, donc, la deuxième rue. Vous allez voir la gare devant vous, tout au bout de la rue. Descendez cette rue jusqu'aux feux, puis tournez à droite pour aller vers la place du Marché. Passez devant l'église, qui se trouve à gauche en face de la mairie, et vous prendrez la prochaine rue à gauche.*

*Encore cent mètres et vous verrez notre maison au coin de la première rue à droite. Vous ne pouvez pas la manquer. Il y a un grand arbre dans le jardin et elle est à côté d'une épicerie.*

Pause for 60 seconds.

Then say:



*That is the end of Section 1B. Now turn in your booklets to section 2, on page 6 and read the instructions. You have two minutes to do so.*

Pause for two minutes.

Then read out:



**(Turn over**

Section 2. On page 7 of your booklet is an incomplete passage entitled "AN EDUCATION AND LEISURE CENTRE IN THE PYRENEES"

The complete passage will be read to you four times: once as a whole, twice in short sections, and finally as a whole again.

The first reading is to give you an idea of the general meaning of the passage.

Then the passage will be dictated in five short sections and you will fill in the gaps in your booklet. Each section will be read twice.

After completing the last section, you will have two minutes to revise what you have written.

The whole passage will then be read again.

Lastly, you will have two more minutes to do a final check.

Please note that any numbers you hear should be written in figures not words.

(NOTE TO TEACHERS : You are not required to give any punctuation.)

Here is the first reading. Do not write anything down during this reading.

### AN EDUCATION AND LEISURE CENTRE IN THE PYRENEES

Votre centre se trouve dans les Pyrénées / à côté d'un beau lac. / Toute l'année nous recevons / des classes de neige et de nature. /

L'an dernier / on a eu des élèves / de presque toutes les écoles de la région. / Ils ont appris à faire du ski / et à connaître la nature. / Ils se sont aussi bien amusés. /

Mais pendant les vacances et les weekends, / ce sont des familles et des groupes / qui viennent faire du sport / ou simplement se reposer. /

Et qu'est-ce qu'on fait / si on n'a pas de skis? / Eh bien, vous pouvez en louer au centre. / Mais c'est une bonne idée / de les réserver.

Ecrivez au centre / si vous voulez d'autres informations / ou appelez-moi / au trente-quatre, cinquante-six, soixante-quinze. /

Pause for 60 seconds.

Second reading, section one.

Votre centre se trouve dans les Pyrénées / à côté d'un beau lac. / Toute l'année nous recevons / des classes de neige et de nature. /

Pause for 30 seconds.

Here is section one again.

Votre centre se trouve dans les Pyrénées / à côté d'un beau lac. / Toute l'année nous recevons / des classes de neige et de nature. /

Pause for 30 seconds

Second reading, section two.

L'an dernier / on a eu des élèves / de presque toutes les écoles de la région. / Ils ont appris à faire du ski / et à connaître la nature. / Ils se sont aussi bien amusés. /

Pause for 30 seconds.

Here is section two again.

L'an dernier / on a eu des élèves / de presque toutes les écoles de la région. / Ils ont appris à faire du ski / et à connaître la nature. / Ils se sont aussi bien amusés. /

Pause for 30 seconds

*Second reading, section three.*

*Mais pendant les vacances et les weekends, / ce sont des familles et des groupes / qui viennent faire du sport / ou simplement se reposer. /*

Pause for 30 seconds.

*Here is section three again.*

*Mais pendant les vacances et les weekends, / ce sont des familles et des groupes / qui viennent faire du sport / ou simplement se reposer. /*

Pause for 30 seconds.

*Second reading, section four.*

*Et qu'est-ce qu'on fait / si on n'a pas de skis? / Eh bien, vous pouvez en louer au centre. / Mais c'est une bonne idée / de les réserver.*

Pause for 30 seconds.

*Here is section four again.*

*Et qu'est-ce qu'on fait / si on n'a pas de skis? / Eh bien, vous pouvez en louer au centre. / Mais c'est une bonne idée / de les réserver.*

Pause for 30 seconds.

*Second reading, section five.*

*Ecrivez au centre / si vous voulez d'autres informations / ou appelez-moi / au trente-quatre, cinquante-six, soixante-quinze. /*

Pause for 30 seconds.

*Here is section five again.*

*Ecrivez au centre / si vous voulez d'autres informations / ou appelez-moi / au trente-quatre, cinquante-six, soixante-quinze. /*

Pause for 30 seconds.

*Finally, here is the whole passage again.*

*Notre centre se trouve dans les Pyrénées / à côté d'un beau lac. / Toute l'année nous recevons / des classes de neige et de nature. /*

*L'an dernier / on a eu des élèves / de presque toutes les écoles de la région. / Ils ont appris à faire du ski / et à connaître la nature. / Ils se sont aussi bien amusés. /*

*Mais pendant les vacances et les weekends, / ce sont des familles et des groupes / qui viennent faire du sport / ou simplement se reposer. /*

*Et qu'est-ce qu'on fait / si on n'a pas de skis? / Eh bien, vous pouvez en louer au centre. / Mais c'est une bonne idée / de les réserver.*

*Ecrivez au centre / si vous voulez d'autres informations / ou appelez-moi / au trente-quatre, cinquante-six, soixante-quinze. /*

*You now have two minutes to make a final check of your work.*

*Pause for two minutes. Then say:*

*That is the end of Part A. You may now continue with the rest of the paper.*

Affix label with Candidate Code  
Number here.

If no label, enter candidate code  
number if known, or name here.

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(Supervisor's use only)



**No. 024**

# **New Zealand Qualifications Authority**

## **SCHOOL CERTIFICATE EXAMINATION, 1997**

### **FRENCH**

**QUESTION AND ANSWER BOOKLET**

Time allowed: Two hours thirty minutes

#### **INSTRUCTIONS**

This examination is in **FIVE** parts, worth a total of 160 marks (= 80%).

**ANSWER ALL FIVE PARTS.** (Note that you have a choice of questions in Parts D and E.)

Answer each part in the spaces provided in this booklet. If you need more space for any answer, ask the Supervisor for extra paper. Write your code number on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet. Write the number of extra sheets used in the box at the top of the back flap of this booklet. Write NIL if you have used none.

Check that this booklet contains pages 2 — 25 in the correct order.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION**

## **PART A: LISTENING COMPREHENSION** (40 marks)

### **SECTION ONE A: FILLING IN A FORM** (10 marks)

You are on a bus tour of Europe and are about to spend the day in a French town. Your tour guide is telling you what activities are planned.

As you hear them, note down the details **IN ENGLISH** on your diary page below.

**THE PASSAGE IS DIVIDED INTO THREE SECTIONS.**

**IT WILL BE READ THREE TIMES, FIRSTLY AS A WHOLE, AND THEN IN THREE SECTIONS, WITH EACH SECTION BEING READ TWICE.**

**DO NOT WRITE ANYTHING DOWN DURING THE FIRST READING. THIS IS TO GIVE YOU AN IDEA OF THE PASSAGE AS A WHOLE.**

<b>TIME</b>	<b>ACTIVITIES</b>
<b>10.00 AM</b>	
<b>11.15 AM</b>	
<b>LUNCHTIME</b>	
<b>AFTERNOON</b>	
<b>AROUND 5.00 PM</b>	

**A1A**

**10**

**SECTION ONE B: QUESTIONS IN ENGLISH BASED ON A PASSAGE HEARD IN FRENCH (10 marks)**

**A NEW PENFRIEND INTRODUCES HERSELF**

Your French class has just begun to correspond with a class in a French school.

The students in France have compiled a tape on which they introduce themselves and talk about their family, school and what they do in their spare time.

Listen to what Martine, your penfriend, says and then answer **IN ENGLISH** the questions which follow.

**THE PASSAGE IS DIVIDED INTO THREE SECTIONS. IT WILL BE READ THREE TIMES, FIRSTLY AS A WHOLE, AND THEN IN THREE SECTIONS, WITH EACH SECTION BEING READ TWICE.**

**QUESTIONS**

**SECTION ONE**

1. How old is Martine and when is her birthday?

\_\_\_\_\_ (1 mark)

2. What does Martine say about her physical appearance?

(a) \_\_\_\_\_

(b) \_\_\_\_\_ (2 marks)

**SECTION TWO**

3. What does Martine say about her two brothers?

(a) \_\_\_\_\_

(b) \_\_\_\_\_ (2 marks)

4. What does Martine say about her parents' jobs?

(a) Mother \_\_\_\_\_

(b) Father \_\_\_\_\_ (2 marks)

**SECTION THREE**

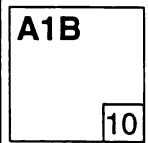
5. How does Martine spend her spare time?

(a) \_\_\_\_\_

(b) \_\_\_\_\_ (2 marks)

6. What does Martine most dislike?

\_\_\_\_\_ (1 mark)



(Turn over

## PART A: LISTENING COMPREHENSION — *continued*

### SECTION TWO: FILLING THE GAPS IN A TEXT (20 marks)

#### A SKIING ACCIDENT

On the next page is an incomplete story of an accident suffered by a French boy during a skiing trip he went on with some friends.

As the complete passage is read to you, fill in, **IN FRENCH**, the missing word or phrase in each gap. **DO NOT** give alternatives.

The passage will be read to you four times altogether: firstly as a whole, twice in short sections, and finally as a whole again.

The first reading is to give a general idea of the meaning of the passage. **DO NOT** write anything down during this reading.

There will be a 30 second pause between each reading of the sections to enable you to fill in the gaps. After completing the last gap, you will have 90 seconds to revise what you have written. The whole passage will then be read again.

Lastly you will have two minutes to do a final check.



## A SKIING ACCIDENT

Nous sommes....., mes ....., à ..  
la ..... pour faire du ski.

les deux ....., tout.....très bien.

Mais un ....., comme nous .....très  
....., je suis.....

Cette ....., c'.....

On m'a conduit à l' ..... ambulance

et un .....venu .....voir. Il m'a

..... : " ..... est - ce que .....?"

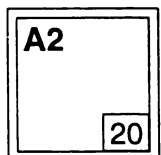
"A la jambe ....., " ..... ai - je répondu.

Il m'a examiné, ..... il a .....

"Vous ne vous ..... la jambe, mais je .....

que le ski, c'est ..... pour vous .....!"

Quelle ..... de vacances!



(Turn over

## PART B: TRANSLATION (30 marks)

Below is a passage about **pétanque**, a game which originated in France but is now becoming increasingly popular, both as a leisure activity and as a competitive sport all over the world.

Translate the passage INTO ENGLISH.

Write on the lines provided.

Write your translation on alternate lines.

The passage is reprinted on page 8 so you will not need to turn back to this page.

### PÉTANQUE: THE GAME FOR EVERYONE

On a commencé à jouer à la pétanque, ou au jeu de boules\*, comme on la décrit quelquefois, dans le sud de la France. L'image traditionnelle qu'on en avait, c'était d'un jeu joué très lentement et surtout par les hommes âgés sur un terrain sous des arbres ou sur la place du village, souvent devant un petit café. Ces gens aimaient passer des heures agréables à jouer ou à regarder, un verre de vin rouge à la main.

Mais, à présent, la pétanque c'est beaucoup plus que cela. En Nouvelle-Zélande et dans beaucoup d'autres pays, tout le monde - hommes, femmes et enfants - s'amuse à jouer à la pétanque. Mais ce jeu peut être aussi un sport d'équipe très compétitif\*.

La pétanque est un sport pour les gens de tout âge. Quelques sports, comme le golfe, sont assez difficiles à apprendre, mais avec la pétanque il n'y a rien de plus simple. Tout le monde peut l'essayer ..... et gagner! Ce sera bientôt votre anniversaire? Alors, demandez à vos parents de vous acheter des boules ..... vous ne le regretterez jamais!

boules - bowls  
compétitif - competitive





## PART B: TRANSLATION — *continued* (30 marks)

Use the lines opposite to continue your translation. The following passage is repeated from page 6 so you will not need to turn back to that page to finish your translation.

### PÉTANQUE: THE GAME FOR EVERYONE

On a commencé à jouer à la pétanque, ou au jeu de boules\*, comme on la décrit quelquefois, dans le sud de la France. L'image traditionnelle qu'on en avait, c'était d'un jeu joué très lentement et surtout par les hommes âgés sur un terrain sous des arbres ou sur la place du village, souvent devant un petit café. Ces gens aimaient passer des heures agréables à jouer ou à regarder, un verre de vin rouge à la main.

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La pétanque est un sport pour les gens de tout âge. Quelques sports, comme le golfe, sont assez difficiles à apprendre, mais avec la pétanque il n'y a rien de plus simple. Tout le monde peut l'essayer ..... et gagner! Ce sera bientôt votre anniversaire? Alors, demandez à vos parents de vous acheter des boules ..... vous ne le regretterez jamais!



\* boules - bowls

\* compétitif - competitive



## PART C: READING COMPREHENSION (20 marks)

### SECTION ONE: ANSWERING QUESTIONS IN ENGLISH (10 marks)

Read the passage which follows about the life and career of the French-Canadian singer Céline Dion. Then answer **IN ENGLISH** the questions on page 11, which are based on the text.

**DO NOT TRANSLATE THE PASSAGE.**

## ***CÉLINE DION - HER RISE TO THE TOP***



Céline est née le trente mars 1968 à Charlemagne, petite ville qui se trouve à trente-cinq kilomètres à l'est de Montréal. Elle est la dernière de neuf enfants dans une famille où la musique avait une grande importance: tous chantaient ou jouaient d'un instrument.

A neuf ans, Céline a commencé à chanter dans le restaurant de son père. Elle nous a dit: "Soudain, beaucoup de gens sont venus m'écouter. Quand j'étais là, il y avait beaucoup de monde; quand je n'étais pas là, il y avait moins de gens."

On a entendu son premier disque en 1981. Mais, jusqu'en 1988, Céline a trouvé difficile de vendre ses disques en Europe. Un soir, elle a chanté la chanson\* "Ne partez pas sans moi" dans une émission regardée par des millions de gens. Après, on la connaissait partout et on voulait l'écouter.

Puis elle a appris l'anglais pour pouvoir chanter en anglais et vendre ses disques en Angleterre. Aujourd'hui, il n'y a presque personne qui ne la connaît pas.

Céline continue: "Quand j'ai commencé à chanter, il n'y avait rien d'autre que je voulais faire dans ma vie. Mais ce n'est plus comme ça. L'important pour moi? Etre heureuse et en bonne santé. Faire toujours mieux. Et, la plus grande ambition pour mon mari et moi, c'est d'avoir des enfants."

\* une chanson - a song

Answer **IN ENGLISH** the following questions.

Full sentences are NOT required.

1. Where exactly is the town of Céline's birth situated?

\_\_\_\_\_ (1)

2. How do we know that music was important in her family?

\_\_\_\_\_ (1)

3. What evidence does she give of her early singing talent?

\_\_\_\_\_  
\_\_\_\_\_ (2)

4. What difficulty did Céline experience before 1988?

\_\_\_\_\_ (1)

5. What event helped overcome this problem?

\_\_\_\_\_  
\_\_\_\_\_ (1)

6. What was the effect of this event?

\_\_\_\_\_ (1)

7. How has learning English helped her career?

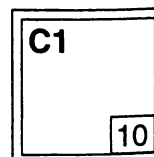
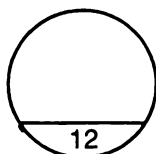
\_\_\_\_\_  
\_\_\_\_\_ (2)

8. How did Céline feel about her life when she started singing?

\_\_\_\_\_ (1)

9. What things are important to her now?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (2)



(Turn over

## PART C: READING COMPREHENSION — *continued*

### SECTION TWO: FILLING IN THE GAPS IN A PASSAGE OF FRENCH PROSE FROM A LIST OF WORDS PROVIDED (10 marks)

Below is an incomplete letter from a French girl to her penfriend in England. From the list of words at the bottom of the page, select the word which makes the best sense in each of the TEN gaps in the letter. No word may be used more than once. Some words will not be used. Write in the spaces provided.

### LETTER TO A PENFRIEND

Chère Emma

J'ai bien (1) \_\_\_\_\_ ta gentille lettre: (2) \_\_\_\_\_

français est excellent!

(3) \_\_\_\_\_ nous, c'est bientôt les grandes vacances, tant

(4) \_\_\_\_\_. Cette année, je vais (5) \_\_\_\_\_

du camping avec ma (6) \_\_\_\_\_, pas (7) \_\_\_\_\_

d'un joli lac. J'espère qu'on (8) \_\_\_\_\_ du beau temps, car il y a

beaucoup de choses que je veux faire.

Et toi? Où est-ce que tu vas (9) \_\_\_\_\_ tes vacances? Comment

(10) \_\_\_\_\_ tes parents?

A bientôt

Hélène

mieux	pour	ton
va	près	vont
reçu	copain	fera
passer	faire	loin
aura	envoyé	famille
ta	passes	aller

C2

10

## **PART D: WRITING** (40 marks)

You are required to write **THREE** passages in French, **ONE** from Section One and **TWO** from Section Two. You will be marked on both content and language. It is important to follow the guidelines that are given.

Choose **ONE** of the topics from Section One (on pages 14, 15 and 16):  
**EITHER** Topic A, **OR** Topic B, **OR** Topic C. Write about 60 words on that topic.

Choose **TWO** topics from Section Two (on pages 17, 18 and 19) and write about 30 words on each topic.

**NOTE:** You will not gain anything by exceeding the word limit.  
Follow the guidelines for the topics; material that is not on the topic will not be considered.  
Avoid repetition and lists of more than three items.

### **SECTION ONE** (20 marks)

In the space provided, write a passage **IN FRENCH** of about 60 words on **ONE** of the following topics:

Topic A on page 14,  
Topic B on page 15,  
Topic C on page 16.









DR:

**TOPIC E: WRITING BASED ON A MAP**

You have just arrived at the railway station (la gare SNCF) and you wish to visit a friend who is sick in hospital. Outside the station, you ask a man for directions to the hospital. Using the map below, complete the directions you are given. Note that the first part of the directions is provided.

L'hôpital? Eh bien \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

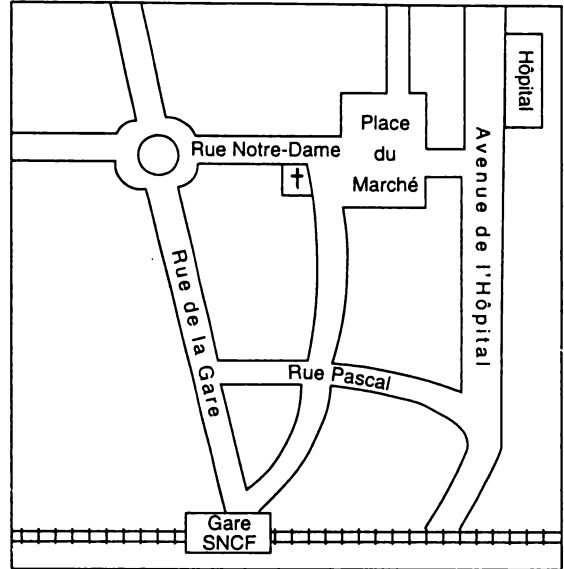
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**TOPIC E**  
10

DR:

**TOPIC F: WRITING A DESCRIPTION**

You are an exchange student in France. The students are interested in finding out about homes in New Zealand, so you have been asked to give a talk describing your house.

Your description should include the following aspects:

- location (e.g. city, region, etc.);
- size, colour, age etc.;
- external features (garden, etc.);
- any other relevant information.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TOPIC F**  
10

**OR:****TOPIC G: WRITING A MESSAGE**

While sightseeing in a French city, you were due to meet some friends who did not arrive at the agreed place and time. You have left a message at a nearby café, hoping your friends will enquire about you there.

In your message:

- mention two places where you are going to go to look for your friends;
- say where and when you will meet them.

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<b>TOPIC G</b>
<b>10</b>

<b>D2</b>
<b>20</b>

(Turn over

## PART E: CULTURAL STUDIES (30 marks)

Choose any **THREE** of the following six topics and write about 80 words on each of them.

Answers should be written **IN ENGLISH** but you are free to use French words where appropriate, for example, where there is no exact equivalent in New Zealand (eg. dragées, carnet).

**NOTE:** You must not use the same material in more than one answer.

### TOPIC A: SCHOOLING IN FRANCE

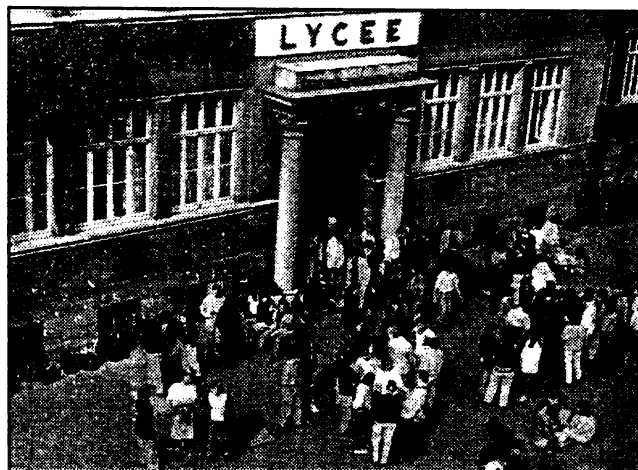
Describe the stages of a typical French person's schooling, from preschool through to the end of secondary school.

You should say something about each of the following three stages, including some comment on **differences** between French and New Zealand schools where appropriate:

- preschool;
- primary school;
- secondary school.

You could mention such things as:

- the ages at which one goes to each school;
- the length of the school day and/or week;
- daily routines;
- subjects/examinations.



### TOPIC B: PARIS

As one of the world's most popular tourist destinations, Paris has many famous monuments, some several centuries old. However, in more recent times a number of new attractions have been built.

**Describe THREE** of the following newer buildings, saying **why** they would be of interest to tourists.

*le Musée d'Orsay*  
*le Centre Pompidou (Beaubourg)*

*la Pyramide du Louvre*  
*l'Opéra-Bastille*

*la Géode*  
*l'Arche de la Défense*

### TOPIC C: HOLIDAYS IN FRANCE

There are a number of important public holidays or other occasions which French people celebrate in special ways.

Choose **THREE** of the following events and describe **how** they are celebrated.

*Christmas*  
*Easter*

*New Year*  
*All Saints' Day*

*Twelfth Night (January 6th)*

**TOPIC D: HOUSING IN FRANCE**

French homes often have a number of features, inside and outside, which are different from those found in a typical New Zealand home.

Write about the ways in which French homes are **different** from those in our country.

You could mention apartments and/or houses.

In your answer, write about **both** internal and external features.

**TOPIC E: SHOPPING IN FRANCE**

In French towns and cities, there are a number of specialist food shops which differ in some ways from New Zealand shops.

Write about **FOUR** of the following shops.

In each case, give specific examples of what you would buy there and, if possible, explain how they are **different** from New Zealand shops.

*la cr merie*  
*la confiserie*

*la boucherie chevaline*  
*la p tisserie*

*la charcuterie*  
*la poissonnerie*

**TOPIC F: SPORT AND LEISURE IN FRANCE**

People in France may spend their leisure time in similar ways to ourselves, for example by watching television or going to the cinema.

Choose **THREE** of the activities and/or places of leisure below and use them to write about how the French spend their leisure time.

Your answer must give **specific** examples of what happens in French-speaking countries.

You will receive no credit for general statements which could apply to any country.

*radio and television*  
*la Maison des Jeunes et de la Culture*

*caf s*

*cinema*

*reading*







**Acknowledgements:**

- Pages 6 and 8 *A Year in Provence* 1994 calendar (The Ink Group), illustrations by Paul Hogarth.
- Page 10 Photograph by Frank Micellota for *Time*, 1996.
- Page 17 Drawing by François Davot for *Diabolo Menthe 3 Méthode de français*, W Landgraaf/M Bazin, Hachette F.L.E., 1990.
- Page 20 Photograph from *Education in France*, Madeleine Waddington, Heinemann Education, 1991.

No. 024/1



# **New Zealand Qualifications Authority**

**SCHOOL CERTIFICATE EXAMINATION, 1997**

## **FRENCH**

**INSTRUCTIONS FOR SUPERVISOR  
AND TEACHER**

This booklet contains:

Instructions for the Supervisor.

Notes for the teacher reading the Listening Comprehension passages.

Instructions for the teacher reading the Listening Comprehension passages.

Check that this booklet contains pages 2 — 8 in the correct order.

**YOU MAY KEEP THIS BOOKLET AT THE END OF THE EXAMINATION**

## **INSTRUCTIONS FOR THE SUPERVISOR**

The group for a single session for this examination should not comprise more than about 40 candidates.

Ask whether any candidates have any difficulty in hearing. Such candidates should be seated as near as possible to the teacher.

Ensure that the teacher reading the Listening Comprehension passages has a copy of this booklet.

In no circumstances should the teacher see any copy of Paper 024 (the candidates' booklet) before or while reading the Listening Comprehension passages.

Ensure that each candidate has a copy of Paper 024.

The time allowed for this examination is 2 hours 30 minutes. Begin timing when the teacher begins to read out the Part A (Listening Comprehension) instructions at the point marked \* near the top of page 3.

Forty minutes are allowed for Part A, although teachers must not be stopped even if they exceed this limit. The timing of the various pauses is done by the teacher. (Refer to the NOTES FOR THE TEACHER below.)

The teacher must leave the room when the reading of Part A is finished. Candidates may then continue with the rest of the paper.

### **NOTES FOR THE TEACHER READING THE LISTENING COMPREHENSION PASSAGES**

The prescription specifies that "40 minutes will be allowed for Part A of the examination", and you should complete it in between 33 and 40 minutes. If you exceed this time, candidates will be penalised by having less time to complete the rest of the paper.

As a guide to reading speed, it should take no more than 11 minutes to complete Section 1A, and 13 minutes to complete Section 1B.

It is recommended that, as you complete each reading, you tick it off in the boxes alongside the pause instructions.

Details of the number of readings, but not necessarily the length of each pause between readings, are printed in the candidates' booklet as part of their instructions.

## INSTRUCTIONS FOR THE TEACHER READING THE LISTENING COMPREHENSION PASSAGES

Read out to the candidates all the material printed below in italics, according to the instructions given.

Tick the boxes as you complete each reading.

*\* Open your booklet at Part A, Section 1A, on page 2 and read the instructions. You have 60 seconds to do so.*

Pause for 60 seconds, then read out:

**SECTION 1A:** *On page 2 of your booklet there is a form to fill in the details of the day's activities in a French town for a group touring Europe by bus.*

*Record the details in **English**.*

*The message will be read **three** times, firstly as a whole, and then in three sections, with each section being read twice.*

*Do not write anything down during the first reading. This is to give you an idea of the passage as a whole.*

*There will be a 30 second pause between readings.*

**Note to teacher:** Make a pause between readings as indicated.

**Firstly, here is the reading of the whole message.**

*Bonjour tout le monde. Voici notre programme pour aujourd'hui. D'abord, à dix heures, on va passer quelque temps dans le musée qui se trouve près de la gare. Puis, vers onze heures et quart, nous ferons un tour du port de pêche en car.*

*A une heure de l'après-midi, nous allons prendre le déjeuner ensemble dans un restaurant d'où on a une belle vue de la mer. Après ça, vous serez libre de faire une promenade en ville ou peut-être de vous reposer un peu.*

*Enfin, n'oubliez pas que nous partirons ce soir pour la ville où nous passerons la nuit. Donc, il faut retourner au car avant cinq heures. Bonne journée à tous!*

Pause for 15 seconds.

**Section One, first reading:**

*Bonjour tout le monde. Voici notre programme pour aujourd'hui. D'abord, à dix heures, on va passer quelque temps dans le musée qui se trouve près de la gare. Puis, vers onze heures et quart, nous ferons un tour du port de pêche en car.*

Pause for 30 seconds.

**Section One, second reading:**

*Bonjour tout le monde. Voici notre programme pour aujourd'hui. D'abord, à dix heures, on va passer quelque temps dans le musée qui se trouve près de la gare. Puis, vers onze heures et quart, nous ferons un tour du port de pêche en car.*

Pause for 30 seconds.

**(Turn over**

**Section Two, first reading:**

*A une heure de l'après-midi, nous allons prendre le déjeuner ensemble dans un restaurant d'où on a une belle vue de la mer. Après ça, vous serez libre de faire une promenade en ville ou peut-être de vous reposer un peu.*

Pause for 30 seconds.

**Section Two, second reading:**

*A une heure de l'après-midi, nous allons prendre le déjeuner ensemble dans un restaurant d'où on a une belle vue de la mer. Après ça, vous serez libre de faire une promenade en ville ou peut-être de vous reposer un peu.*

Pause for 30 seconds.

**Section Three, first reading:**

*Enfin, n'oubliez pas que nous partirons ce soir pour la ville où nous passerons la nuit. Donc, il faut retourner au car avant cinq heures. Bonne journée à tous!*

Pause for 30 seconds.

**Section Three, second reading:**

*Enfin, n'oubliez pas que nous partirons ce soir pour la ville où nous passerons la nuit. Donc, il faut retourner au car avant cinq heures. Bonne journée à tous!*

Pause for 30 seconds, then say:



**That is the end of Section 1A. Now turn to Section 1B on page 3 in your booklet and read the instructions. You have 60 seconds to do so.**

Pause for 60 seconds, then read out:



*On page 3 of your booklet are six questions in English. These relate to a message you will hear in which your new French penfriend Martine introduces herself, talks about her family and what she likes doing in her spare time.*

*The message is divided into three sections. It will be read to you three times, firstly as a whole, then in three sections, with each section being read twice. At the end of each reading there will be pauses to enable you to complete your answers.*

*Remember, the questions are to be answered **IN ENGLISH**. Do not write anything down during the first reading.*

**Firstly, here is the reading of the whole passage.**

*Bonjour! Je m'appelle Martine, et je suis très heureuse d'être ta correspondante. J'aurai bientôt seize ans et mon anniversaire sera le vingt et un décembre. Je suis assez petite et j'ai les cheveux noirs et courts.*

*Nous sommes cinq dans ma famille. Je n'ai pas de soeurs et mes deux frères sont plus âgés que moi. Ils n'habitent plus chez nous. Ma mère est infirmière et mon père travaille dans une épicerie.*

*Qu'est-ce que tu aimes faire quand tu as du temps libre? Moi, j'apprends à jouer de la guitare. Aussi, j'aime faire de longues promenades à cheval à la campagne. Ce que je déteste, c'est quand on nous donne trop de devoirs à faire le soir. C'est moche, ça.*

*Bon, j'espère que tu vas vouloir m'écrire. A-bientôt.*

Pause for 30 seconds.



**Section 1, first reading:**

*Bonjour! Je m'appelle Martine, et je suis très heureuse d'être ta correspondante. J'aurai bientôt seize ans et mon anniversaire sera le vingt et un décembre. Je suis assez petite et j'ai les cheveux noirs et courts.*

Pause for 30 seconds.



**Section 1, second reading:**

*Bonjour! Je m'appelle Martine, et je suis très heureuse d'être ta correspondante. J'aurai bientôt seize ans et mon anniversaire sera le vingt et un décembre. Je suis assez petite et j'ai les cheveux noirs et courts.*

Pause for 30 seconds



**Section 2, first reading:**

*Nous sommes cinq dans ma famille. Je n'ai pas de soeurs et mes deux frères sont plus âgés que moi. Ils n'habitent plus chez nous. Ma mère est infirmière et mon père travaille dans une épicerie.*

Pause for 30 seconds.



**Section 2, second reading:**

*Nous sommes cinq dans ma famille. Je n'ai pas de soeurs et mes deux frères sont plus âgés que moi. Ils n'habitent plus chez nous. Ma mère est infirmière et mon père travaille dans une épicerie.*

Pause for 30 seconds.



**Section 3, first reading:**

*Qu'est-ce que tu aimes faire quand tu as du temps libre? Moi, j'apprends à jouer de la guitare. Aussi, j'aime faire de longues promenades à cheval à la campagne. Ce que je déteste, c'est quand on nous donne trop de devoirs à faire le soir. C'est moche, ça.*

*Bon, j'espère que tu vas vouloir m'écrire. A bientôt.*

Pause for 30 seconds.



**Section 3, second reading:**

*Qu'est-ce que tu aimes faire quand tu as du temps libre? Moi, j'apprends à jouer de la guitare. Aussi, j'aime faire de longues promenades à cheval à la campagne. Ce que je déteste, c'est quand on nous donne trop de devoirs à faire le soir. C'est moche, ça.*

*Bon, j'espère que tu vas vouloir m'écrire. A bientôt.*

Pause for 30 seconds, then say:

**That is the end of Section 1B. Now turn to Section 2 on page 4 in your booklet and read the instructions. You have 60 seconds to do so.**

Pause for 60 seconds, then say:

**SECTION TWO:** *On page 5 of your booklet is an incomplete story of an accident suffered by a French boy during a skiing trip he went on with some friends. As the complete story is read to you, fill in the missing word or phrase in each gap. You will hear the story read four times altogether: firstly as a whole, twice in short sections, and finally as a whole again.*

*The first reading is to give a general idea of the meaning of the passage. DO NOT write anything down during this reading.*

*There will be a 30 second pause between each reading of the sections to enable you to fill in the gaps. After completing the last gap, you will have 90 seconds to revise what you have written. The whole passage will then be read again.*

*Lastly you will have two minutes to do a final check.*

**Note to teacher:** You are NOT required to give any punctuation.  
Pause for **five seconds** after each // as indicated.

**Here is the first reading. Do NOT write anything down during this reading.**

### **A SKIING ACCIDENT**

*Nous sommes allés, mes copains et moi, à la montagne pour faire du ski. Pendant les deux premiers jours, tout allait très bien. Mais, un matin, comme nous descendions très vite, je suis tombé encore. Cette fois, c'était grave. On m'a conduit à l'hôpital en ambulance et un médecin est venu me voir. Il m'a demandé: "Où est-ce que ça fait mal?"*

*"A la jambe gauche," lui ai-je répondu.*

*Il m'a examiné, puis il a dit: "Vous ne vous êtes pas cassé la jambe, mais je pense que le ski, c'est fini pour vous cet hiver!" Quelle fin de vacances!*

Pause for 15 seconds.

**Second Reading, Section One.**

*Nous sommes allés, mes copains et moi, à la montagne pour faire du ski. // Pendant les deux premiers jours, tout allait très bien.*

Pause for 30 seconds.

**Here is Section One again:**

*Nous sommes allés, mes copains et moi, à la montagne pour faire du ski. // Pendant les deux premiers jours, tout allait très bien.*

Pause for 30 seconds.

**Second Reading, Section Two.**

*Mais, un matin, comme nous descendions très vite, je suis tombé encore. // Cette fois, c'était grave.*

Pause for 30 seconds.

**Here is Section Two again:**

*Mais, un matin, comme nous descendions très vite, je suis tombé encore. // Cette fois, c'était grave.*

Pause for 30 seconds.

**Second Reading, Section Three.**

*On m'a conduit à l'hôpital en ambulance et un médecin est venu me voir. // Il m'a demandé: "Où est-ce que ça fait mal?" //*  
*"A la jambe gauche," lui ai-je répondu.*

Pause for 30 seconds

**Here is Section Three again:**

*On m'a conduit à l'hôpital en ambulance et un médecin est venu me voir. // Il m'a demandé: "Où est-ce que ça fait mal?" //*  
*"A la jambe gauche," lui ai-je répondu.*

Pause for 30 seconds.

**Second Reading, Section Four.**

*Il m'a examiné, puis il a dit: "Vous ne vous êtes pas cassé la jambe, mais je pense que le ski, c'est fini pour vous cet hiver!"*  
*Quelle fin de vacances!*

Pause for 30 seconds.



**Here is Section Four again:**

*Il m'a examiné, puis il a dit: "Vous ne vous êtes pas cassé la jambe, mais je pense que le ski, c'est fini pour vous cet hiver!"*

*Quelle fin de vacances!*

Pause for 90 seconds.

**Finally, here is the whole passage again.**

*Nous sommes allés, mes copains et moi, à la montagne pour faire du ski. Pendant les deux premiers jours, tout allait très bien. Mais, un matin, comme nous descendions très vite, je suis tombé encore. Cette fois, c'était grave. On m'a conduit à l'hôpital en ambulance et un médecin est venu me voir. Il m'a demandé: "Où est-ce que ça fait mal?"*

*"A la jambe gauche," lui ai-je répondu.*

*Il m'a examiné, puis il a dit: "Vous ne vous êtes pas cassé la jambe, mais je pense que le ski, c'est fini pour vous cet hiver!" Quelle fin de vacances!*

**You now have two minutes to make a final check of your work.**

Pause for two minutes, then say:



*That is the end of Part A. You may now continue with the rest of the paper.*

Affix label with Candidate Code Number here.  
If transfer candidate, enter number if known, or name here.

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(Supervisor's use only)



No. 027

**New Zealand Qualifications Authority**  
**SCHOOL CERTIFICATE EXAMINATION, 1997**

**GERMAN**

**QUESTION AND ANSWER BOOKLET**

Time allowed: Two and a half hours

**INSTRUCTIONS**

Answer **ALL** questions but note you have a choice of writing tasks in Question 5, Section 1 and Section 2.

QUESTION ONE:	LISTENING COMPREHENSION	
Section 1a:	Listening comprehension with pictures	(12 marks)
Section 1b:	Listening comprehension without pictures	(8 marks)
Section 2:	Listening comprehension	(20 marks)
QUESTION TWO:	DICTATION	(20 marks)
QUESTION THREE:	TRANSLATION	(20 marks)
QUESTION FOUR:	READING COMPREHENSION	
	Section 1: Questions in English	(24 marks)
	Section 2: Completion Test	(16 marks)
QUESTION FIVE:	WRITING TASKS	
	Section 1: Short answers	(16 marks)
	Section 2: Composition	(24 marks)

Answer the questions in the spaces provided in this booklet. If you need more space for any answer, ask the Supervisor for extra paper. Write your candidate code number on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet. Write the number of extra sheets used in the box at the top of the back flap of this booklet.

Check that this booklet contains pages 2 – 23 in the correct order.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION**

**QUESTION ONE: LISTENING COMPREHENSION (40 marks)**

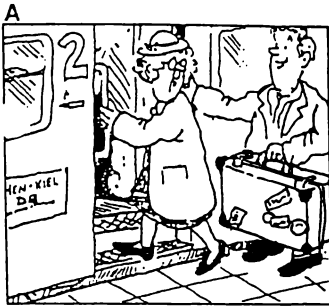
**SECTION 1a: LISTENING COMPREHENSION WITH PICTURES (12 marks)**

You will hear 8 short dialogues. You are to decide which dialogue best matches which picture. Write the letter of the picture in the box alongside the appropriate dialogue number.

If you change your mind, clearly cross out your original answer. Write ONE answer only in six of the eight boxes.

TWO of the dialogues will not match any of the pictures.

The dialogues will be read twice.



DIALOGUE	PICTURE
1	
2	
3	
4	
5	
6	
7	
8	

1.1a

**SECTION 1b: LISTENING COMPREHENSION WITHOUT PICTURES (8 marks)**

You will hear 8 short dialogues or statements. For numbers 1 - 4 you are to decide who is speaking and for numbers 5 - 8 you are to decide what the speaker needs. Four alternatives are given.

Tick the box beside the most appropriate answer.

If you change your mind, clearly cross out your original answer. Tick ONE box only for each dialogue or statement.

The passages will be read twice.

**Who is speaking?**

- |    |   |  |
|----|---|--|
| 1. | A. <input type="checkbox"/> A young woman and her acquaintance. | B. <input type="checkbox"/> Two friends.                       |
|    | C. <input type="checkbox"/> A mother and her daughter.          | D. <input type="checkbox"/> A boss and her apprentice.         |
| 2. | A. <input type="checkbox"/> A hotel manager and a guest.        | B. <input type="checkbox"/> A doctor and a patient.            |
|    | C. <input type="checkbox"/> A housewife and her new cleaner.    | D. <input type="checkbox"/> A mother and a daughter.           |
| 3. | A. <input type="checkbox"/> Two school pupils.                  | B. <input type="checkbox"/> A manager and his secretary.       |
|    | C. <input type="checkbox"/> A young man and his fiancée.        | D. <input type="checkbox"/> Two geographers in the Sahara.     |
| 4. | A. <input type="checkbox"/> A salesperson in a textile shop.    | B. <input type="checkbox"/> Someone cleaning the house.        |
|    | C. <input type="checkbox"/> Someone writing a shopping list.    | D. <input type="checkbox"/> Someone filling a washing machine. |

**What does the speaker need?**

- |    |  |   |
|----|--|---|
| 5. | A. <input type="checkbox"/> A washing machine. | B. <input type="checkbox"/> A kindergarten teacher. |
|    | C. <input type="checkbox"/> Money.             | D. <input type="checkbox"/> A calculator.           |
| 6. | A. <input type="checkbox"/> A knife.           | B. <input type="checkbox"/> A bandage.              |
|    | C. <input type="checkbox"/> Blutwurst.         | D. <input type="checkbox"/> Gloves.                 |
| 7. | A. <input type="checkbox"/> A watch.           | B. <input type="checkbox"/> Sleeping tablets.       |
|    | C. <input type="checkbox"/> An oven.           | D. <input type="checkbox"/> An alarm clock.         |
| 8. | A. <input type="checkbox"/> An umbrella.       | B. <input type="checkbox"/> A roof tile.            |
|    | C. <input type="checkbox"/> A windbreak.       | D. <input type="checkbox"/> Carpet.                 |

1.1b
8

(Turn over)

**QUESTION ONE: SECTION 2: MAKING ADDITIONS TO A PLAN (20 marks)**

You will hear a text about a day in the life of Dieter and some of his weekly routines. The text is divided into 5 parts. The text will be read three times, once as a whole and twice in parts. During the first reading you must not write anything down. During the second and third readings write the appropriate information in English in the spaces given.

**PART 1**

Dieter usually gets up on school days at \_\_\_\_\_

At weekends he \_\_\_\_\_

unless \_\_\_\_\_

Today is \_\_\_\_\_

Method of transport to school \_\_\_\_\_

**PART 2**

Breakfast consists mainly of 1. \_\_\_\_\_

OR 2. \_\_\_\_\_

Activities in the tram. 1. \_\_\_\_\_

OR 2. \_\_\_\_\_

Today's school timetable. Before interval: \_\_\_\_\_

After interval: \_\_\_\_\_

Looks forward to break. Reasons: 1. \_\_\_\_\_

2. \_\_\_\_\_

**PART 3**

After school today Dieter \_\_\_\_\_

Mother wants: 1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Typical midday menu 1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

**PART 4**

**WHEN?**

**ACTIVITY?**

**REASON?**

1. In the afternoon

2.

3.

Goes to football training

Goes to youth club

Great club

**PART 5**

Dieter is not often allowed to

1. \_\_\_\_\_

because \_\_\_\_\_

2. \_\_\_\_\_

because \_\_\_\_\_

1.2

20

(Turn over

**QUESTION TWO: DICTATION (20 marks)****WRITING OUT ONE SIDE OF A DIALOGUE****Hobbies and Interests**

Alan and Karen are asked about their hobbies and interests.

You will hear an interview with Alan and Karen four times. Firstly, you will hear the interview as a whole. Then Alan's and Karen's responses will be read to you in short sections, each section being read twice. Finally you will hear the whole interview again.

During the first reading do not write anything down.

Write what Alan and Karen say during the second and third readings. After the third reading you will have two minutes to read through and correct what you have written.

Finally the interview will be read as a whole again and you will have one minute to do a final check.

Your writing must be clear and easy to read.

The following words for punctuation will be used:

Komma ,  
Punkt  
Ausrufezeichen !

HOBBIES AND INTERESTS

Interviewer: Magst du Sport, Alan?

ONE: Alan:

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Interviewer: Und du Karen ... bist du Sportlerin?

TWO: Karen:

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Interviewer: Wo schwimmst du?

THREE: Karen:

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Interviewer: Bist du musikalisch, Alan?

FOUR: Alan:

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Interviewer: Du hast also aufgegeben?

FIVE: Alan:

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Interviewer: Hast du Talent für Musik, Karen?

SIX: Karen:

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2
20

(Turn over

**QUESTION THREE: TRANSLATION** (20 marks)

Translate the following passage into **ENGLISH**. Write the translation on the lines provided.

**Schoolboys talk about a holiday**

"Kommst du auch mit?" fragte Werner seinen Freund während der Pause."

"Nach Österreich, meinst du?"

"Ja, du weißt doch, die Klasse geht in den Osterferien nach Salzburg. Ich spare schon Geld. Meine Eltern bezahlen die Hälfte, und ich soll noch hundert Mark finden."

"Aber wie machst du das?"

"Ach, das ist gar nicht so schwer: Ich gehe für meine Mutter einkaufen, ich wasche für meinen Vater den Wagen, ich räume auf ....."

"Es tut mir leid, Werner! Mit Österreich geht das nicht. Meine Großmutter hat zu der Zeit ihren siebzigsten Geburtstag. Ich soll dabei sein. Viel lieber möchte ich mit euch mitfahren. ... Du, es ist schon halb elf. Wir müssen schnell in die Klasse. Bei unserem Französischlehrer muß man pünktlich sein."

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**QUESTION FOUR: READING COMPREHENSION** (40 marks)

**SECTION ONE: ANSWERING QUESTIONS IN ENGLISH ON A PASSAGE WRITTEN IN GERMAN** (24 marks)

Read the following passage carefully.

DO NOT TRANSLATE IT.

Answer the questions below and on the opposite page in ENGLISH. (24 marks)

**An Attempted Escape**

Elisabeth war dreizehn Jahre alt. Ihre Eltern haben sie in ein Internat<sup>1</sup> geschickt. Zum ersten Mal in ihrem Leben wohnte sie nicht zu Hause und das gefiel ihr nicht.

Eines Abends hatte sie die Idee, von der Schule wegzulaufen. Nach dem Abendessen mußten die Schülerinnen alle ins Bett gehen. Die meisten von ihnen schliefen sofort ein, und bald war alles still im großen Zimmer. Elisabeth wartete noch eine halbe Stunde, dann stand sie auf. Sie zog sich schnell an und nahm ihren Koffer heraus, den sie am Nachmittag unter das Bett gelegt hatte. Dann ging sie langsam die Treppe hinunter, öffnete die Haustür und ging vorsichtig durch den Garten.

Elisabeth hatte Angst, daß eine Lehrerin sie sehen würde. Aber niemand sah sie, und sie lief die Straße entlang zum Bahnhof. Plötzlich hörte sie jemand. Ein Polizist kam um die Ecke. Sie wartete im Eingang eines Hauses, bis er vorbeigegangen war.

Es war dreiundzwanzig Uhr, als sie den Bahnhof erreichte<sup>2</sup>. Sie fragte, "Wann fährt der nächste Zug nach London?" "In zwei Minuten", antwortete eine alte Dame, "Du mußt schnell auf Bahnsteig vier gehen." Da war aber kein Zug. "Bitte von welchem Bahnsteig fährt der Zug nach London?" fragte sie jetzt einen Beamten<sup>3</sup>. "Von Bahnsteig drei, Fräulein", antwortete er.

Als sie den Bahnsteig erreichte<sup>2</sup>, war der Zug leider schon abgefahren. Mit traurigem Gesicht sah sie auf den Fahrplan. Der nächste Zug fährt erst morgen früh nach London, dachte sie. Sie weinte und ging wieder zur Schule zurück.

<sup>1</sup> das Internat - boarding school

<sup>2</sup> erreichen - to reach

<sup>3</sup> der Beamte - official

Answer the following questions in ENGLISH.

1. What did Elisabeth think of her new accommodation? (1 mark)  
\_\_\_\_\_
2. Where did Elisabeth live before this? (1 mark)  
\_\_\_\_\_
3. When did the girls all have to go to bed? (1 mark)  
\_\_\_\_\_

Why was everything soon quiet in the dormitory? (2 marks)

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What preparation had Elisabeth made for her escape? (2 marks)

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Mention six things Elisabeth did after waiting half an hour. (6 marks)

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What was Elisabeth worried about? (1 mark)

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Who nearly caught Elisabeth? How did she prevent this? (3 marks)

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At what time did the train leave for London? (1 mark)

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What two things did Elisabeth discover when she reached platform 4 as directed? (2 marks)

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What two things did Elisabeth find out on the correct platform? (2 marks)

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What was Elisabeth's reaction to this information and what did she decide to do? (2 marks)

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4.1
24

(Turn over

**QUESTION FOUR: SECTION TWO: COMPLETION TEST**

(16 marks)

Herr Strauß has to be out of Berlin for a few nights. He is faced with the following 8 situations. Choose his most appropriate response from the 10 options A - J and write the letter of this response in the appropriate box. TWO responses will not be used.

**Situations**

1. Man hatte für Herrn Strauß kein Zimmer reserviert.
2. Er hatte seine Toilettensachen vergessen.
3. "Sind Sie fertig?" fragte ein Kollege.
4. In der Stadt sah er, daß er sehr wenig Geld mithatte.
5. Er wollte schnell über die Straße zur Bäckerei gehen.
6. Er traf einen Bekannten.
7. Am Abend kam er spät im Theater an.
8. Er plant, am nächsten Tag wieder nach Hause zu fahren.

Situation	Response
1	
2	
3	
4	
5	
6	
7	
8	

**Responses**

- A. "Gleich. Ich hole nur schnell meine Tasche."
- B. "Die Ampel ist rot. Ich muß warten."
- C. "Wir sehen uns bald wieder."
- D. "Gibt es eine Bank hier in der Nähe?"
- E. "Wann fährt der Zug morgen nach Berlin?"
- F. "Gibt es noch Karten?"
- G. "Leckere Bonbons. Mmmm."
- H. "Ich rufe das Verkehrsamt an."
- I. "Ist die Drogerie noch auf?"
- J. "Schön Sie wiederzusehen!"

4.2

16

**QUESTION FIVE: WRITING TASKS** (40 marks)

**SECTION ONE: SHORT ANSWERS** (16 marks)

Write about 20 words in **GERMAN** on **TWO** of the following topics.

TOPIC A on this page.


AND/OR TOPIC B on page 14.

AND/OR TOPIC C on page 15.

**YOU MUST FOLLOW THE GUIDELINES PROVIDED. AVOID REPETITION.**

Write the number of words you have used in the space provided at the end of each writing task.

**Topic A:** Fax a message to your grandmother using the given information asking her to collect you from the station. Write about 20 words.

					
<b>Reiseverbindungen</b> Connections Horaires des trains					
Reisetag/Wochentag date/day date/jour	<i>Sam</i>				Auskunft ohne Gewähr information without guarantee renseignements non garantis
Station	Uhr time heure	Uhr time heure	Uhr time heure	Uhr time heure	Bemerkungen notes observations
<i>Frankfurt</i>	<i>ab</i>	<i>12.23</i>			
<i>Hamburg</i>	<i>an</i>	<i>18.31</i>			<i>Bahnsteig 8</i>

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= number of words used

5.1A

8

(Turn over

## AND/OR

**Topic B:** A parcel has just been delivered to you by post. In about 20 words write a thank you note to the sender of the parcel with a promise to write again or ring soon.

Briefträger: Grüß Gott, Petra!

Petra: Grüß Gott! Oh, wie schön...ein Paket. Es ist von meiner Tante aus der Schweiz. Sie denkt immer an meinen Geburtstag.

Bonn, den 11. November

Liebe Tante Johanna,

= number of words used

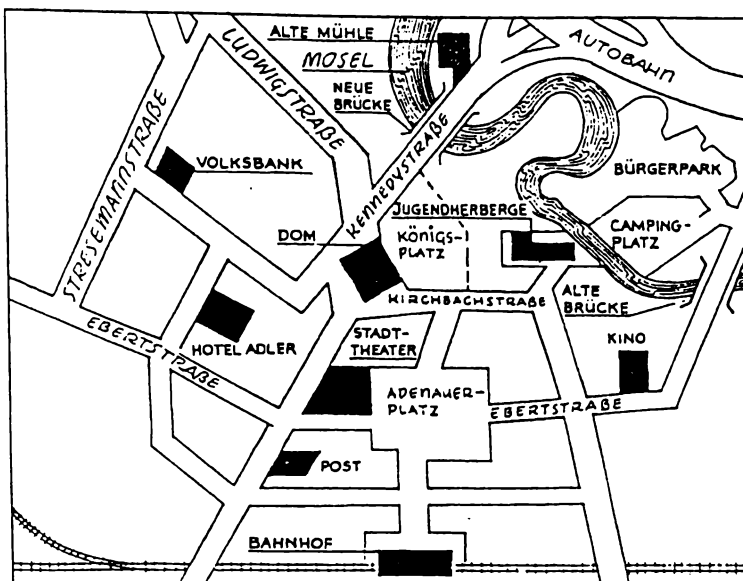
5.1B

8

AND/OR

Topic C:

You are at the station. You ask for directions to the camping ground and are given a reply. Write in about 20 words the conversation that takes place.




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= number of words used

5.1C

(Turn over

**QUESTION FIVE: SECTION TWO: COMPOSITION (24 marks)**

Write a passage in **GERMAN** of about 60 words on **ONE** of the following topics:

- TOPIC A : (pages 16-17) - picture used as a starting point
- OR TOPIC B : (pages 18-19) - report to write
- OR TOPIC C : (pages 20-21) - series of pictures
- OR TOPIC D : (pages 22-23) - description of a place

**YOU MUST FOLLOW THE GUIDELINES PROVIDED. AVOID REPETITION.**

Write the number of words you have used at the end of the topic you choose.

**Topic A : Picture used as a starting point**

Using the picture as a starting point describe in about 60 words a visit to the doctor.



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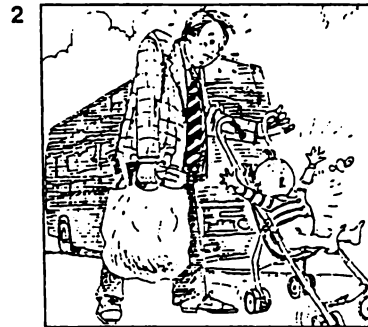
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OR

Topic C: Series of pictures

Walter's wife is away for the day leaving Walter to look after the children. Using the pictures as guidelines describe Walter's day in about 60 words.

\* sich streiten - to argue / fight



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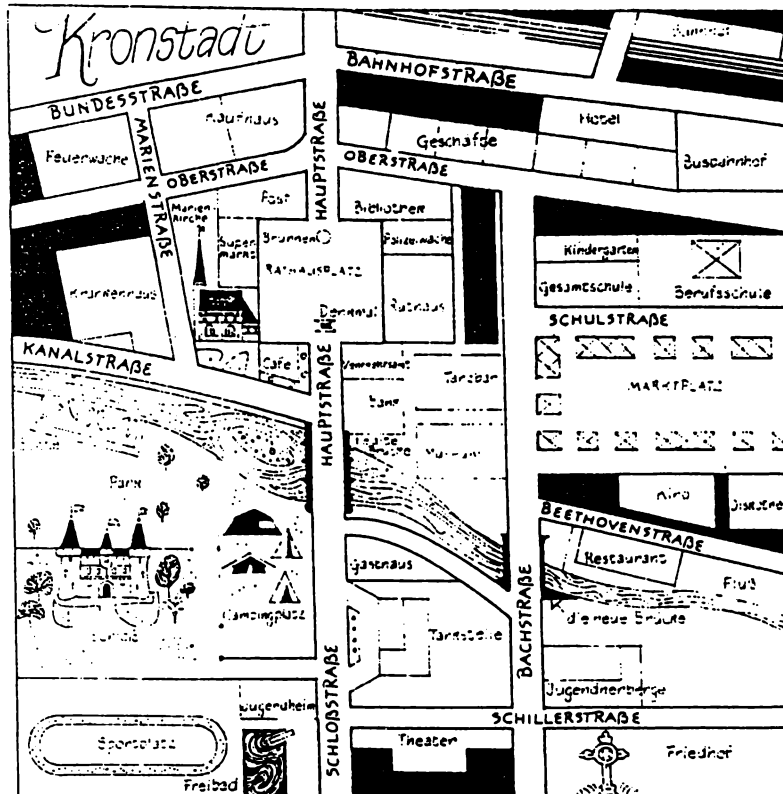
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OR

Topic D: Description of a place

Below is a map of Kronstadt, your home town. In about 60 words write a letter to your penfriend describing what there is to see and do there, as s/he is coming for a visit soon.



*Kronstadt, den 2. Mai.*

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**New Zealand Qualifications Authority**  
**SCHOOL CERTIFICATE EXAMINATION, 1997**

**GERMAN**

**INSTRUCTIONS FOR SUPERVISOR  
AND TEACHER**

Booklet contains:

Instructions for the supervisor – page 2.

Notes for the teacher reading the Listening Comprehension passages (Question One) – page 2.

Notes for the teacher reading the Dictation (Question Two) – page 2.

Instructions for the teacher reading the Listening Comprehension passages (Question One) – pages 3 - 9.

Instructions for the teacher reading the Dictation (Question Two) – pages 10 - 11.

**CHECK THAT THIS BOOKLET CONTAINS PAGES 2 – 11 IN THE CORRECT ORDER.**

### INSTRUCTIONS FOR THE SUPERVISOR

The group for a single session for this examination should not comprise more than 40 candidates.

Ask whether any candidates have any difficulty in hearing and seat such candidates as near as possible to the teacher.

In no circumstances should the teacher see any copy of the candidates' booklets before or while reading the passages.

The time allowed for this examination is 2 hours 30 minutes. Begin timing when the teacher begins to read out the Question One, Section 1 instructions at the point marked \* near the top of page 3.

**NOTE :** The total time allowed for Question One (the Listening Comprehension) and Question Two (the Dictation) is 55 minutes. The teacher should not be stopped if s/he exceeds this limit. The timing of the various pauses is given and done by the teacher. (Refer to the NOTES FOR THE TEACHER.)

### NOTES FOR THE TEACHER READING THE LISTENING COMPREHENSION PASSAGES (QUESTION ONE)

The prescription specifies that 40 minutes will be allowed for Listening Comprehension. You should complete Question One, Section 1a, Section 1b and Section 2 within 40 minutes.

The timing of the various pauses is to be done by you. The times allocated for the pauses are given.

It is recommended that as you complete each reading you tick it off in the boxes alongside the instructions.

### NOTES FOR THE TEACHER READING THE DICTATION (QUESTION TWO)

The prescription specifies that a maximum of 15 minutes will be allowed for the Dictation and you should complete it in this time. If you exceed the time limit candidates will be penalised by having less time to complete the rest of the paper.

During the second and third readings, you should read neither very quickly nor very slowly. Appropriate pauses should be made after each group of words as shown by the lines, e.g. (/). Each group is to be read **TWICE**.

The punctuation required by the candidates is given in word form and underlined in readings two, three and four. Punctuation not given in word form is to be indicated by the tone of voice only. The German words and punctuation are given in the candidates' booklets.

The headings 'One', 'Two', 'Three', 'Four', 'Five', and 'Six' are given in the candidates' booklets.

It is recommended that as you complete each reading you tick it off in the boxes alongside the instructions.

Details of the lengths of pauses after readings three and four (2 minutes and 1 minute respectively) are printed in the candidates' booklets as part of their instructions.

**INSTRUCTIONS FOR THE TEACHER READING THE LISTENING COMPREHENSION**

Read out to the candidates all the material printed below in italics. Tick the boxes as you complete each reading.

**QUESTION ONE: LISTENING COMPREHENSION****SECTION 1a: LISTENING COMPREHENSION WITH PICTURES**

*Open your booklets at Question One, Section 1a, on page 2 and read the instructions. Then look at the pictures. You have 1 minute to do so.*

PAUSE for 1 minute.  Then read out:

*You will hear 8 short dialogues. You are to decide which dialogue best matches which picture. Write the letter of the picture in the box alongside the appropriate dialogue number.*

*If you change your mind, clearly cross out your original answer. Write ONE answer only in six of the eight boxes.*

*TWO of the dialogues will not match any of the pictures.*

*The dialogues will be read twice.*

**FIRST READING**

Dialogue 1: - *Darf ich Ihnen mit dem Kinderwagen helfen?*  
- *Ja, gerne, das wäre nett.*

PAUSE for 10 seconds

Dialogue 2: - *Ich muß schnell meine Tasche holen.*  
- *Dort drüben ist der Zeitungskiosk.*

PAUSE for 10 seconds

Dialogue 3: - *Sie können sich hier hinsetzen. Hier gibt es noch Platz.*  
- *Das ist aber sehr freundlich. Danke schön.*

PAUSE for 10 seconds

Dialogue 4: - *Moment! Ich mache Ihnen die Tür auf.*  
- *Danke schön.*

PAUSE for 10 seconds

Dialogue 5: - *Das finde ich aber nett, daß Sie mir den Koffer tragen!*  
- *Das mache ich doch gerne!*

PAUSE for 10 seconds

Dialogue 6: - *Hier ist ein Fensterplatz frei.*  
- *Danke. Können Sie mir bitte meinen Koffer nach oben legen.*

PAUSE for 10 seconds

**Turn over**

- Dialogue 7: - *Entschuldigen Sie bitte. Ich habe meine Brille vergessen.  
Könnten Sie mir vielleicht sagen, wie teuer dieser Joghurt ist?*  
- *Ja, eine Mark achtundfünfzig.*

PAUSE for 10 seconds

- Dialogue 8: - *Warten Sie, ich komme herum und helfe Ihnen mit dem Koffer.*  
- *Ach danke, das ist nicht nötig. Ich kann es schon!*

PAUSE for 20 seconds

## SECOND READING

- Dialogue 1: - *Darf ich Ihnen mit dem Kinderwagen helfen?*  
- *Ja, gerne, das wäre nett.*

PAUSE for 10 seconds

- Dialogue 2: - *Ich muß schnell meine Tasche holen.*  
- *Dort drüben ist der Zeitungskiosk.*

PAUSE for 10 seconds

- Dialogue 3: - *Sie können sich hier hinsetzen. Hier gibt es noch Platz.*  
- *Das ist aber sehr freundlich. Danke schön.*

PAUSE for 10 seconds

- Dialogue 4: - *Moment! Ich mache Ihnen die Tür auf.*  
- *Danke schön.*

PAUSE for 10 seconds

- Dialogue 5: - *Das finde ich aber nett, daß Sie mir den Koffer tragen!*  
- *Das mache ich doch gerne!*

PAUSE for 10 seconds

- Dialogue 6: - *Hier ist ein Fensterplatz frei.*  
- *Danke. Können Sie mir bitte meinen Koffer nach oben legen.*

PAUSE for 10 seconds

- Dialogue 7: - *Entschuldigen Sie bitte. Ich habe meine Brille vergessen.  
Könnten Sie mir vielleicht sagen, wie teuer dieser Joghurt ist?*  
- *Ja, eine Mark achtundfünfzig.*

PAUSE for 10 seconds

- Dialogue 8: - *Warten Sie, ich komme herum und helfe Ihnen mit dem Koffer.*  
- *Ach danke, das ist nicht nötig. Ich kann es schon!*

PAUSE for 20 seconds

## b: LISTENING COMPREHENSION WITHOUT PICTURES

Use 3 of your booklets. Read the instructions and look at the multiple-choice alternatives. You have 15 minutes to do so.

15 minutes  Then read out:

Listen to 8 short dialogues or statements. For numbers 1 - 4 you are to decide who is speaking and for numbers 5 - 8 you are to decide what the speaker needs. Four alternatives are given.

Write beside the most appropriate answer. If you change your mind, clearly cross out your original answer. Mark ONE box only for each dialogue or statement.

Each audio will be read twice.

## PART 1 - 4 WHO IS SPEAKING?

1. Hans ist ein netter Junge. Ich möchte aber, daß du um 10 Uhr wieder zu Hause bist. Ist das denn zu früh? Zehn ist doch zu früh.

10 seconds

Morgen, Frau Schultz. Haben Sie gut geschlafen? Das Zimmer war zu laut. Haben Sie ein anderes Zimmer frei?

10 seconds

24 Grad. Vielleicht bekommen wir heute frei, weil es so heiß ist. Gut! Ich habe in der dritten Stunde Erdkunde und das ist bestimmt nicht mein Lieblingsfach.

10 seconds

Ich brauche jemanden, sechs Taschentücher, vier Handtücher und zwei Betttücher. So, das ist alles für heute. Mehr geht nicht hinein. Ich habe aber leider noch schmutzige Kleidung.

10 seconds

## PART 1 - 4 WHO IS SPEAKING?

1. Hans ist ein netter Junge. Ich möchte aber, daß du um 10 Uhr wieder zu Hause bist. Ist das denn zu früh? Zehn ist doch zu früh.

10 seconds

Morgen, Frau Schultz. Haben Sie gut geschlafen? Das Zimmer war zu laut. Haben Sie ein anderes Zimmer frei?

10 seconds

24 Grad. Vielleicht bekommen wir heute frei, weil es so heiß ist. Gut! Ich habe in der dritten Stunde Erdkunde und das ist bestimmt nicht mein Lieblingsfach.

10 seconds

- 4 - *Zwei Hemden, sechs Taschentücher, vier Handtücher und zwei Betttücher. So, das ist alles für heute. Mehr geht nicht hinein. Ich habe aber leider noch schmutzige Kleidung.*

PAUSE for 20 seconds

**FIRST READING 5 - 8      WHAT DOES THE SPEAKER NEED?**

- 5 - *Ein Kinderkleid und zwei Paar Kindersocken. Das macht zusammen neununddreißig Mark fünfundsechzig.*

PAUSE for 10 seconds

- 6 - *Ach, ich habe mir in den Finger geschnitten.*

PAUSE for 10 seconds

- 7 - *Heute war der Direktor schön böse mit mir, weil ich spät gekommen bin. Ich schlafe immer zu lange. Ich darf nicht wieder spät kommen.*

PAUSE for 10 seconds

- 8 - *Wasser ist gestern bei dem schlechten Wetter durch das Dach gekommen. Jetzt ist die Wand im Schlafzimmer naß.*

PAUSE for 20 seconds

**SECOND READING 5 - 8      WHAT DOES THE SPEAKER NEED?**

- 5 - *Ein Kinderkleid und zwei Paar Kindersocken. Das macht zusammen neununddreißig Mark fünfundsechzig.*

PAUSE for 10 seconds

- 6 - *Ach, ich habe mir in den Finger geschnitten.*

PAUSE for 10 seconds

- 7 - *Heute war der Direktor schön böse mit mir, weil ich spät gekommen bin. Ich schlafe immer zu lange. Ich darf nicht wieder spät kommen.*

PAUSE for 10 seconds

- 8 - *Wasser ist gestern bei dem schlechten Wetter durch das Dach gekommen. Jetzt ist die Wand im Schlafzimmer naß.*

PAUSE for 20 seconds

**QUESTION ONE: SECTION 2**

Look at pages 4 and 5 of your booklets. Read the instructions and the text you are to complete. You have ONE minute to do so.

PAUSE for 1 minute  Then read out:

You will hear a text about a day in the life of Dieter and some of his weekly routines. The text is divided into 5 parts. The text will be read three times, once as a whole and twice in parts. During the first reading you must not write anything down. During the second and third readings, write the appropriate information in the spaces given.

**FIRST READING. DO NOT WRITE ANYTHING DOWN.**

Ich heie Dieter und bin 16 Jahre alt. In der Woche stehe ich immer gegen Viertel vor sieben auf. Am Wochenende schlafe ich gern lange, wenn ich nicht in die Schule mu. Wenn ich aber samstags wie heute in die Schule mu, stehe ich frh auf, da ich mit der Straenbahn zur Schule fahre. Die Schule beginnt bei uns um acht.

Zum Frhstck esse ich meistens Brtchen mit Kse oder Brot mit Marmelade. Zwanzig vor acht fhrt dann die Straenbahn ab. In der Straenbahn spielen wir Karten oder machen Hausaufgaben. Heute beginne ich mit zwei Stunden Mathe. Weil Mathe mir nicht so gut gefllt, freue ich mich immer auf die Pause. Ich darf dann rauchen. Zwanzig Minuten dauert die Pause. Dann gibt's Geschichte und Naturwissenschaft.

Bevor ich heute nach Hause gehe, mu ich zuerst zum Markt. Mutti will Fleisch, Obst, Kse und Eier. Zu Hause macht mir dann Mutti etwas zu essen. Meistens essen wir warm - Fisch mit Kartoffeln und Gemse und manchmal auch einen Nachtisch.

Nachmittags gehe ich in mein Zimmer. C.D. Spieler an, sehr laut. Das rgert Mutti, mu aber sein. Dienstags und donnerstags habe ich um vier Uhr Fuballtraining. Ich spiele fr unseren Club Blau-Wei. Toller Club. Mittwochs bin ich von drei bis fnf in einem Jugendclub. Da treffe ich viele andere Mdchen und Jungen so alt wie ich.

Hausaufgaben mu ich leider auch machen. Nicht gerne, mu ich sagen. Abends darf ich nicht oft weg, weil ich zwei Stunden pro Tag Hausaufgaben machen mu. Manchmal mehr aber auch manchmal weniger. Am Wochenende darf ich auf eine Party oder manchmal ins Kino gehen. Ich darf selten fernsehen, weil mein Vater es nicht mag.

**3. SECOND AND THIRD READINGS IN FIVE PARTS - YOU MAY NOW WRITE DOWN THE APPROPRIATE INFORMATION IN ENGLISH IN THE SPACES GIVEN.**

**PART 1: SECOND READING**

Ich heie Dieter und bin 16 Jahre alt. In der Woche stehe ich immer gegen Viertel vor sieben auf. Am Wochenende schlafe ich gern lange, wenn ich nicht in die Schule mu. Wenn ich aber samstags wie heute in die Schule mu, stehe ich frh auf, da ich mit der Straenbahn zur Schule fahre. Die Schule beginnt bei uns um acht.

Pause for 5 seconds

**PART 1: THIRD READING**

Ich heie Dieter und bin 16 Jahre alt. In der Woche stehe ich immer gegen Viertel vor sieben auf. Am Wochenende schlafe ich gern lange, wenn ich nicht in die Schule mu. Wenn ich aber samstags wie heute in die Schule mu, stehe ich frh auf, da ich mit der Straenbahn zur Schule fahre. Die Schule beginnt bei uns um acht.

Pause for 10 seconds

(Turn over

**PART 2: SECOND READING**

Zum Frühstück esse ich meistens Brötchen mit Käse oder Brot mit Marmelade. Zwanzig vor acht fährt dann die Straßenbahn ab. In der Straßenbahn spielen wir Karten oder machen Hausaufgaben. Heute beginne ich mit zwei Stunden Mathe. Weil Mathe mir nicht so gut gefällt, freue ich mich immer auf die Pause. Ich darf dann rauchen. Zwanzig Minuten dauert die Pause. Dann gibt's Geschichte und Naturwissenschaft.

Pause for 5 seconds

**PART 2: THIRD READING**

Zum Frühstück esse ich meistens Brötchen mit Käse oder Brot mit Marmelade. Zwanzig vor acht fährt dann die Straßenbahn ab. In der Straßenbahn spielen wir Karten oder machen Hausaufgaben. Heute beginne ich mit zwei Stunden Mathe. Weil Mathe mir nicht so gut gefällt, freue ich mich immer auf die Pause. Ich darf dann rauchen. Zwanzig Minuten dauert die Pause. Dann gibt's Geschichte und Naturwissenschaft.

Pause for 10 seconds

**PART 3: SECOND READING**

Bevor ich heute nach Hause gehe, muß ich zuerst zum Markt. Mutti will Fleisch, Obst, Käse und Eier. Zu Hause macht mir dann Mutti etwas zu essen. Meistens essen wir warm - Fisch mit Kartoffeln und Gemüse und manchmal auch einen Nachtisch.

Pause for 5 seconds

**PART 3: THIRD READING**

Bevor ich heute nach Hause gehe, muß ich zuerst zum Markt. Mutti will Fleisch, Obst, Käse und Eier. Zu Hause macht mir dann Mutti etwas zu essen. Meistens essen wir warm - Fisch mit Kartoffeln und Gemüse und manchmal auch einen Nachtisch.

Pause for 10 seconds

**PART 4: SECOND READING**

Nachmittags gehe ich in mein Zimmer. C.D. Spieler an, sehr laut. Das ärgert Mutti, muß aber sein. Dienstags und donnerstags habe ich um vier Uhr Fußballtraining. Ich spiele für unseren Club Blau-Weiß. Toller Club. Mittwochs bin ich von drei bis fünf in einem Jugendclub. Da treffe ich viele andere Mädchen und Jungen so alt wie ich.

Pause for 5 seconds

**PART 4: THIRD READING**

Nachmittags gehe ich in mein Zimmer. C.D. Spieler an, sehr laut. Das ärgert Mutti, muß aber sein. Dienstags und donnerstags habe ich um vier Uhr Fußballtraining. Ich spiele für unseren Club Blau-Weiß. Toller Club. Mittwochs bin ich von drei bis fünf in einem Jugendclub. Da treffe ich viele andere Mädchen und Jungen so alt wie ich.

Pause for 10 seconds

**PART 5: SECOND READING**

Hausaufgaben muß ich leider auch machen. Nicht gerne, muß ich sagen. Abends darf ich nicht oft weg, weil ich zwei Stunden pro Tag Hausaufgaben machen muß. Manchmal mehr aber auch manchmal weniger. Am Wochenende darf ich auf eine Party oder manchmal ins Kino gehen. Ich darf selten fernsehen, weil mein Vater es nicht mag.

Pause for 5 seconds

**PART 5: THIRD READING**

Hausaufgaben muß ich leider auch machen. Nicht gerne, muß ich sagen. Abends darf ich nicht oft weg, weil ich zwei Stunden pro Tag Hausaufgaben machen muß. Manchmal mehr aber auch manchmal weniger. Am Wochenende darf ich auf eine Party oder manchmal ins Kino gehen. Ich darf selten fernsehen, weil mein Vater es nicht mag.

Pause for 10 seconds



This is the end of the Listening Comprehension. Now turn in your booklets to Question 2, the Dictation, on page 6.

**INSTRUCTIONS FOR THE TEACHER READING THE DICTATION**

Read out to the candidates all the material printed below in italics, according to the instructions given.

Tick the boxes as you complete each section.

*You have 2 minutes to read through the instructions for the Dictation on page 6 and the incomplete dialog on page 7.*

PAUSE for 2 minutes.  Then say:

*Question 2: Dictation. On page 7 of your booklets is an incomplete interview with Alan and Karen who are asked about their hobbies and interests. You will hear this interview with Alan and Karen four times. First you will hear the interview as a whole. Then Alan's and Karen's responses will be read to you in short sections, with each section being read twice. Finally you will hear the whole interview again.*

*Correct punctuation is important.*

**FIRST READING. DO NOT WRITE ANYTHING DOWN.****HOBBIES AND INTERESTS**

*Interviewer: Magst du Sport, Alan?*

*Alan: Nein, ich interessiere mich dafür nicht. Ich treibe nicht gern Sport.*

*Interviewer: Und du Karen ... bist du Sportlerin?*

*Karen: Ich spiele gern Tennis und gehe fast jeden Abend schwimmen.*

*Interviewer: Wo schwimmst du?*

*Karen: Im Hallenbad in der Stadtmitte. Ich bin aber keine gute Schwimmerin.*

*Interviewer: Bist du musikalisch, Alan?*

*Alan: Ich liebe Musik und höre sie gern aber spiele selbst kein Instrument. Als ich acht Jahre alt war, habe ich mit Klavierstunden angefangen. Ich habe es aber schwer gefunden und ich war zu faul. Ich wollte nie üben.*

*Interviewer: Du hast also aufgegeben?*

*Alan: Ja. Und ich muß sagen, das war sehr dumm von mir!*

*Interviewer: Hast du Talent für Musik, Karen?*

*Karen: Ich lerne seit einem Jahr Gitarre. Das macht mir viel Spaß, obwohl ich nicht so gut bin.*

PAUSE for 5 seconds.

Then continue. Appropriate pauses are to be made after each group of words shown by the lines (/). **E: group of words is to be read twice.**

**SECOND AND THIRD READINGS.** You may now write down Alan's and Karen's responses.

ONE: Alan:    *Nein Komma / ich interessiere mich / dafür nicht Punkt / Ich treibe nicht gern Sport Punkt /*

TWO: Karen:   *Ich spiele gern Tennis / und gehe fast / jeden Abend schwimmen Punkt /*

THREE: Karen: *Im Hallenbad / in der Stadtmitte Punkt / Ich bin aber / keine gute Schwimmerin Punkt /*

Alan: Ich liebe Musik / und höre sie gern / aber spiele selbst / kein Instrument Punkt /  
Als ich acht Jahre alt war Komma / habe ich mit Klavierstunden /  
angefangen Punkt / Ich habe es aber / schwer gefunden / und ich war zu faul Punkt /  
Ich wollte nie üben Punkt /

Alan: Ja Punkt / Und ich muß sagen Komma / das war sehr dumm von mir  
Ausrufezeichen /

Karen: Ich lerne seit einem Jahr / Gitarre Punkt / Das macht mir / viel Spaß  
Komma / obwohl ich nicht so gut bin Punkt /

After two minutes to revise what you have written. Then the whole interview will be read to you again.

for 2 minutes.  Then read:

**READING:**

Karen: Magst du Sport, Alan?

Alan: Nein Komma ich interessiere mich dafür nicht Punkt Ich treibe nicht gern Sport Punkt

Karen: Und du Karen ... bist du Sportlerin?

Alan: Ja Punkt Ich spiele gern Tennis und gehe fast jeden Abend schwimmen Punkt

Karen: Wo schwimmst du?

Alan: Im Hallenbad in der Stadtmitte Punkt Ich bin aber keine gute Schwimmerin Punkt

Karen: Bist du musikalisch, Alan?

Alan: Ja Punkt Ich liebe Musik und höre sie gern aber spiele selbst kein Instrument Punkt Als ich acht Jahre alt war  
habe ich mit Klavierstunden angefangen Punkt Ich habe es aber schwer gefunden und ich war zu  
faul Punkt Ich wollte nie üben Punkt

Karen: Du hast es also aufgegeben?

Alan: Ja Punkt Und ich muß sagen Komma das war sehr dumm von mir Ausrufezeichen /

Karen: Hast du Talent für Musik, Karen?

Alan: Ja Punkt Ich lerne seit einem Jahr Gitarre Punkt Das macht mir viel Spaß Komma obwohl ich nicht so gut bin

After one minute to make a final check of your work.

for one minute.  Then say:

At the end of the Dictation. You may now continue with the rest of the paper.

The teacher must now leave the room.

Affix label with Candidate  
Number here.  
If transfer candidate, enter  
number if known, or name here.

No. 027A



**New Zealand Qualifications Authority**  
**SCHOOL CERTIFICATE EXAMINATION, 1991**

**GERMAN**

**QUESTION AND ANSWER BOOKLET**

**PAPER A**

Time allowed: Forty minutes

Paper A is worth a total of 20 marks.

**QUESTION ONE: LISTENING COMPREHENSION**

Section 1: Matching pictures with sentences heard. (8 marks)

Section 2: Making additions to a map and plan. (12 marks)

Answer each section in the spaces provided in this booklet.

If you need more space for any answer, ask the Supervisor for extra paper.

Check that this booklet contains pages 3 - 7 in the correct order.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION**

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**(Turn over**

**QUESTION ONE: LISTENING COMPREHENSION (20 marks)****SECTION 1: MATCHING PICTURES WITH SENTENCES HEARD (8 marks)**

Under Sections 1A and 1B on pages 4 and 5 you will see six pictures.

For each section you will hear four statements in German. Each of these statements will correspond to what a character in one of the pictures could be saying. There will be no statement heard for two of the pictures.

Decide which picture best relates to the statement as you hear it and write the letter of the picture in the box next to the number of the statement.

For example, if you think Picture C matches statement 1, write C next to the number 1 in the box provided.

STATEMENT	PICTURE
1	C
2	
3	
4	

You will hear the four statements through twice.

(Turn over

SECTION 1A:

A



B



C



D



E



F

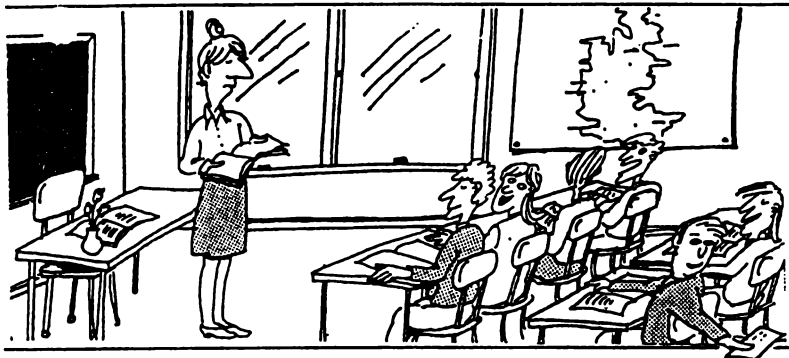


STATEMENT	PICTURE
1	
2	
3	
4	

1.1 A

4

SECTION 1B:



STATEMENT	PICTURE
5	
6	
7	
8	

1.1 B 4 + 1.1 A. = 1.1 8

(Turn over)

## SECTION 2: MAKING ADDITIONS TO A MAP AND PLAN (12 marks)

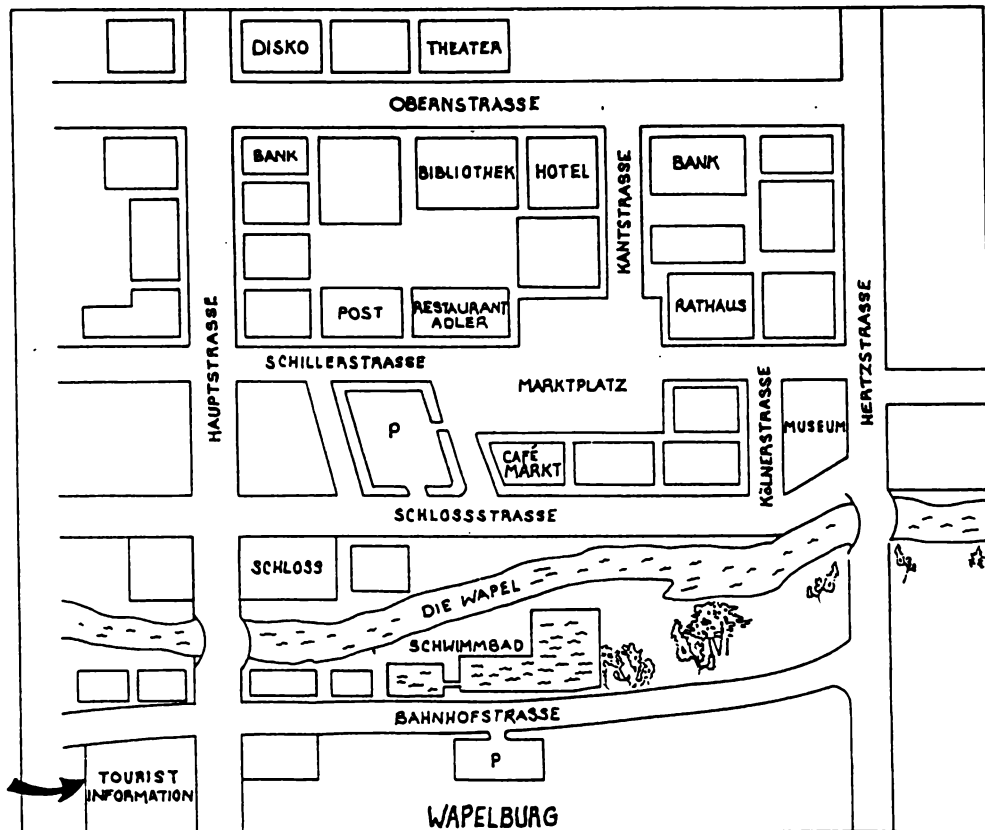
### SECTION 2A: MAP

You are visiting a German town for the first time and you want to know where to find certain places. At the Tourist Information Office you are given the map you see below; but these 5 places are not marked on it:

1. eine Kirche
2. ein Supermarkt
3. eine Konditorei
4. ein Kino
5. ein Nachtclub

Listen carefully while the woman at the Tourist Information Office tells you where to find these places. Write the number of the place in an empty box on the map below.

You will hear what she says **TWICE**. The first reading will be in three sections with a short pause between each one. You should write the numbers of the five places as soon as you hear where they are. Then you will hear what she says again.



1.2 A

5

**SECTION 2B: FILLING OUT A PLAN OF ACTIVITIES**

You are living in Germany with Frau and Herr Roscher and their dog Bodo. One weekend Frau Roscher has to go away. Because her husband is ill, she leaves you in charge and asks you to do several things.

You take careful note of what she tells you. Fill in the details in ENGLISH on the plan below. Write as much detail as is necessary, but only what you hear her say. Do not invent extra jobs for yourself! (You do not have to write full sentences.)

You will hear Frau Roscher's instructions **THREE** times. First the whole passage (you must not write anything down during this first reading); then in four parts, each part will be read twice; there will be a pause of 20 seconds after the second reading and 50 seconds after the third reading to give you time to write out the plan of activities.

*THINGS TO DO*

For Herr Roscher:

1 \_\_\_\_\_

2 \_\_\_\_\_

For the dog:

1 \_\_\_\_\_

2 \_\_\_\_\_

Shopping:

at the market: \_\_\_\_\_

at the supermarket: \_\_\_\_\_

Other:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Remember:

Frau Roscher arrives home \_\_\_\_\_

1.2 B  
7

+ 1.2 A =

1.2  
12

Affix label with Candidate  
Number here.  
If transfer candidate, enter  
number if known, or name here.

No. 027B



## New Zealand Qualifications Authority

### SCHOOL CERTIFICATE EXAMINATION, 1991

## GERMAN

### QUESTION AND ANSWER BOOKLET

## PAPER B

Time allowed: One hour fifty minutes

Paper B is worth a total of 60 marks.

Answer all questions, BUT NOTE you have a choice of writing tasks in Question Five, Section 1 and Section 2.

QUESTION TWO:	DICTATION	(10 marks)
QUESTION THREE:	TRANSLATION	(10 marks)
QUESTION FOUR:	READING COMPREHENSION	
	Section 1: Questions in English	(13 marks)
	Section 2: Completion Test	(7 marks)
QUESTION FIVE:	WRITING TASKS	
	Section 1: Short answers	(8 marks)
	Section 2: Composition	(12 marks)

Answer each section in the spaces provided in this booklet.

If you need more space for any answer, ask the Supervisor for extra paper.

Check that this booklet contains pages 2 - 19 in the correct order.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION**

**QUESTION TWO: DICTATION (10 marks)****WRITING OUT ONE SIDE OF A DIALOGUE****Ulrike phones while on holiday**

On the next page is an incomplete telephone conversation between you and Ulrike.

You are alone in your German host-parents' house when their daughter Ulrike Etzin phones from Furtwangen in Baden-Württemberg. You write down exactly what she says, so that her parents get the complete message.

You will hear what Ulrike says four times. Firstly, you will hear the phone conversation as a whole. Then the missing parts will be read to you in short sections, each section being read twice. Finally you will hear the whole conversation again.

During the first reading do not write anything down. Just listen and read.

Write what Ulrike says during the second and third readings. After the third reading you will have two minutes to read through and correct what you have written.

Finally the conversation will be read as a whole again and you will have one minute to do a final check of what you have written.

Your writing must be clear and easy to read.

The following words for punctuation will be used:

Komma ,

Punkt

Ausrufezeichen !

The following names will be used:

Furtwangen

Tanja

## Ulrike phones while on holiday

Du: Hier bei Etzin.

Ulrike: Tag! Sind meine Eltern da?

Du: Nein, aber ich schreibe alles auf, was du sagst, Ulrike.

Ulrike: O.K.

Du: Wo seid ihr?

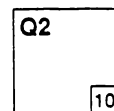
Ulrike: (Part 1) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Du: Wie geht es euch?

Ulrike: (Part 2) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Du: Kommt ihr bald nach Hause?

Ulrike: (Part 3) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



(Turn over



**QUESTION FOUR : READING COMPREHENSION (20 marks)****SECTION ONE: ANSWERING IN ENGLISH QUESTIONS IN ENGLISH (13 marks)**

Read the following passage carefully, then answer the questions on the opposite page **IN ENGLISH**.

**DO NOT TRANSLATE** the passage. Just answer the questions about it.

## A NEW LIFE

Regine und Holger Braun wohnten bis Anfang 1991 in der DDR nicht weit von Berlin.

28 Jahre lang gab es eine Mauer zwischen Ost- und Westberlin. Die Menschen auf einer Seite durfte die anderen nicht frei besuchen. Dann seit dem neunten November 1989, als sich die Grenze zwischen den Ost- und Westsektoren der Stadt öffnete, wuchs Berlin wieder zusammen. In der Sylvesternacht feierten Menschen aus Ostdeutschland mit Menschen aus Westdeutschland. Einige brannten Kerzen viele kletterten auf das Brandenburger Tor\* und sahen auf die Menge unten. Berliner und Touristen schlugen Stücke aus der Mauer und behielten sie als Andenken.

Dann kam „der glücklichste Tag der Deutschen“. Am dritten Oktober letzten Jahres wurde ein Traum wahr. Deutschland war, mit 78,7 Millionen Einwohnern, wieder ein Land.

Im Januar dieses Jahres fuhren Regine und Holger mit ihren neuen Reisepässen nach Westen, um einige Zeit bei Holgers Grosseltern zu verbringen und sich ein neues Leben zu bauen. Sie haben schnell Arbeitsstellen bekommen, und die Grosseltern haben ihnen beim Wohnungssuchen geholfen.

Regine und Holger sind glücklich. Ihre neue Wohnung hat drei Zimmer und ein Bad. In der Kleinstadt nördlich von Berlin, wo sie herkamen, hatten sie nur anderthalb Zimmer. Und die schönen verschiedenen Sachen in den Geschäften, kannten sie auch schon lange - sie hatten doch immer Westfernsehen geschaut

Die beiden haben vor, ein Auto zu kaufen. „Das würde eine Dreiviertelstunde Arbeitsweg im Bus mit zweimal Umsteigen sparen,“ erklärt Regine. „Und man könnte damit natürlich schöne Reisen machen - sogar nach Frankreich und in die Schweiz!“

\* Brandenburger Tor      Brandenburg Gate

Answer the following questions **IN ENGLISH**.

Write your answers in the spaces provided. Your answers do not need to be full sentences.

1. In what year was the Berlin Wall built?  
 \_\_\_\_\_ (1)
2. What annual festivity did many Germans from the East and West celebrate together in 1989  
 for the first time since the Wall was built? \_\_\_\_\_ (1/2)
3. What things did some of them do on this occasion?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ (1 1/2)
4. What important event happened in October 1990?  
 \_\_\_\_\_ (1)
5. How did some people describe this event?  
 \_\_\_\_\_ (1)
6. Why did Regine and Holger travel West?  
 \_\_\_\_\_ (2)
7. How are things better for the couple in their new life?  
 \_\_\_\_\_  
 \_\_\_\_\_ (2)
8. Why weren't these things a surprise?  
 \_\_\_\_\_ (1)
9. Why do they want a car?  
 \_\_\_\_\_  
 \_\_\_\_\_ (2)
10. Why do you think Regine exclaims: „sogar nach Frankreich und in die Schweiz!“?  
 \_\_\_\_\_  
 \_\_\_\_\_ (1)

4.1
13

(Turn over

**SECTION TWO: COMPLETION TEST** (7 marks)

The following 14 statements (A to N) represent extracts from 7 different telephone conversations. Each statement can be matched with one other. Read through the statements carefully and decide who is speaking to whom.

Following these conversation extracts are 7 sentences. Complete these sentences by writing the letters of the conversation extracts which go together.

For example, if you think "A" speaks and "F" answers write  
  A   spricht und   F   antwortet.

- A. Hallo, Onkel Friedrich! Alles Gute zum Geburtstag!
- B. Das ist schade, Heidi. Tante Agnes ist hier, aber sie kann nicht warten, bis du kommst.
- C. Frau Doktor, mein Sohn ist krank. Sein Hals tut weh.
  - D. Es tut mir leid, er wird erst übermorgen fertig sein.
- E. Guten Tag, Anita! Willst du heute abend ins Kino?
- F. Er muss ins Bett und viel trinken.
- G. Hier spricht Herr Graf. Ich brauche meinen Mercedes morgen früh.
- H. Möchten Sie früh oder am Abend ankommen?
- I. Haben Sie jetzt einen Tisch frei?
- J. Mutter, ich komme heute spät nach Hause.
- K. Ich weiss nicht. Was läuft?
- L. Guten Tag! Ich muss morgen nach London.
- M. Herbert! Junge! Das ist nett! Vielen Dank!
- N. Es tut mir leid, erst in einer Stunde.

Complete these sentences:

1. \_\_\_\_\_ spricht und \_\_\_\_\_ antwortet.
2. \_\_\_\_\_ spricht und \_\_\_\_\_ antwortet.
3. \_\_\_\_\_ spricht und \_\_\_\_\_ antwortet.
4. \_\_\_\_\_ spricht und \_\_\_\_\_ antwortet.
5. \_\_\_\_\_ spricht und \_\_\_\_\_ antwortet.
6. \_\_\_\_\_ spricht und \_\_\_\_\_ antwortet.
7. \_\_\_\_\_ spricht und \_\_\_\_\_ antwortet.

4.2
7

**QUESTION FIVE: WRITING TASKS** (20 marks)**SECTION ONE: SHORT ANSWERS** (8 marks)

Write a passage in **GERMAN** of about 20 words on **TWO** of the following topics:

Topic A on this page.

Topic B on page 10.

Topic C on page 11.

**YOU MUST FOLLOW THE GUIDELINES PROVIDED.**

Write the number of words you have used in the space provided at the end of each writing task.

**TOPIC A: WRITING A POSTCARD**

Since reunification, it is much easier to visit what was known as East Germany. While visiting that part of the country, Elke sends a postcard to her friend Jörg in Bonn, telling him briefly what she is doing.

Complete the postcard Elke writes. Don't forget to write, at the top, the name of the city you decide she is writing from.

Write about 20 words in German.

....., den 30. November	<input type="checkbox"/>
<b>Lieber Jörg,</b>	
	<u>Jörg Meyer</u>
	<u>Weinbergstr. 10</u>
	<u>5300 BONN 2</u>

= Number of words

5.1A
<input type="checkbox"/>

(Turn over

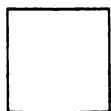
**TOPIC B: COMPLETION OF A FORM**

Andreas Mentner lost his bag yesterday; he thinks at the school gymnasium. In it was his sports gear.

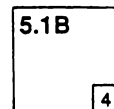
Complete the following form which will be filed in the school lost property office.

Write about 20 words in German.

Name? _____
Was ist verloren? _____
_____
_____
Wie sieht die Sache aus? _____
_____
_____
Wo und wann hast du die Sache verloren? _____
_____
_____



= Number of words



**TOPIC C: DIRECTED SENTENCE ANSWERS BASED ON A DIAGRAM**

Karl will soon be moving to Trier to go to university. His friend Manfred has found them a place that they can rent together and has sent him this diagram and brief letter.

Karl writes a quick note back to Manfred, with his thanks and his answers.

Write Karl's reply.

Write about 20 words in German.

Lieber Karl!

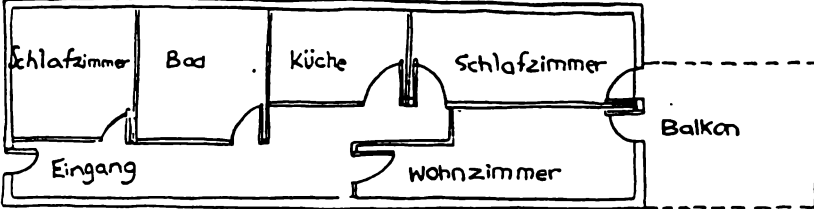
Diese Wohnung ist zwei Kilometer von der Universität und ist nicht teuer.

Ich weiss nicht, was für Möbelstücke ich kaufen sollte. Was bringst du mit?

Welches Schlafzimmer möchtest du haben?

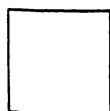
Schreib mir bald!

Dein  
Manfred

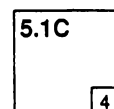


Lieber Manfred,

Dein Karl



= Number of words



(Turn over

**SECTION TWO: COMPOSITION (12 marks)**

Write a passage in **GERMAN** of about 60 words on **ONE** of the following topics:

- Topic A on pages 12 and 13,
- or Topic B on pages 14 and 15,
- or Topic C on pages 16 and 17,
- or Topic D on pages 18 and 19.

**YOU MUST FOLLOW THE GUIDELINES PROVIDED.**

Write the number of words you have used at the end of the topic you choose.

**TOPIC A: THE START OF A DIALOGUE TO COMPLETE**

Frau Schröder and Frau Ponti have gone shopping together. They especially want to buy some new clothes.

Write the conversation that takes place in Herr Wolf's shop.

Write about 60 words in German.



*Herr Wolf: Ja, meine Damen, Sie sehen wunderbar aus!*

**TOPIC B: A SERIES OF PICTURES**

Frau Gieseke tells her friends the next day about what happened at her house during the night.

Write about 60 words in German.



*Es war gegen Mitternacht....*

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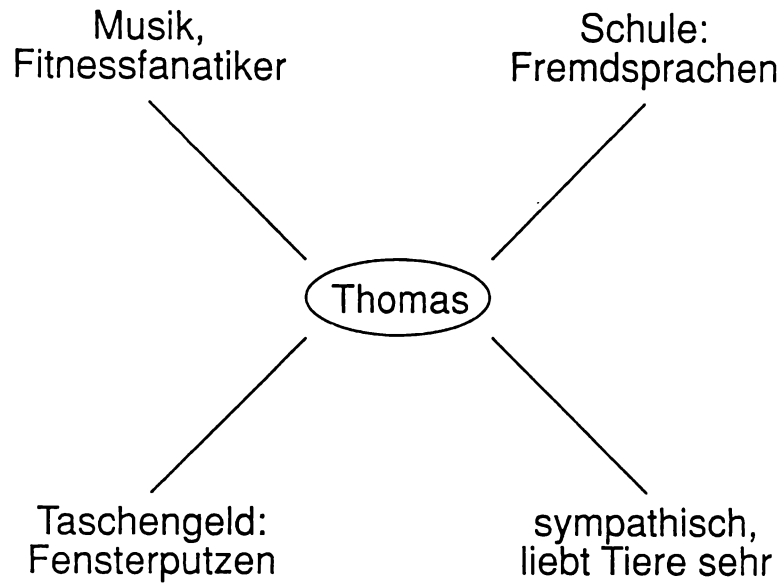
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**TOPIC D: A LETTER TO WRITE**

Your friend Thomas is going to Germany. You would like your German penfriend Matthias to meet up with him as you think they would get along well together. Write a letter to your penfriend describing Thomas.

Write about 60 words in German.



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No. 027/1



## New Zealand Qualifications Authority

### SCHOOL CERTIFICATE EXAMINATION, 1991

## GERMAN

### PAPERS A AND B

#### INSTRUCTIONS FOR THE SUPERVISOR AND THE TEACHER

The time allowed for Paper A is forty minutes.

The time allowed for Paper B is one hour fifty minutes.

This booklet contains:

Instructions for the Supervisor.

Notes for the teacher reading the Listening Comprehension passages for Paper A.

Instructions for the teacher reading the Listening Comprehension passages for Paper A.

Notes for the teacher reading the Dictation for Paper B.

Instructions for the teacher reading the Dictation for Paper B.

**CHECK THAT THIS BOOKLET CONTAINS PAGES 2 TO 10 IN THE CORRECT ORDER.**

## PAPER A

### INSTRUCTIONS FOR THE SUPERVISOR

The group for a single session for this examination should not comprise more than 40 candidates.

Ask whether any candidates have any difficulty in hearing. Such candidates should be seated as near as possible to the teacher.

Ensure that the teacher reading the Listening Comprehension passages has a copy of this booklet.

In no circumstances should the teacher see any copy of Paper 027A (the candidates' booklet) before or while reading the Listening Comprehension passages.

Ensure that each candidate has a copy of Paper 027A.

The time allowed for this part of the examination is 40 minutes. Begin timing when the teacher begins to read out Question One, Section 1 instructions at the point marked ★ near the top of page 3.

**NOTE:** 40 minutes are allowed for Question One, the Listening Comprehension. Candidates' papers must not be collected before the end of this period, nor should teachers be stopped if they exceed the forty-minute limit. The timing of the various pauses may be done by the teacher or supervisor. (Refer to the NOTES FOR THE TEACHER below.)

### NOTES FOR THE TEACHER READING THE LISTENING COMPREHENSION PASSAGES

The prescription specifies that 40 minutes will be allowed for Listening Comprehension. You should complete Question One, Sections 1 and 2 in approximately 35 minutes.

**As a guide to reading speed, the reading of Section 1A, Statement 1 should not exceed 12 seconds.**

It is recommended that as you complete each reading you tick it off in the boxes alongside the pause instructions.

## INSTRUCTIONS FOR THE TEACHER READING OUT THE LISTENING COMPREHENSION

### QUESTION ONE

#### SECTION ONE: MATCHING PICTURES WITH SENTENCES HEARD

Read out to the candidates all the material printed in italics, according to the instructions given. Tick the boxes as you complete each reading.

★ *Open your booklets at Question One Section One on page 3 and read the instructions. Then look at the pictures on pages 4 and 5. You have two minutes to do so.*

PAUSE for 2 minutes.  Then read out:

*Look at Section One A on page 4. In front of you are six pictures. I will read out four statements in German. Each of these statements will correspond to what a character in one of these pictures could be saying. There will be no statement for two of the pictures. Decide which picture best relates to the statement as you hear it and write the picture letter in the box next to the number of the statement. For example, if you think Picture C matches Statement 1, write C next to the number 1 in the box provided. Each picture letter may be used only once. If you change your mind, clearly cross out the letter you do not want and write another beside it.*

*I will read the four statements through twice.*

#### FIRST READING:

*STATEMENT ONE: Können Sie mir bitte helfen? Ich bin Ausländerin und weiss nicht genau wo ich bin.*

PAUSE for 5 seconds.

*STATEMENT TWO: Na, wie kann ich Ihnen helfen? Was tut denn weh?*

PAUSE for 5 seconds.

*STATEMENT THREE: Oh, entschuldigen Sie. Mein Wecker ist kaputt. Ich ziehe mich schnell an und bin dann sofort da.*

PAUSE for 5 seconds.

*STATEMENT FOUR: Danke schön. Alles in Ordnung. Schöne Fahrt noch. Auf Wiedersehen!*

PAUSE for 15 seconds.

#### SECOND READING:

*STATEMENT ONE: Können Sie mir bitte helfen? Ich bin Ausländerin und weiss nicht genau wo ich bin.*

PAUSE for 5 seconds.

*STATEMENT TWO: Na, wie kann ich Ihnen helfen? Was tut denn weh?*

PAUSE for 5 seconds.

*STATEMENT THREE: Oh, entschuldigen Sie. Mein Wecker ist kaputt. Ich ziehe mich schnell an und bin dann sofort da.*

PAUSE for 5 seconds.

*STATEMENT FOUR: Danke schön. Alles in Ordnung. Schöne Fahrt noch. Auf Wiedersehen!*

PAUSE for 30 seconds.

(Turn over

FIRST READING :

Wapelburg ist eine schöne Stadt. Es gibt hier viel zu sehen und alles ist nicht weit weg. Sie können einen schönen Stadtrundgang zu Fuss machen.

Gehen Sie hier die Hauptstrasse geradeaus über die Wapel bis zum Schloss - das Gebäude ist wunderschön. Dann am Schloss rechts und immer geradeaus an dem Parkplatz vorbei bis zur Kreuzung Kölnerstrasse. Die Sankt Anna Kirche aus dem späten achtzehnten Jahrhundert ist links. Sie sollten auch das Museum besuchen, wo Sie viel über die Geschichte der Stadt lernen können. Dann die Kölnerstrasse geradeaus und Sie finden das Rathaus links und das Stadttheater rechts.

PAUSE for 10 seconds.

Wenn Sie Hunger haben, können Sie etwas im Supermarkt kaufen - der ist hinter dem Rathaus - und am Markt oder im Park auf dem Gras am Ufer sitzen. Oder Sie können etwas in der neuen Konditorei kaufen. Sie ist auf der anderen Seite des Flusses vom Schloss, neben dem Schwimmbad.

F. SE for 10 seconds.

Abends gibt es auch viel zu tun. Sie sollten unbedingt im Restaurant Adler am Markt essen. Das ist das älteste Gebäude in Wapelburg. Dann, wenn Sie gerne Filme sehen, brauchen Sie nur an der Post vorbei zu gehen, rechts um die Ecke und das zweite Gebäude rechts ist ein Kino. Ein Nachtclub ist auch in dieser Strasse, der Diskothek gegenüber. Also, ich wünsche Ihnen viel Spass in Wapelburg!

PAUSE for 10 seconds.

SECOND READING:

Wapelburg ist eine schöne Stadt. Es gibt hier viel zu sehen und alles ist nicht weit weg. Sie können einen schönen Stadtrundgang zu Fuss machen.

Gehen Sie hier die Hauptstrasse geradeaus über die Wapel bis zum Schloss - das Gebäude ist wunderschön. Dann am Schloss rechts und immer geradeaus an dem Parkplatz vorbei bis zur Kreuzung Kölnerstrasse. Die Sankt Anna Kirche aus dem späten achtzehnten Jahrhundert ist links. Sie sollten auch das Museum besuchen, wo Sie viel über die Geschichte der Stadt lernen können. Dann die Kölnerstrasse geradeaus und Sie finden das Rathaus links und das Stadttheater rechts.

Wenn Sie Hunger haben, können Sie etwas im Supermarkt kaufen - der ist hinter dem Rathaus - und am Markt oder im Park auf dem Gras am Ufer sitzen. Oder Sie können etwas in der neuen Konditorei kaufen. Sie ist auf der anderen Seite des Flusses vom Schloss, neben dem Schwimmbad.

Abends gibt es auch viel zu tun. Sie sollten unbedingt im Restaurant Adler am Markt essen. Das ist das älteste Gebäude in Wapelburg. Dann, wenn Sie gerne Filme sehen, brauchen Sie nur an der Post vorbei zu gehen, rechts um die Ecke und das zweite Gebäude rechts ist ein Kino. Ein Nachtclub ist auch in dieser Strasse, der Diskothek gegenüber. Also, ich wünsche Ihnen viel Spass in Wapelburg!

PAUSE for 20 seconds.  Then say:

That is the end of Section Two A. Turn to Section Two B on page 7 and read the instructions. You have two minutes to do so.

PAUSE for 2 minutes.

(Turn over

After a 2 minute pause, read out the following:

*I shall read to you what Frau Roscher says. I shall read it three times. First you will hear it as a whole. During this reading you must not write anything down. Then you will hear the passage divided into four paragraphs and you will hear each paragraph twice. As you listen to each paragraph fill in the details next to the appropriate headings on the plan in front of you. There will be pauses after each reading.*

**FIRST READING: DO NOT WRITE ANYTHING DOWN**

*Ich gehe jetzt und bin drei Tage weg. Wie du weißt, fahre ich nach Mainz zu meiner Schwester. Mein Neffe heiratet morgen. Ich freue mich darauf. Leider muss ich aber allein fahren. Mein Mann ist noch krank und muss im Bett bleiben. Kannst du ihm bitte so oft wie möglich eine Tasse Tee geben? Er soll viel trinken. Und heute nach der Schule hol in der Apotheke seine Medizin. Das wäre sehr nett von dir.*

*Bitte gib Bodo Fleisch aus der Dose einmal am Tag. Du weißt ja, wo die Dosen zu finden sind. Pass bitte auf, dass er nicht wegläuft! Das hat er eben gestern getan, der böse Hund!*

*Und am Samstag geh bitte zum Markt und kauf einen Salat und Äpfel, wenn es schöne gibt. Vom Supermarkt brauchen wir zweihundert Gramm Käse und Milch. Hier sind fünfzehn Mark. Ach, wart mal!..ja, ich glaube, das ist genug. Wenn nicht, mein Mann hat Geld. Ich lasse das Geld hier auf dem Kühlschrank.*

*Wenn jemand für mich anruft, schreib bitte den Namen in mein Heft neben dem Telefon. Na, ja...ich glaube, das ist fast alles. Oh ja, ich weiss, dass du gern Kuchen bäckst. Das darfst du, wenn du willst. Mehl, Zucker, Butter, Eier - alles ist da. Aber vergiss nicht, Klavier zu üben! Das war es jetzt. Also, auf Wiedersehen, bis Sonntag gegen achtzehn Uhr!*

PAUSE for 10 seconds



**PARAGRAPH ONE: SECOND READING**

*Ich gehe jetzt und bin drei Tage weg. Wie du weißt, fahre ich nach Mainz zu meiner Schwester. Mein Neffe heiratet morgen. Ich freue mich darauf. Leider muss ich aber allein fahren. Mein Mann ist noch krank und muss im Bett bleiben. Kannst du ihm bitte so oft wie möglich eine Tasse Tee geben? Er soll viel trinken. Und heute nach der Schule hol in der Apotheke seine Medizin. Das wäre sehr nett von dir.*

PAUSE for 20 seconds



**PARAGRAPH ONE: THIRD READING**

*Ich gehe jetzt und bin drei Tage weg. Wie du weißt, fahre ich nach Mainz zu meiner Schwester. Mein Neffe heiratet morgen. Ich freue mich darauf. Leider muss ich aber allein fahren. Mein Mann ist noch krank und muss im Bett bleiben. Kannst du ihm bitte so oft wie möglich eine Tasse Tee geben? Er soll viel trinken. Und heute nach der Schule hol in der Apotheke seine Medizin. Das wäre sehr nett von dir.*

PAUSE for 50 seconds



PARAGRAPH TWO: SECOND READING

Bitte gib Bodo Fleisch aus der Dose einmal am Tag. Du weisst ja, wo die Dosen zu finden sind. Pass bitte auf, dass er nicht wegläuft! Das hat er eben gestern getan, der böse Hund!

PAUSE for 20 seconds

PARAGRAPH TWO: THIRD READING

Bitte gib Bodo Fleisch aus der Dose einmal am Tag. Du weisst ja, wo die Dosen zu finden sind. Pass bitte auf, dass er nicht wegläuft! Das hat er eben gestern getan, der böse Hund!

PAUSE for 50 seconds

PARAGRAPH THREE: SECOND READING

Und am Samstag geh bitte zum Markt und kauf einen Salat und Äpfel, wenn es schöne gibt. Vom Supermarkt brauchen wir zweihundert Gramm Käse und Milch. Hier sind fünfzehn Mark. Ach, wart mal!..ja, ich glaube, das ist genug. Wenn nicht, mein Mann hat Geld. Ich lasse das Geld hier auf dem Kühlschrank.

PAUSE for 20 seconds

PARAGRAPH THREE: THIRD READING

Und am Samstag geh bitte zum Markt und kauf einen Salat und Äpfel, wenn es schöne gibt. Vom Supermarkt brauchen wir zweihundert Gramm Käse und Milch. Hier sind fünfzehn Mark. Ach, wart mal!..ja, ich glaube, das ist genug. Wenn nicht, mein Mann hat Geld. Ich lasse das Geld hier auf dem Kühlschrank.

PAUSE for 50 seconds

PARAGRAPH FOUR: SECOND READING

Wenn jemand für mich anruft, schreib bitte den Namen in mein Heft neben dem Telefon. Na, ja...ich glaube, das ist fast alles. Oh ja, ich weiss, dass du gern Kuchen bäckst. Das darfst du, wenn du willst. Mehl, Zucker, Butter, Eier - alles ist da. Aber vergiss nicht, Klavier zu üben! Das war es jetzt. Also, auf Wiedersehen, bis Sonntag gegen achtzehn Uhr!

PAUSE for 20 seconds

PARAGRAPH FOUR: THIRD READING

Wenn jemand für mich anruft, schreib bitte den Namen in mein Heft neben dem Telefon. Na, ja...ich glaube, das ist fast alles. Oh ja, ich weiss, dass du gern Kuchen bäckst. Das darfst du, wenn du willst. Mehl, Zucker, Butter, Eier - alles ist da. Aber vergiss nicht, Klavier zu üben! Das war es jetzt. Also, auf Wiedersehen, bis Sonntag gegen achtzehn Uhr!

PAUSE for 50 seconds

That is the end of Paper A.

(Turn over

## PAPER B

### INSTRUCTIONS FOR THE SUPERVISOR

The group for a single session for this examination should not comprise more than 40 candidates.

Ask whether any candidates have any difficulty in hearing. Such candidates should be seated as near as possible to the teacher.

Ensure that the teacher reading the Dictation has a copy of this booklet.

In no circumstances should the teacher see any copy of paper 027B (the candidates' booklet) before or while reading the Dictation.

Ensure that each candidate has a copy of Paper 027B.

15 minutes are allowed for the Dictation, although teachers must not be stopped even if they exceed this limit. The timing of the various pauses may be done by the teacher or the supervisor, according to prior consultation. (Refer to the NOTES FOR THE TEACHER below for length of pauses.)

The teacher must leave the room when the reading of the Dictation is finished. Candidates may then continue with the rest of the paper.

Allow the candidates TWO minutes to examine the instructions for the Dictation **BEFORE** you begin timing the Dictation. Begin timing when the teacher begins reading **AFTER** the two minute reading allocation, at the point marked ★ near the top of page nine of this booklet.

### NOTES FOR THE TEACHER READING THE DICTATION

The prescription specifies that a maximum of 15 minutes will be allowed for the Dictation and you should complete it in this time. If you exceed the time limit candidates will be penalised by having less time to complete the rest of the paper.

During the second and third readings, you should read neither very quickly nor very slowly. Appropriate pauses should be made after each group of words as shown by the lines, e.g. (/) and each group read **TWICE**. As a guide to reading speed the second and third readings of Part Two should not exceed 50 seconds.

The punctuation required by the candidates is given in word form and underlined in readings two, three and four. Punctuation not given in word form is to be indicated by tone of voice only. The German words for punctuation are given in the candidates' booklets.

The words 'Part One', 'Part Two' and 'Part Three' are given in the candidates' booklets.

It is recommended that as you complete each section you tick it off in the boxes alongside.

Details of the lengths of pauses after readings three and four (two minutes and one minute respectively) are also printed in the candidates' booklets as part of their instructions.

## INSTRUCTIONS FOR THE TEACHER READING THE DICTATION

Read out to the candidates all the material printed below in italics, according to the instructions given. Tick the boxes as you complete each section.

*You have two minutes to read through the instructions for the Dictation on page 2 of your booklets and the incomplete dialogue on page 3.*

PAUSE for 2 minutes.  Then say:

★ *Question 2: Dictation. On page three of your booklet is part of your telephone conversation with Ulrike Etzin.*

*As you listen to the conversation, write down what Ulrike says (her first few words have been written for you). You will hear the missing parts four times. Firstly, you will hear the conversation as a whole. Then the 3 missing parts will be read in short sections, each section being read twice. Finally, you will hear the whole conversation again. There will be pauses after readings three and four to allow you to read through and correct what you have written. Your writing must be clear and easy to read. Correct punctuation is important.*

*Here is the first reading. DO NOT write anything down during this reading.*

*Hier bei Etzin.*

*—Tag! Sind meine Eltern da?*

*Nein, aber ich schreibe alles auf, was du sagst, Ulrike.*

*—O.K.*

*Wo seid ihr?*

*—Wir sind jetzt bei meiner Kusine in Furtwangen. Diese kleine Stadt ist sehr schön mit Wald und Wanderwegen in der Nähe. Die Gegend ist berühmt wegen der Schwarzwalduhren. Wir werden morgen das Museum besuchen.*

*Wo geht es euch?*

*—Mir geht es gut, aber meine Freundin Tanja hat sich erkältet.*

*Kommt ihr bald nach Hause?*

*—Nur wenn wir müssen. Es gefällt uns hier. Wir möchten noch ein paar Wochen bleiben. Wahrscheinlich kommen wir am vierundzwanzigsten Dezember zurück. Also, ich sehe die Familie zu Weihnachten wieder. Tschüss!*

PAUSE for 5 seconds. Then begin sections for dictation. Appropriate pauses should be made after each group of words as shown by the lines (/) and each group read TWICE.

Begin:

*Second and third readings. You may now write down Ulrike's responses to the questions.*

*Part one:*

*Wir sind jetzt / bei meiner Kusine / in Furtwangen Punkt / Diese kleine Stadt / ist sehr schön / mit Wald und Wanderwegen / in der Nähe Punkt / Die Gegend ist berühmt / wegen der Schwarzwalduhren Punkt / Wir werden morgen / das Museum besuchen Punkt /*

(Turn over

Part two:

Mir geht es gut Komma/ aber meine Freundin Tanja / hat sich erkältet Punkt /

Part three:

Nur wenn wir müssen Punkt / Es gefällt uns hier Punkt / Wir möchten / noch ein paar Wochen bleiben Punkt  
/ Wahrscheinlich kommen wir / am vierundzwanzigsten / Dezember zurück Punkt / Also Komma/ ich sehe  
die Familie / zu Weihnachten wieder Punkt / Tschüss! Ausrufezeichen/

You now have two minutes to revise what you have written. Then the whole passage will be read to you again.

PAUSE for two minutes.  Then read:

ourth reading:

Hier bei Etzin.

—Tag! Sind meine Eltern da?

Nein, aber ich schreibe alles auf, was du sagst, Ulrike.

—O.K.

Wo seid ihr?

—Wir sind jetzt bei meiner Kusine in Furtwangen Punkt Diese kleine Stadt ist sehr schön mit Wald und  
Wanderwegen in der Nähe Punkt Die Gegend ist berühmt wegen der Schwarzwalduhren Punkt Wir werden  
morgen das Museum besuchen Punkt

Wie geht es euch?

—Mir geht es gut (Komma) aber meine Freundin Tanja hat sich erkältet Punkt

Kommt ihr bald nach Hause?

—Nur wenn wir müssen Punkt Es gefällt uns hier Punkt Wir möchten noch ein paar Wochen bleiben Punkt  
Wahrscheinlich kommen wir am vierundzwanzigsten Dezember zurück Punkt Also Komma ich sehe die Familie  
zu Weihnachten wieder Punkt Tschüss Ausrufezeichen

You now have one minute to make a final check of your work.

PAUSE for one minute.  Then say:

This is the end of the Dictation. You may now continue with the rest of the paper.

The teacher must now leave the room.

Affix label with Candidate  
Number here.  
If transfer candidate, enter  
number if known, or name here.

No. 072 A & B

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**New Zealand Qualifications Authority**

**SCHOOL CERTIFICATE EXAMINATION, 1991**

**SPANISH**

**QUESTION AND ANSWER BOOKLET**

**PAPERS A AND B**

Time allowed: Two hours thirty minutes

**PAPER A**

LISTENING COMPREHENSION	QUESTION ONE	(10 marks)
	QUESTION TWO	(10 marks)
	QUESTION THREE	(5 marks)
DICTATION	QUESTION FOUR	(10 marks)
GUIDED COMPOSITION	QUESTION FIVE	(10 marks)

Answer **ALL** questions in the spaces provided in this booklet.

If you need more space for any answer, ask the Supervisor for extra paper.

Check that this booklet contains pages 2 - 25 in the correct order.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION**

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**(Turn over**

**QUESTION ONE: LISTENING COMPREHENSION** (10 marks)

This question is divided into parts **A** and **B**. Each part has five pictures, so there are ten pictures in total. For each part you will hear seven separate conversations in Spanish. These will be read quite slowly and will be repeated as a group after a 10 second pause.

You have to decide which conversation matches which picture. In each part there are two conversations which do not match any picture.

Place the letter of the picture in the box next to the number of the conversation it matches. Put a cross beside the conversation numbers which have no matching pictures.

Clearly cross out any answers you wish to change.

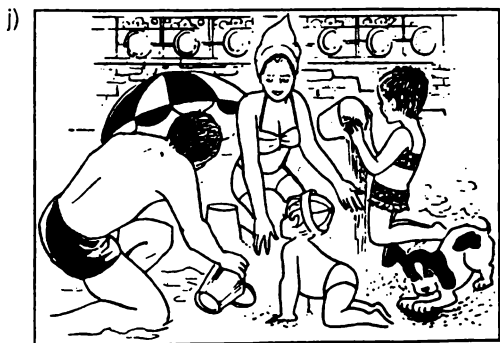
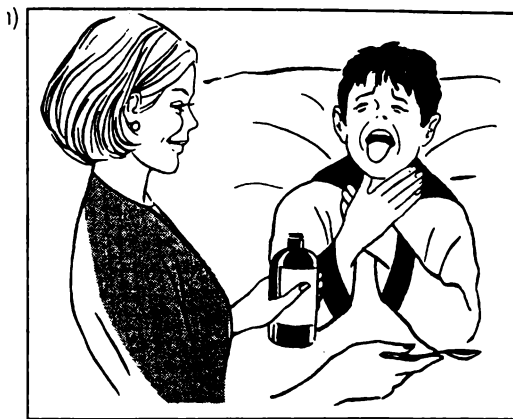
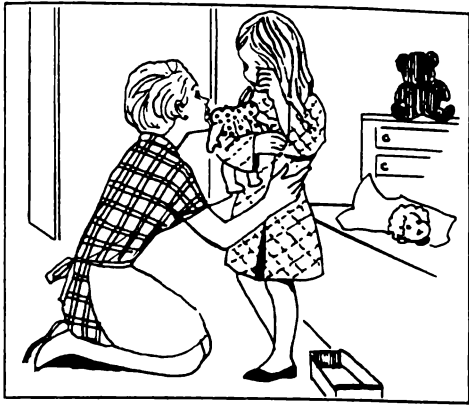
**Part A: Look at Pictures (a), (b), (c), (d), and (e).**



- 1
- 2
- 3
- 4
- 5
- 6
- 7

P 2

Part B: Look at Pictures (f), (g), (h), (i), and (j).



- 8
- 9
- 10
- 11
- 12
- 13
- 14

P 2  
5

P 3  
5

A 1  
10

(Turn over

**QUESTION TWO: LISTENING COMPREHENSION (10 marks)**

You will hear a passage about Plácido Domingo read **TWICE** slowly. The first time it will be read as a whole

You will have 30 seconds at the end of the first reading in which to read through the ten statements and completions.

Then you'll hear the passage read in five short sections with a pause between each for you to tick the boxes of the best completions. Each section has **TWO** questions related to it.

Only **ONE** completion is correct for each of the ten statements.

**Section one**

1. Plácido Domingo es actualmente el cantante
- A. de música "pop" más famoso del mundo.
  - B. americano más popular del mundo.
  - C. español más popular del mundo.
  - D. de ópera más famoso del mundo.

2. Plácido también hace
- A. discos y películas.
  - B. aficionados.
  - C. poco dinero.
  - D. pantallas gigantes.

**Section two**

3. Plácido canta gratis porque
- A. le gusta ganar mucho dinero.
  - B. no le gusta la televisión.
  - C. le gusta estar al aire libre.
  - D. quiere promocionar la ópera.

4. A Plácido le gusta cantar
- A. en las callejuelas de Madrid.
  - B. al aire libre.
  - C. en casa.
  - D. siempre gratis.



**ction three**

En Londres Plácido cantó la famosa ópera llamada

- A. "Bajo la lluvia"
- B. "La Pantalla"
- C. "Covent Garden"
- D. "La Boheme"

En Londres le vieron y escucharon gratis

- A. ocho millones de londinenses.
- B. solo los que habían pagado.
- C. cuatro mil espectadores fuera del teatro.
- D. cuatro mil espectadores dentro del teatro.

**ction four**

El gran espectáculo en Roma fue para celebrar la

- A. Copa Mundial de Fútbol.
- B. Víspera.
- C. Muralla de Berlin.
- D. Navidad.

En Roma en julio 1990 Plácido cantó con

- A. Caruso y Callas.
- B. Carreras y Pavarotti.
- C. Puccini y Verdi.
- D. Carmen y Otelo.

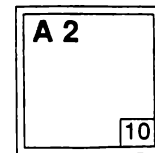
**ection five**

Este espectáculo fue transmitido por satélite a

- A. más de cien países.
- B. más de cincuenta países.
- C. menos de cincuenta y cuatro países.
- D. Nueva Zelanda.

D. Las entradas para el concierto romano fueron

- A. gratis.
- B. fáciles de encontrar.
- C. también para la Copa Mundial.
- D. difíciles de encontrar.



**(Turn over**

**QUESTION THREE: LISTENING COMPREHENSION** (5 marks)

You will hear six short passages read **TWICE** slowly.

On the page in front of you is a map of Spain with six pictures corresponding to the six passages you will hear.

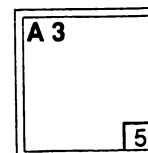
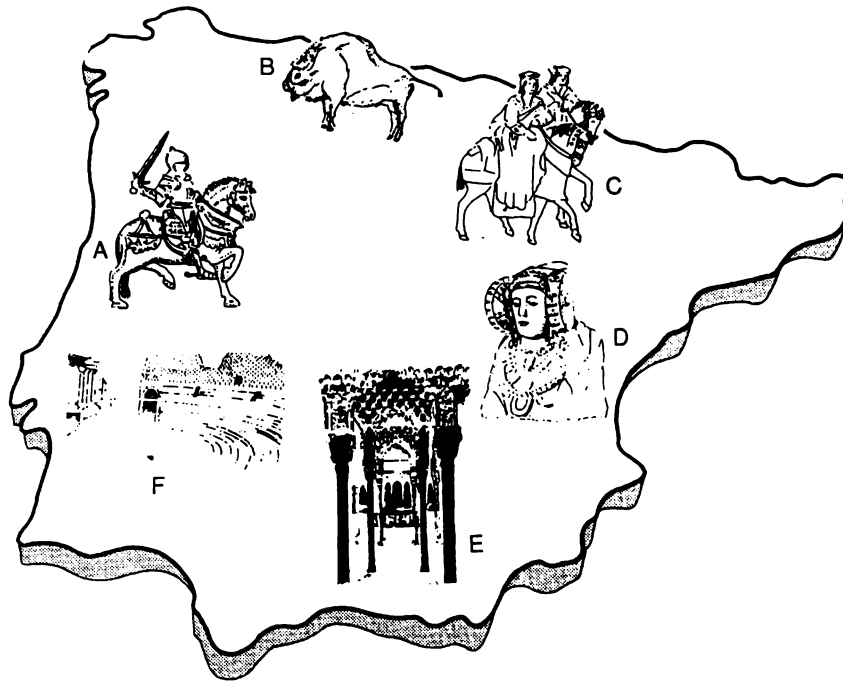
There are six numbered boxes corresponding to the information in the six passages. Each passage relates to only **ONE** of the pictures.

The position of the pictures on the map **is** significant.

You must put the letter of the picture which corresponds to the passage into the appropriate box.

Passage 1 has been done for you as an example.

1	2	3	4	5	6
<i>B</i>					



**ESTION FOUR: DICTATION** (10 marks)

**WRITING OUT ONE SIDE OF A DIALOGUE**

The next page is an incomplete conversation between a patient and his doctor. The patient's side is printed. First you will hear the whole conversation. During this first reading don't write anything down. Just listen and read.

Then you will hear the doctor's side of the conversation, called responses, read in small sections which will be dictated. Punctuation will also be given during this reading. As you listen, write down what the doctor says in the spaces provided.

After this reading you will have **TWO** minutes to revise what you have written. Finally the whole conversation will be read again without punctuation and you will have **ONE** minute to do your last check.

- Punctuation used**
- , coma
  - . punto
  - ! signo de admiración
  - ? signo de interrogación



**EN EL CONSULTORIO**

Paciente: Buenos días, Doctor.

Doctor: \_\_\_\_\_  
\_\_\_\_\_

Paciente: Pues, mire, no me encuentro bien. Me duele aquí ...

Doctor: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Turn over

Paciente: ¿Que piensa usted?

3. Doctor: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paciente: ¿Ni un vaso de vino?

4. Doctor: \_\_\_\_\_  
\_\_\_\_\_

Paciente: Es que además no duermo bien.

5. Doctor: \_\_\_\_\_

Paciente: No tanto. Sobre la una.

6. Doctor: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paciente: Sí, muchas veces.

7. Doctor: \_\_\_\_\_  
\_\_\_\_\_

Paciente: No me gusta moverme mucho. ¿No hay medicina?

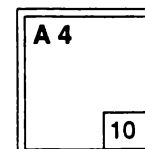
8. Doctor: \_\_\_\_\_  
\_\_\_\_\_

Paciente: Prefiero tomar medicina.

9. Doctor: \_\_\_\_\_  
\_\_\_\_\_

Paciente: Gracias, Doctor.

10. Doctor: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



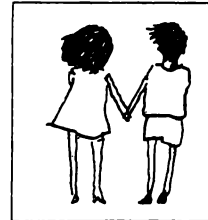
**SECTION FIVE: GUIDED COMPOSITION** (10 marks)

- Write a composition in Spanish of about 150 words on **ONE** of the following topics. Use tenses appropriate to the topic.
- Write in the box after the title of your composition how many words it contains.
- Write on alternate lines.

**PART A WRITING A LETTER**

*BUSCO A ALGUIEN...*

You're lonely and a friend has suggested you write to the section of a magazine called "Busco a Alguien" who will put you in touch with other lonely people.



Read these examples from letters written by people hoping to meet their right person. Then write a letter describing yourself and your ideal mate.

Address it to:- El Director, "Busco a Alguien".

"Soy enfermera... 22 años... agradable y simpática...deseo relacionarme con caballero serio y formal. Es importante que sea cariñoso, comprensivo e inteligente."

"Soy ingeniero...43 años...soltero...aficionado a los deportes...golf, tenis...colecciono sellos. Busco mujer de 30 a 40 años...que sea inteligente, culta y que tenga sinceridad."

"Me aburre la soledad. Deseo conocer a gente que viva en... Necesito a alguien que tenga paciencia y sentido de humor. Mis intereses...bailar y escuchar música."

Do not copy the exact phrases from these examples, just use the ideas.

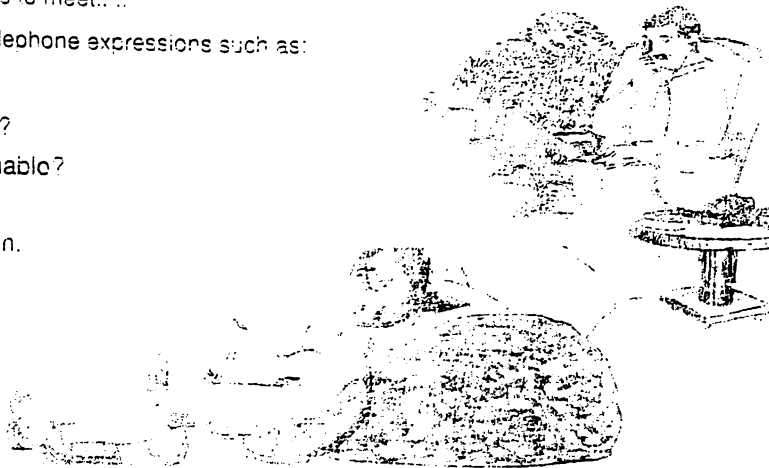
(Turn over

### TOPIC B WRITING A DIALOGUE

Imagine a telephone conversation between these two people. Write the conversation in the form of a dialogue. Give the characters names and invent a relationship and a reason for phoning. Perhaps they are making arrangements to meet...

Remember to use telephone expressions such as:

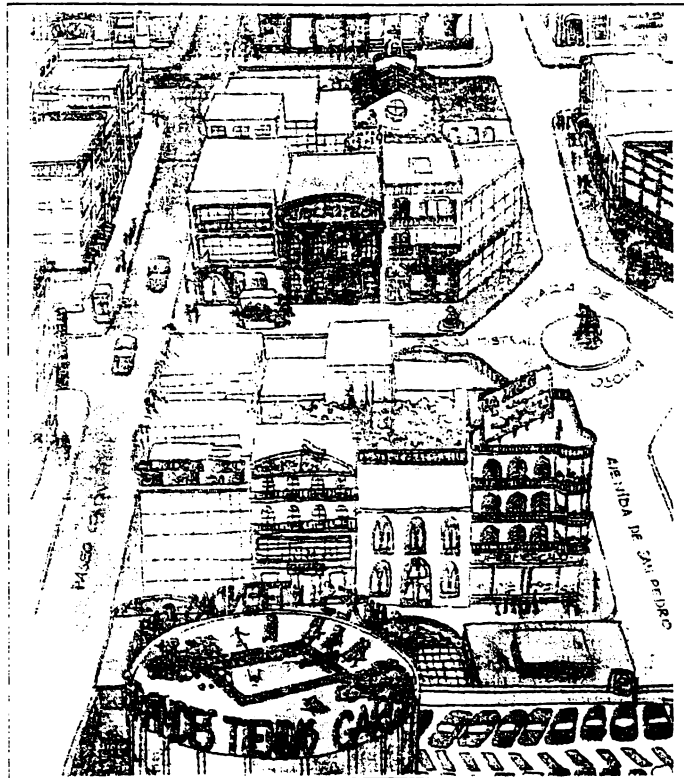
- ¡Diga!
- ¿Está Fulano?
- ¿Con quién hablo?
- ¿Me oyes?
- Si, te oigo bien.
- Soy.....
- ¡Hola!



### TOPIC C DESCRIBING A SCENE

Describe this town. Make up a name for it and how many people live here. You can pretend you live here if you like and give directions to get to your house, school or workplace.

Use your imagination but DON'T TELL A STORY.

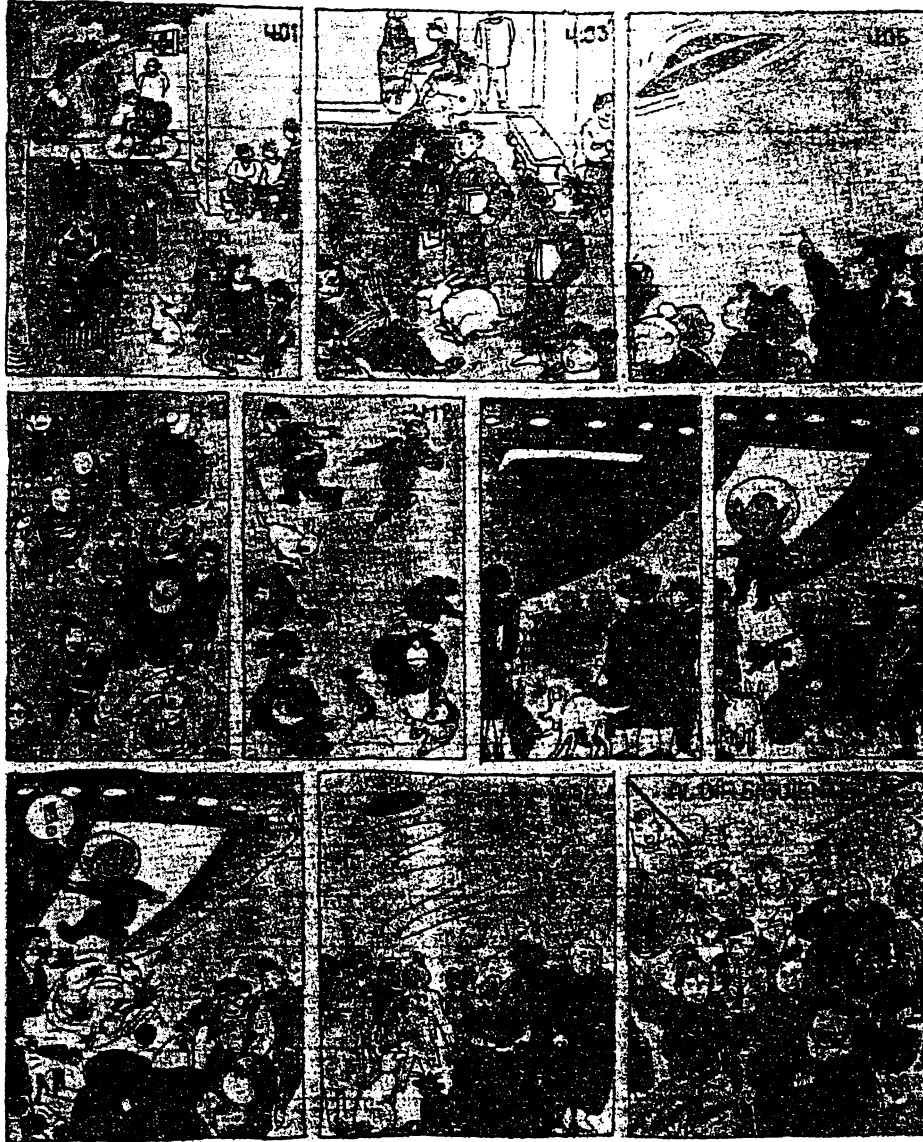


**PIC D WRITING A STORY**

Look at the comic strip story below.

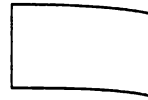
Imagine you are an eyewitness. Tell the story from your point of view. The time is shown in each frame. You don't need to use all the material. Just tell a story about how a flying saucer landed in your town and why it didn't stay.

Start like this: "*Ayer vi aterrizar un platillo volante en la plaza.....*"



(Turn over)

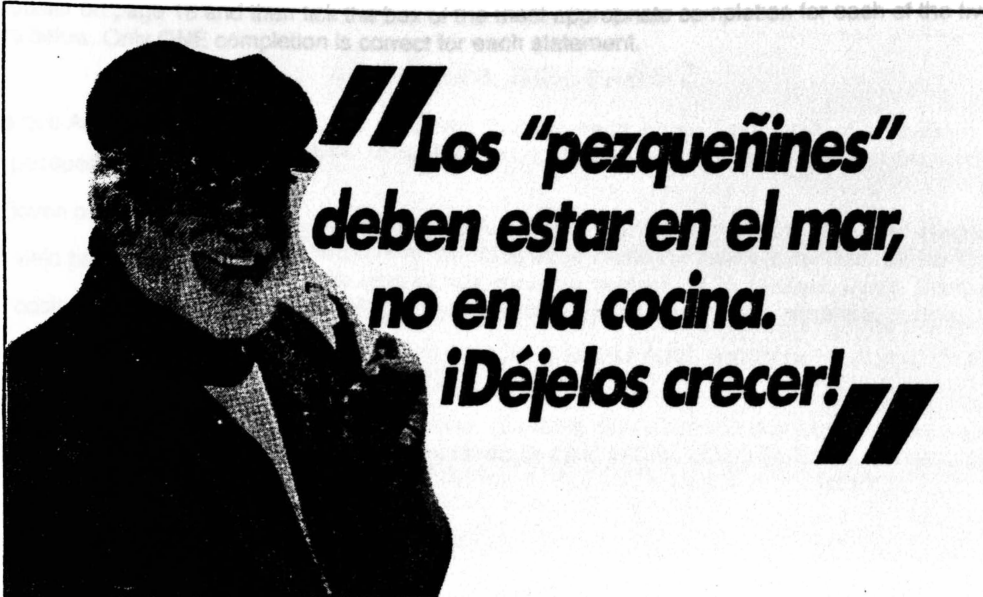
Write your composition (Topic A, B, C, or D) here.  
Please write on alternate lines.



A series of horizontal lines for writing, alternating between solid lines and blank space to facilitate writing on alternate lines.

A series of horizontal lines for writing, with a thick black bar at the top edge.

**(Turn over**



“Los “pezqueñines”  
deben estar en el mar,  
no en la cocina.  
¡Déjelos crecer!”

Antonio Ferrandis

Yo le tengo un gran respeto al mar. Cuando se sale a pescar, también se tiene que salir a respetar. ¡No podemos empezar la casa por el tejado... es tan claro como el agua! ¡Hay que dejar que los peces vayan creciendo! Que la pescadilla se haga merluza, que la sardinilla se convierta en una señora sardina... Y en el momento que estén en sazón entonces es cuando realmente la pesca es cosa de hombres.

No podemos ir a buscar “pezqueñines” pues en todo caso lo único que hacemos es destrozar nuestro futuro. Los “pezqueñines” deben estar en el mar: debe dejarlos crecer.



**FROM** CAMPAÑA DE PROTECCION DE ESPECIES NO DESARROLLADAS



LOS PEZQUEÑINES QUE DEBEMOS DEJAR CRECER.



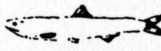
**PESCADILLA**  
Pezqueñín de 20 cms.



**SARDINA**  
Pezqueñín de 4 cms



**JUREL**  
Pezqueñín de 10 cms.



**BOQUERON**  
Pezqueñín de 5 cms.



**SALMONETE**  
Pezqueñín de 10 cms



**BACALADILLA**  
Pezqueñín de 7 cms.

B1

**TEST ONE: READING COMPREHENSION (5 marks)**

Read the poster on page 16 and then tick the box of the most appropriate completion for each of the five statements below. Only **ONE** completion is correct for each statement.

Parece que Antonio Ferrandis es

- A. pezqueñín.
- B. joven pescador.
- C. viejo pescador.
- D. cocinero.

La pequeña merluza se llama

- A. pezqueñín.
- B. pescadilla.
- C. sardinilla.
- D. salmonete.

Si vamos a pescar tenemos que

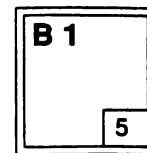
- A. saber nadar.
- B. respetar a las señoras sardinas.
- C. saber cocinar bien el pescado.
- D. dejar crecer los peces pequeños.

Si la sardinilla es el bebé de la sardina, la bacaladilla es el bebé del

- A. boquerón.
- B. tiburón.
- C. bacalao.
- D. merluza.

La palabra "pezqueñín" no existe en el diccionario pero comprendemos que significa

- A. peces no crecidos.
- B. mariscos desarrollados.
- C. peces crecidos.
- D. un plato típico de Andalucía.



**(Turn over**

**QUESTION TWO: READING COMPREHENSION (5 marks)**

Read the passage below and then tick the box of the most appropriate completion for each of the five statements. Only **ONE** completion is correct for each statement.

**¿Ladrón honrado?**

El jueves de la semana pasada cuando Juan Donoso salió de su casa para ir al trabajo no pudo encontrar su coche. Alguien lo había robado. Juan tuvo que tomar el metro, y luego denunció el robo a la policía.

Al día siguiente, por la mañana, el coche estaba otra vez delante de su casa. Juan se alegró mucho, naturalmente. Dentro del coche encontró un magnífico ramo de rosas y, al lado de las flores, dos entradas para el teatro. Eran para uno de los mejores teatros de la ciudad. Juan Donoso pensó entonces que había ladrones honrados y que este ladrón era una buena persona.

Por la noche, él y su esposa fueron al teatro. Daban "Las bicicletas son para el verano" de Fernando Fernán Gómez. Les gustó mucho.

Juan Donoso y su esposa volvieron tarde a casa. Al entrar descubrieron con gran sorpresa que el piso estaba completamente vacío. Mientras ellos estaban en el teatro, el ladrón había entrado en su piso y se había llevado todo lo que había allí.

1. El jueves pasado Juan Donoso fue al trabajo en

- A. coche.  
 B. taxi.  
 C. bicicleta.  
 D. metro.

2. El mismo día fue a la policía porque alguien le había

- A. robado su casa.  
 B. robado el banco.  
 C. robado el coche.  
 D. denunciado a la policía.

3. El próximo día, delante de su casa, Juan encontró

- A. dos agentes de policía.  
 B. su coche de nuevo.  
 C. un coche nuevo.  
 D. dos bicicletas.

4. Dentro del coche había

- A. dos ramos de flores.  
 B. una carta del ladrón.  
 C. una poesía romántica de rosas.  
 D. dos entradas para el teatro.

5. Al volver del teatro Juan y su mujer encontraron

- A. a Fernando Fernán Gómez.  
 B. que le habían robado todo de su piso.  
 C. a un ladrón honrado con un magnífico ramo de rosas.  
 D. una sorpresa agradable.

**ADING COMPREHENSION QUESTION THREE (5 marks)**

ad the passage below and then tick the box of the most appropriate completion for each of the five statements. Only **ONE** completion is correct for each statement.

⊙ Andalucía ○○

Lejos, muy lejos de la Andalucía del baile y cante flamenco que todos conocen está la Andalucía real, la del hambre, la que tiene el paisaje económico más triste de España. El campo no puede dar trabajo para todos. Y hoy día, pasado el «boom» turístico que dio trabajo en la construcción a miles de hombres, el problema del paro es gravísimo, pues además, el 50% de ellos no tiene ni seguro de paro. Sólo una industrialización fuerte, aprovechando las materias primas, podría solucionar el problema tan urgente. El problema andaluz es un problema nacional, tan grave como el terrorismo del País Vasco, y en un futuro no lejano será mucho más grave, pues la desesperación andaluza ha llegado a su límite.



La Andalucía real, la del hambre

- A. está lejos de España.
- B. es la otra cara de la Andalucía turística.
- C. es el problema del terrorismo Vasco.
- D. es una región industrializada.

Hoy día en Andalucía hay

- A. menos trabajo en la construcción.
- B. un "boom" en la construcción.
- C. mucho trabajo en el campo.
- D. pocos desempleados.

No tiene seguro de paro

- A. la mitad de la población.
- B. los que no encuentran trabajo.
- C. la mitad de los desempleados.
- D. los que trabajan en el campo.

La situación de Andalucía

- A. no es urgente todavía.
- B. se solucionará en 1992.
- C. es cosa de los Andaluces.
- D. es un problema nacional muy serio.

La solución para el problema de Andalucía puede ser

- A. acabar con los terroristas.
- B. industrializar la región.
- C. plantar más olivos.
- D. fomentar más turismo.

<b>B 3</b>
5

(Turn over

**QUESTION FOUR: TRANSLATION (10 marks)**

Translate this passage into natural sounding English.  
Don't leave blanks or suggest alternative translations.

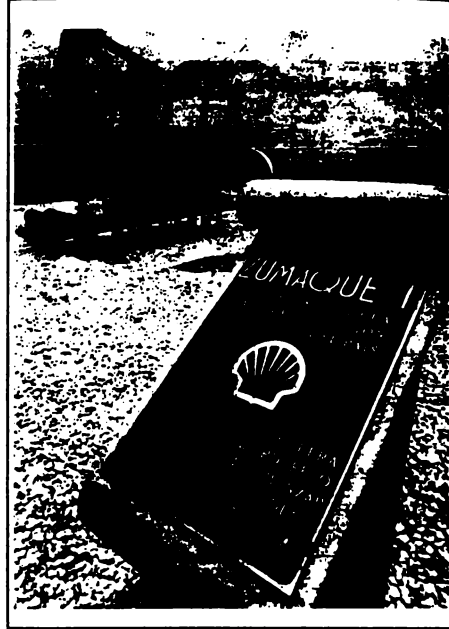
**El petróleo de Venezuela**

Un geólogo venezolano, hace ya algún tiempo, ha dicho que en Venezuela hay tantas reservas de petróleo como en todos los países del mundo entero juntos. Millares y millares de toneladas, lo suficiente para todos en los próximos treinta años...

La noticia es exacta e inexacta al mismo tiempo. Se sabe ya desde hace cincuenta años que al norte del río Orinoco hay unas reservas increíbles. Pero se trata de aceite pesado cuya transformación en gasolina o aceite para calefacción cuesta millones de dólares y muchos años de trabajo, porque presenta enormes dificultades técnicas.

De todas maneras, Venezuela es uno de los mayores exportadores de petróleo y uno de los primeros. Ya en mil novecientos catorce se encontró petróleo en el lago de Maracaibo. Actualmente, el noventa por ciento de la producción se exporta a los Estados Unidos.

El petróleo ha hecho rico al país, y lo hará todavía más. Pero en Carácas, donde viven dos millones y medio de sus habitantes, los rascacielos están rodeados de las cabañas de los pobres. El petróleo crea riquezas para unos pocos y para el Estado, pero no crea puestos de trabajo para los muchos que los necesitan.



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Lined writing area with horizontal lines.

<b>B 4</b>
10

(Turn over

## QUESTION FIVE: CULTURAL STUDIES (10 marks)

## La República Argentina

## Part A

1. Match the names of the countries bordering Argentina with the letters on the map. Put the letter in the appropriate box.

The first one has been done for you as an example.

CHILE	A
URUGUAY	
PARAGUAY	
BOLIVIA	
BRASIL	



2. Match the letters of the clues below to the number of the appropriate blanks in the short passage. The first one has been done for you as an example.

El gaucho es un tipo de (i)  que vive en (ii)  , bebe (iii)  ,  
come (iv)  , y caza ñandú con (v)  .

## CLUES

- |                      |                       |              |                      |
|----------------------|-----------------------|--------------|----------------------|
| i) A. vasco          | B. pastor             | C. vaquero   | D. baile             |
| ii) A. Buenos Aires  | B. La Pampa           | C. los Andes | D. Tierra del Fuego. |
| iii) A. te           | B. cafe               | C. horchata  | D. mate              |
| iv) A. carne de vaca | B. arroz con mariscos | C. chicle    | D. pinas             |
| v) A. bolas          | B. botellas           | C. bolanos   | D. boleadores        |

Match the letters of the clues below to the number of the appropriate blanks in the short passage.

The first one has been done for you as an example.

"El (i)  es una especie de (ii)  que se toma en Argentina. Con (iii) , que generalmente es de (iv) , se sorbe el mate que está en (v) .



### CLUES

- A. la bombilla      B. mate      C. la calabaza      D. té      E. plata

### art B

Tick the box of the most appropriate ending for each statement.

1. Argentina es el país más grande

- A. del mundo.  
 B. de Sudamérica.  
 C. de habla española.  
 D. del hemisferio del sur.

2. La población de Argentina es más o menos

- A. 10 millones.  
 B. 58 millones.  
 C. 100 millones.  
 D. 28 millones.

3. La capital de Argentina es

- A. Buenos Aires.  
 B. Santiago.  
 C. Santa Fé.  
 D. Montevideo.

4. Las mayores exportaciones de Argentina son


- A. vino y cerveza.  
 B. carne y trigo.  
 C. maquinaria.  
 D. petróleo.

(Turn over

5. Esta famosa mujer rubia se llama

- A. "Isabelita" Peron.  
 B. "Evita" Peron.  
 C. Fulana de Tal.  
 D. Señora Menem.





**Receta**  
para fabricar un argentino medio  
Tomar por orden:  
una india ancha de caderas,  
dos caballeros españoles.

*tres ganchos bien mestizos,  
un viajero inglés,  
media pastor vasco  
y una pieza de esclavo negro.*

Dejar cocer lentamente durante tres siglos. Antes de servir, agregar de golpe:  
cinco lunas (italianos de sur),  
un judío polaco (o alemán, o ruso),  
un hacedor gallego,  
tres cuartos de leñador turco,  
así como una francesa oscura.

No dejar reposar sino unos cincuenta años.

6. Esta "Receta" dice que

- A. hay diferentes estilos de cocina en Argentina.  
 B. a los hombres argentinos les gusta cocinar.  
 C. los argentinos llevan sangre de muchas razas.  
 D. hace tres siglos los españoles conquistaron a los argentinos.

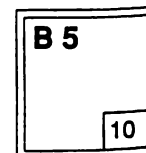
7. El tango originó en

- A. La Pampa.  
 B. Francia.  
 C. Uruguay.  
 D. Buenos Aires.



8. Hace unos diez años hubo guerra entre Argentina e Inglaterra sobre el territorio de

- A. Patagonia.  
 B. Las Islas Malvinas.  
 C. Tierra del Fuego.  
 D. Antártida.



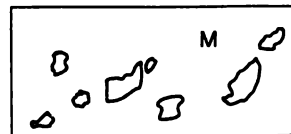
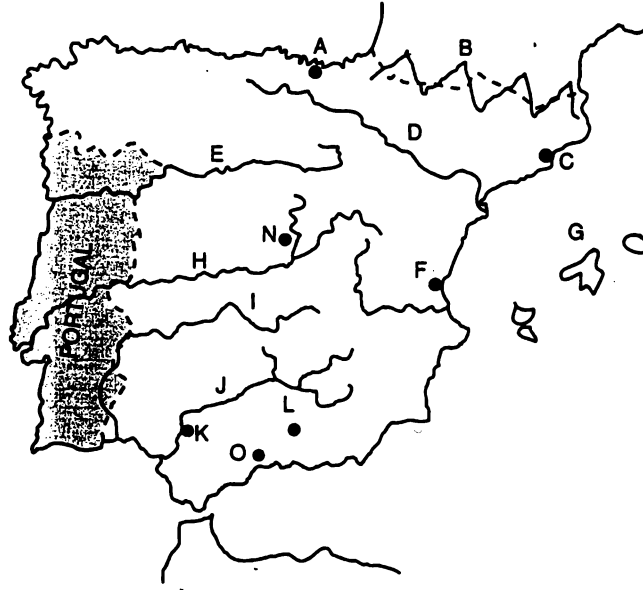
**ESTION SIX: CULTURAL STUDIES (5 marks)**

**Geografía de España**

the letter from the map beside the geographical feature it refers to.

ve done the first one for you as an example. Complete only 10 more.

Madrid	N
Málaga	
Barcelona	
Granada	
Sevilla	
Valencia	
Bilbao	
Pirineos	
Río Duero	
Río Ebro	
Río Tajo	
Río Guadalquivir	
Río Guadiana	
Islas Baleares	
Islas Canarias	



<b>B 6</b>
5

**HAMILTON PUBLIC LIBRARY  
REFERENCE**

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Affix label with Candidate Code  
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If no label, enter candidate  
number if known, or name here.

No. 243

**New Zealand Qualifications Authority**

**University Entrance and Bursaries Examination, Incorporating  
The National Bank of New Zealand Ltd Scholarships**

**JAPANESE: 1997**

**QUESTION AND ANSWER BOOKLET**

Time allowed: Three hours  
(Total marks: 160)

**INSTRUCTIONS**

ALL questions are compulsory.

**WRITTEN SECTION**

Time allowed for this section is 2 hours 15 minutes.

**ORAL SECTION**

Time allowed for this section is 48 minutes.

Answer ALL questions in the spaces provided in this booklet. If you need more space for any answer, ask the supervisor for extra paper. Write your candidate code number on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet. Write the number of extra sheets used in the box at the top of the back flap of this booklet. Write NIL if you have used none.

B. Pages 12 and 18 are extra lined pages for your use.

Check that this booklet contains pages 2 – 23 in the correct order.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION**

2  
WRITTEN SECTION

QUESTION ONE: READING (10 marks)

Read the following short passages and choose ONE phrase or word that best fits the gap for each one. Write the letter of your chosen answer for each passage in the appropriate box on page 3.

1. 小川さんは いそがしいと言っていたから、\_\_\_\_\_でしょう。  
(a) 来て  
(b) 来た  
(c) 来ない  
(d) 来る
  
2. 「どうぞ、たくさんめしあがってください」  
「ありがとう。では\_\_\_\_\_」  
(a) めしあがります  
(b) いただきます  
(c) もらいます  
(d) たべます
  
3. 私のはじめてフランス語\_\_\_\_\_書いた手紙は みじかかったです。  
(a) を  
(b) に  
(c) で  
(d) が
  
4. 「この本を読んでみてください。\_\_\_\_\_いいですよ。」  
(a) かえしては  
(b) かえさなくても  
(c) かえさない  
(d) かえして
  
5. としょかんの中があたたかくて\_\_\_\_\_ので、ねむくなってしまいました。  
(a) しずか  
(b) しずかで  
(c) しずかだ  
(d) しずかな

6. 「このしょうせつを書いた人が 一ページ目に 名前を書いて \_\_\_\_\_。」  
 (a) いただきました  
 (b) あげました  
 (c) もらいました  
 (d) いただきました
7. このいすは だめです。\_\_\_\_\_ のをみつけてください。  
 (a) てきとう  
 (b) ていねいな  
 (c) てきとうな  
 (d) ていねい
8. いつも、このふるいぼうしを見ると、やさしい父のことを \_\_\_\_\_。  
 (a) 思います  
 (b) 思い出します  
 (c) かんがえます  
 (d) わらいます
9. 「私が名前を \_\_\_\_\_ 『はい』とへんじをしてください。」  
 (a) 見たら  
 (b) 読んだら  
 (c) 分かったら  
 (d) 話したら
10. 買うかどうか、かないと \_\_\_\_\_ から、きめます。  
 (a) 話す  
 (b) 話さない  
 (c) 話し  
 (d) 話して

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Q1
10

## QUESTION TWO: READING (10 marks)

Read carefully through the following passage and the statements that follow.  
DO NOT TRANSLATE THE PASSAGE.

N.B. The English equivalent of the underlined word is given below.

おとしだま a New Year's present

### A Welcome Break

Mr Yamamoto is talking to his wife.

- おくさん：「おとうさん、おかえりなさい。おそいね。仕事はどうだったの。」
- しゅじん：「今日、すごいそがしかった。でも、休みの前はいつもたいへん。」
- おくさん：「これから、四日ゆっくりにできる。その間、仕事のことをわすれて、  
むすこと話したり、テレビですきなばんぐみを見たり、しましょうよ。」
- しゅじん：「そうね。お母さんもおしょうがつのじゅんぴは もうぜんぶおわったから、  
家事やりようりはしなくてもいい。」
- おくさん：「そう。しばらくは 何もすることがない。お父さんもストレスが  
少なくなるから、二人で ほんとうに楽にできるね。」
- しゅじん：「いいね。子どもはどこにいるの。もうすぐじんじゃに行く時間だよ。」
- おくさん：「へやで勉強しているけど、十時までにおわる。」
- しゅじん：「おとしだまは？」
- おくさん：「まだ上げていない。うちに帰ってから上げるつもり。」
- しゅじん：「むさしくんはいくらもらうか知っている？」
- おくさん：「知っていると言ったけれど、ほんとうは たぶん知らないと思う。」
- しゅじん：「へえ？」
- おくさん：「『一万円もらうはずだ。』と言っていたよ。」
- しゅじん：「一万円！一万円くれると思っているのね。そのお金で何を買いたいの  
だろう。」
- おくさん：「先月出た新しいコンピューターゲーム。高いそうだ。」
- むさし：「お父さんおかえりなさい。」

おくさん： 「はやく、はやく。 じんじゃに行くところ、おじいさんたちをむかえに行かなければならないのよ。いそいで、きのう買ったあたたかくて黒いセーターをきてね。外さむいよ。」

しゅじん： 「車で行くでしょう？」

おくさん： 「いいえ、歩いていく。」

Choose the **FIVE** true statements about the passage from the following. Make your choices by ticking the appropriate boxes.

- (a) 山本さんは 四日から休みます。
- (b) 山本さんは あした四日の休みに入ります。
- (c) 山本さんのおくさんは 四日りょうりしました。
- (d) おくさんは 家事をしている間、しゅじんはテレビを見ます。
- (e) おくさんはもう家事をしたので、しゅじんとテレビを見ます。
- (f) りょうしんは むさしくんに おとしだまをじんじゃで上げます。
- (g) りょうしんは むさしくんに おとしだまをじんじゃから帰ったら、上げます。
- (h) むさしくんは りょうしんに 一万円をもらうと思っています。
- (i) むさしくんは かならず一万円のおとしだまをもらいます。
- (j) むさしくんは 先月一万円で、高くて、新しいコンピューターゲームを買いました。
- (k) かぞくは はやくじんじゃへ おじいさんと会いにいきます。
- (l) かぞくはじんじゃに行く前に おじいさんたちの家に行きます。
- (m) おじいさんたちは むかえに来てくれます。
- (n) むさしくんは 黒いセーターをきてから、車に乗って、じんじゃに行きます。
- (o) 外はさむいですが、いそいだら、あたたかくなります。

Q2
10

## QUESTION THREE: TRANSLATION (20 marks)

Carefully translate the following passage into natural English.

THE WHOLE PASSAGE IS REPEATED ON PAGE EIGHT. Take care to translate ALL of the passage.

I.B. The English equivalent of the underlined words is given on the appropriate pages.

とうによろびようかんじや	a person with diabetes, a diabetic
さいしよ	at first
ちゆうしゃ	injection

### An Emergency Situation

ちゆうい!

私は8年前とうによろびようかんじやになってしまった45才の森たかこです。

1月20日から、12月8日まで、ニュージーランドをりょこうしています。この間に  
びようきになるかもしれません。この文を読んで、てつだってください。目をとじていたら、  
はやくきゆうきゆうしゃをよんでください。私がおきていたら、何かあまい食べ物を  
ください。たとえば、おかしか、さとうが たくさん入っている物をください。バナナでも  
いいです。

ほかの大切な事

毎日くすりを飲まなければならないのでたいへんです。くすりを飲むのをわすれなかったら、  
ふつうはもんだいはありません。

食事の20分前に飲むくすりは「50+くすり」というとうによろびようかんじやのための  
くすりです。けれども、ふつうの生活がいつもとちがうとき、たとえば、食事が  
おくれてしまうとき、うんどうをぜんぜんしないとき、あまり元気ではないときなど、あたまが  
おかしくなることがあります。たいへんですから、たいてい、出かけるとき、かばんの中に  
おやつをいくつか持っていきます。そして食事はいつも同じ時間にすることになって  
います。また、週に三、四かい45分間ぐらいのさんぽに行ったり、すいえいをしたり  
します。もちろん、うんどうしすぎて、びようきになることもあるかもしれないので、  
気をつけます。

かぞくの中では 母もこのびようきがあつて さいしよはくすりだけ飲みましたが  
じゅうぶん食べ物には気をつけなかったの、今は ちゆうしゃを一日三かい するのです。



THIS IS THE COMPLETE PASSAGE FROM PAGE SIX. CONTINUE YOUR TRANSLATION ON PAGE NINE.

I.B. The English equivalent of the underlined words is given on the appropriate pages.

とうによ <b>う</b> びょうかんじや	a person with diabetes, a diabetic
さいし <b>ょ</b>	at first
ちゅうし <b>ゃ</b>	injection

### An Emergency Situation

ちゅうい!

私は8年前とうによ**う**びょうかんじやになってしまった45才の森たかこです。

1月20日から、12月8日まで、ニュージーランドをりょこうしています。この間に  
 びょうきになるかもしれません。この文を読んで、てつだってください。目をとじていたら、  
 まやくきゅうきゅうしやをよんでください。私がおきていたら、何かあまい食べ物を  
 ください。たとえば、おかしか、さとうが たくさん入っている物をください。バナナでも  
 いいです。

ほかの大切な事

毎日くすりを飲まなければならないのでたいへんです。くすりを飲むのをわすれなかったら、  
 ふつうはもんだいはありません。

毎日の20分前に飲むくすりは「50+くすり」というとうによ**う**びょうかんじやのための  
 くすりです。けれども、ふつうの生活がいつもとちがうとき、たとえば、食事が  
 悪くしてしまうとき、うんどうをぜんぜんしないとき、あまり元気ではないときなど、あたまが  
 悪くなることがあります。たいへんですから、たいてい、出かけるとき、かばんの中に  
 かんづつをいくつか持っていきます。そして食事はいつも同じ時間にすることになって  
 います。また、週に 三、四かい45分間ぐらいのさんぽに行ったり、すいえいをしたり  
 します。もちろん、うんどうしすぎて、びょうきになることもあるかもしれないので、  
 服をつけます。

おぞくの中では 母もこのびょうきがあつて さいし**ょ**はくすりだけ飲みましたが  
 ちゅうぶん食べ物には気をつけなかったのが、今は ちゅうし**ゃ**を一日三かい するのです。



## QUESTION FOUR: READING / WRITING (20 marks)

Read through the following passage and answer IN JAPANESE the questions which follow. DO NOT TRANSLATE THE PASSAGE.

N.B. The English equivalent of each of the underlined words is given below.

かれ	boyfriend	きがえます	to change clothes
親	parents	さいきん	recently
ほとんど	most	生みたい	from 生む to give birth

### WEDDING PLANS

二十五才になったとき はじめてけっこんのことを かんがえました。このごろ、日本では二十五才でも、けっこんをいそがない女の人や 男の人がふえています。私は今、三十才で、かれとのけっこんしきは 来年の三月です。日本ではけっこんしきはたいへん高いので、二人で お金をたくさんためなければなりません。もちろん、親からのお金もありますが、ほとんどは 自分たちのお金ではらいます。けっこんしきにいらっしやるおきゃくさんが お金をくれるというしゅうかんもあります。

けっこんしきの間 けっこんする二人は たいてい2かいぐらいきがえます。ワンピースをきたり、きものをきたりする人がいるそうです。これは安くはないです。そして、けっこんしてからのしんこんりょこうも お金がかかります。このごろ外国へ行くのがふつうになったので、けっこんするとき りょこうのお金も けっこんしきのお金と いっしょに はらわなければならないこととなります。ですから、さいきん、外国でけっこんする人が 多くなりました。

今まで、けっこんするとき会社をやめる女の人が多かったのですが、これは少なくなりました。私はけっこんしてからも、仕事をしつづけなければなりません。同じ会社にいる女の人の中で、七人はけっこんのあとも まだはたらいしています。三人は子どもがいますが、ほかの四人はいないそうです。私ははたらく生活がすきですが、ずっとできるかどうか分かりません。これから、毎日 いそがしく仕事をしたら、つかれるでしょう。いつかもっとゆっくりした生活をしてみたいです。けっこんしたあとの生活はどうなるか分からないけれども、仕事をしなくてもよかったら、楽でしょうね。

どんな人と けっこんしたいかかんがえてみました。もちろん、親切な人が一番いいです。でも、お金のあまりない人はほしくないですね。もう三十才だから、すぐに子どもを生みたいです。ですから、ずっと、はたらいしてくれる男の人がいいです。

Answer the following questions in the spaces provided using HIRAGANA, KATAKANA, and KANJI as appropriate. USE FULL SENTENCES. AVOID COPYING OUT PIECES FROM THE PASSAGE AS YOUR INTERPRETATION OF THE MATERIAL IS REQUIRED. To gain maximum marks USE JURSARY LEVEL structures.

1. この人はもうけっこんしていますか。せつめいしてください。(2)

---

---

2. けっこんしきのお金は だれがはらいますか。(4)

---

---

---

3. なぜ「さいきん、外国でけっこんする人が多くなった」のですか。せつめいしてください。(4)

---

---

---

---

4. このごろ、多くの日本の女の人はけっこんしてから、はたらきますか。(4)

---

---

---

5. この人はどんな人とけっこんしたいですか。(2)

---

---

---

6. あなたはどんな人とけっこんしたいと思えますか。せつめいしてください。(4)

---

---

---

---

Q4
20

Turn over



**QUESTION FIVE: KANJI (10 marks)**

Read through the following passage carefully. **DO NOT TRANSLATE IT.**

For the underlined words labelled a to i write the appropriate kanji, and okurigana where necessary, in the spaces provided below.

For the underlined words labelled 1 to 9 write the readings in **HIRAGANA** in the spaces provided below.

私はちいさいとき おとこのともだちとよく近く  
のもりへ行ってあそびました。でも、中学校に  
はいったら新しいともだちができました。その  
 ともだちとようかに、東北のやまにのぼります。  
うえまで行って、きのしたでゆっくりするつもり  
 です。ことしの冬は ここで雪がたくさんふったそうです。  
 一番けしきがきれいな所だと思います。海も  
 たいへんうつくしいです。

Write the KANJI here with OKURIGANA:

- a \_\_\_\_\_  
 b \_\_\_\_\_  
 c \_\_\_\_\_  
 d \_\_\_\_\_  
 e \_\_\_\_\_  
 f \_\_\_\_\_  
 g \_\_\_\_\_  
 h \_\_\_\_\_  
 i \_\_\_\_\_

Write the READINGS here in HIRAGANA:

- 1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_  
 7 \_\_\_\_\_  
 8 \_\_\_\_\_  
 9 \_\_\_\_\_

Q5
10

**QUESTION SIX: WRITING IN JAPANESE (30 marks)**

There are **THREE** essay topics.  
CHOOSE ONLY ONE OF THEM.

Write about **300** Japanese characters, i.e., **HIRAGANA, KATAKANA, and KANJI** as appropriate. You should write to at least past line 15 (any excess will not necessarily be marked).

You will be marked on your ability to provide a variety of information and to use a variety of vocabulary, kanji, and grammatical structures (up to University Entrance, Bursaries and Scholarships level).

No credit will be given for memorised, irrelevant material, or for lists longer than three items.

**Provide as much of the information sought in the question as possible.**

Write your answer on the げんこうようし using the following sentence from QUESTION FOUR as a guide for positioning of syllables, commas and so on within the squares. Do not leave gaps between words in a sentence.

なせ「さいきん、外国でけっこんする人が多  
くなっ」のですか。

**OTHER:**

**part A**

The information in the chart below is from a consumer survey where some anonymous customers had lunch at a number of cafes and made comments. This information is to be included in a brochure in Japanese about the local area and you have been asked to **WRITE A PARAGRAPH** for this brochure. At the end of the paragraph **GIVE YOUR PERSONAL OPINION** about **WHICH CAFE YOU WOULD PREFER** and **WHY**.

Name of Cafe	Youth Hostel Cafe	Computer Cafe	Kiwi Cafe
Time waiting to be served	5 minutes	none	10 minutes
Atmosphere	quiet	noisy	great, warm
Staff	helpful	friendly	converse with customers
Food	too spicy good price	small servings expensive	delicious a little expensive
Other comments	chairs uncomfortable famous for draught beer	best coffee can use computers	serves small biscuits with coffee



3

7 years ago a Japanese student stayed with you on a school exchange for two weeks. Now this student is to come back to New Zealand to study English at a university or a polytechnic. The student has asked you to send information about being a tertiary student in New Zealand. The student wants to know about the **ADVANTAGES** and **DISADVANTAGES** of **FLATTING** and **BOARDING**, and other aspects of being a tertiary student, such as **TRAVEL TO UNIVERSITY**, **OPPORTUNITIES FOR SPORT**, and **OPPORTUNITIES FOR FINDING OUT ABOUT NEW ZEALAND**. Write a letter to the student giving him/her this information.

Handwriting practice lines consisting of 20 rows of dashed lines on a grid background.

5

10

15

20

<b>Q6B</b>
30

OR:

Part C

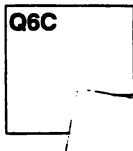
Write an article for a youth hostel magazine giving **ADVICE** to young Japanese travellers coming to New Zealand. Comment on **CHEAP PLACES** to visit, **LEISURE OPTIONS**, **SAFETY ASPECTS**, **BANKING HOURS** and so on. Give a short profile of at least **TWO** places or activities of interest.

Some useful words:

バンジー bungy jumping

Handwriting practice grid consisting of 20 rows of dashed lines. The grid is divided into four sections of five rows each, with numerical markers on the right side:

- Row 1 to 5: Marked with '5' on the right.
- Row 6 to 10: Marked with '10' on the right.
- Row 11 to 15: Marked with '15' on the right.
- Row 16 to 20: Marked with '20' on the right.





## AURAL SECTION

### QUESTION SEVEN: LISTENING (22 marks)

There was a fire at your school recently and a number of the Japanese resources were damaged. The conversation you will hear was on a tape that was salvaged. However, the summary below is all that remains of the text. Listen carefully to the dialogue between Kayoko and Shuji and fill in the gaps below accordingly **IN ENGLISH**. You will hear the passage **THREE** times, once as a whole and twice in smaller sections.

### *Kayoko invites Shuji out*

Kayoko asks Shuji if he \_\_\_\_\_ . (1)

When he replies \_\_\_\_\_ she suggests they go to (1)

\_\_\_\_\_ in \_\_\_\_\_ where she went (2)

\_\_\_\_\_ with \_\_\_\_\_. She describes it as being (2)

\_\_\_\_\_ and suggests they go on \_\_\_\_\_. (2)

Shuji then offers several excuses as to why he can't go. Kayoko is very insistent however and has an answer to each one.

When he says time doesn't suit because \_\_\_\_\_ (1)

and \_\_\_\_\_, she changes the time to (1)

\_\_\_\_\_ . (1)

When he comments that after school he \_\_\_\_\_ (1)

she agrees to his suggestion to \_\_\_\_\_. (2)

When he says he is no good she replies that \_\_\_\_\_ (1)

and then he says he doesn't \_\_\_\_\_ to which she replies (1)

\_\_\_\_\_. He is still not convinced (1)

so Kayoko tells him it's easy and all he has to do is

\_\_\_\_\_ of the one you want on the paper (2)

that's \_\_\_\_\_ and then when it's announced you get up and (1)

do it. She said she would help him out and he would then

\_\_\_\_\_. (2)

Q7
22

**SECTION EIGHT: LISTENING / READING (20 marks)**

will hear TEN sentences in Japanese. For each choose **ONE** sentence from the four options below best matches the situation. Write the letter of your chosen answer for each situation in the appropriate box on page 21. You will hear each sentence **TWICE**.

- (a) おみやげは すこしありました。
- (b) おみやげは だいぶありました。
- (c) おみやげは たくさんありました。
- (d) おみやげは ぜんぶありました。

- (a) たんだけで 二年間勉強するために 大学に入ります。
- (b) たんだけで 二年間勉強してから、大学に入ります。
- (c) たんだけで 二年間勉強することになります。
- (d) たんだけで 二年間勉強したら、そつぎようします。

- (a) ここでは たばこをすってもけっこうです。
- (b) ここでは たばこをすってしまいました。
- (c) ここでは たばこをすわないでください。
- (d) ここでは たばこをすってみてください。

- (a) 会社員といっしょに りょこうしました。
- (b) 友だちと りよかんに とまりました。
- (c) ほかの学生といっしょに どこかへ 行きました。
- (d) 先生と会社へ行きました。

- (a) かれは 英語が 上手だから、外国はしんばいでしょう。
- (b) かれは 英語が 上手だから、外国は安全でしょう。
- (c) かれは 英語が 上手だから、外国はもんだいないでしょう。
- (d) かれは 英語が 上手だから、外国は楽しいでしょう。

6.

- (a) 電話しながら、出かけます。
- (b) 電話してから、出かけます。
- (c) 電話しないで、出かけます。
- (d) 電話するとき、出かけます。

7.

- (a) 東京から京都までの電車で 乗りました。
- (b) 京都駅で 乗りかえました。
- (c) 京都行き電車が おくれました。
- (d) 東京行き電車で 乗りました。

8.

- (a) 田中さんは 家に帰るでしょう。
- (b) 田中さんは 家に帰っているはずで。
- (c) 田中さんは 家に帰ると思います。
- (d) 田中さんは 家に帰ることにします。

9.

- (a) 黒田さんは みんなより 早くつきました。
- (b) 黒田さんは一番早くつきました。
- (c) 黒田さんはみんなと同じ時間につきました。
- (d) みんなのほうが黒田さんより早くつきました。

10.

- (a) 友だちのお母さんに つれていってもらいました。
- (b) 友だちがお母さんを つれていってあげました。
- (c) 友だちのお母さんを つれていってあげました。
- (d) 友だちが母に つれていってもらいました。

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Q8
20

**QUESTION NINE: LISTENING** (18 marks)

You will hear a conversation between two Japanese friends Ayako and Masa talking about their weekend. Listen carefully and write your answers IN ENGLISH to the questions below. You may take notes and answer the questions as you listen. You will hear the conversation THREE times, the first as a whole, and the second and third times in four sections.

N.B. These words appear in the conversation. The section they appear in is indicated in brackets.

くしろ	Kushiro (section one)	さっぽろ	Sapporo (section two)
そうじゅうする	to drive, operate (section one, three)	サハリン	Saharin (section two)

1. Where did Ayako go? Give details. (2)  


---



---
2. How did she get there? (1)  


---
3. How many people went with her? (1)  


---
4. What happened to one of the passengers? (1)  


---
5. What was the weather like? (1)  


---
6. What could they see in the distance? Give details. (2)  


---



---
7. What else could they see? (1)  


---
8. After Ayako says she wants to go again what does Masa then ask? (1)  


---

9. How does Ayako reply? Give details. (2)
- 
- 
10. What does Masa then ask? (1)
- 
11. Who paid for the trip? How much did they pay? (2)
- 
12. When does Ayako plan to go again? (1)
- 
13. Why do they make alternative arrangements? (1)
- 
14. What are these arrangements? (1)
-

## MID-YEAR EXAMINATIONS 1995

DEPARTMENT:

COURSE TITLE: French for Beginners

TIME ALLOWED: Two hours

NUMBER OF QUESTIONS  
IN PAPER: Six

NUMBER OF QUESTIONS  
TO BE ANSWERED: Six

VALUE OF EACH QUESTION: The value of each question is indicated.

GENERAL INSTRUCTIONS: Candidates are to answer ALL SIX questions.

SPECIAL INSTRUCTIONS: This paper is worth 75 marks. The remaining 25 marks are allocated to the oral examination already taken by candidates.

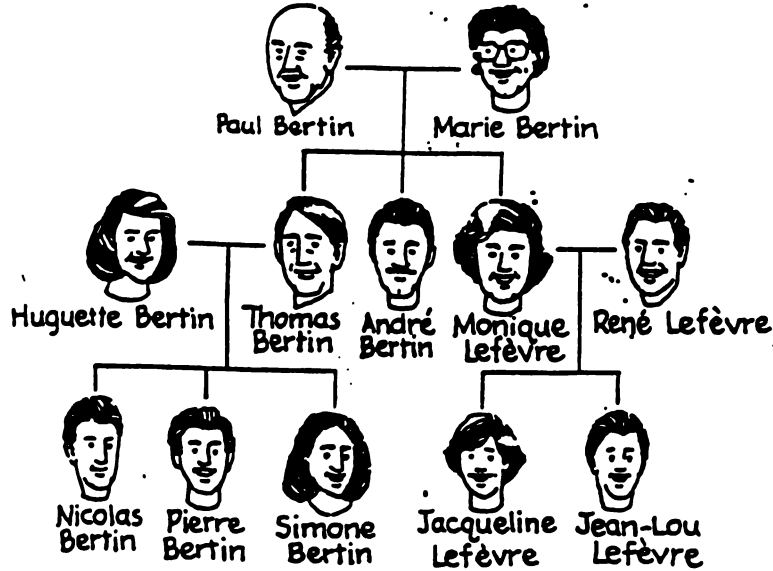
CALCULATORS PERMITTED: No

1. Rewrite the following in the person indicated, making all necessary changes:  
[15 marks]

- (a) Nous allons à Paris ce soir. (Tu)
- (b) Je pars à six heures et demie. (Elles)
- (c) Vous travaillez le dimanche? (Ils)
- (d) Il s'appelle comment? (Vous)
- (e) Tu es à Toulouse depuis un an. (Nous)
- (f) Ils ont une belle voiture dans leur garage. (Je)
- (g) Je veux rentrer chez moi. (Elle)
- (h) Tu prends du lait dans ton café? (Vous)
- (i) Et lui, qu'est-ce qu'il étudie pour son diplôme? (Tu)

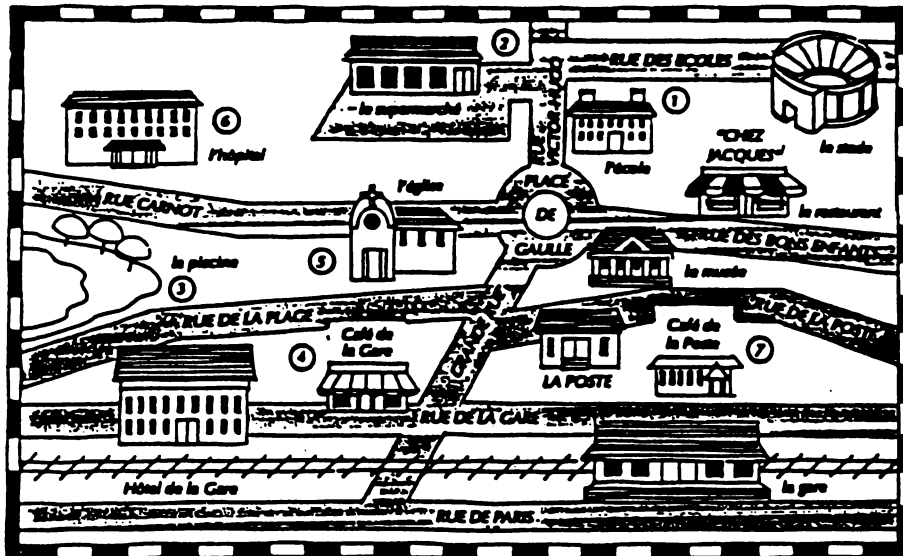
**TURN OVER**

2. Look at Pierre Bertin's family tree and answer the following questions in French: [14 marks]



- (a) Comment s'appelle le père de Pierre?
- (b) Qui est Simone Bertin pour Pierre?
- (c) André Bertin est marié?
- (d) Comment s'appellent les cousins de Pierre?
- (e) Qui est Monique Lefèvre pour Pierre?
- (f) Comment s'appelle son mari?
- (g) Qui est Marie Bertin?

3. Give directions in French: [16 marks]



- (a) to a tourist at the railway station looking for a good restaurant (use the 'vous' form).
- (b) to a child at the stadium wanting to go to the swimming pool (use the 'tu' form).

CONTINUED

4. Look carefully at the map and answer the following questions in French:

[10 marks]



- (a) Marie-Claire habite en Suède?
- (b) Gabrielle et Robert vont au Portugal?
- (c) Nicole est née aux Pays-Bas?
- (d) Les Monot viennent de Roumanie?
- (e) Pierre va en Grèce et en Italie?
- (f) Chantal et Céline visitent le Royaume-Uni?
- (g) Monique voyage en Hongrie?

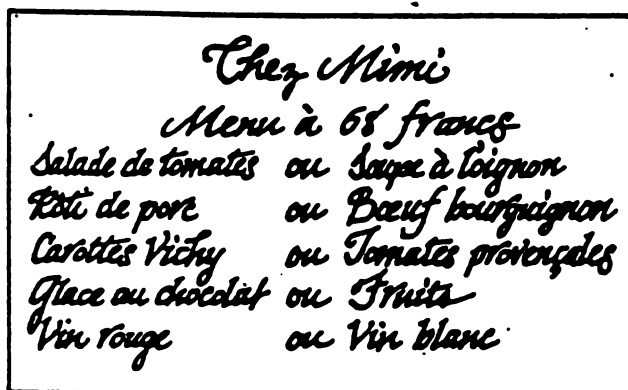
TURN OVER

## 5. Composition:

[15 marks]

Imagine you and a friend are in a small family restaurant and are going to order your dinner from the menu shown below.

Write the conversation between you, your friend and the waiter/waitress.



## 6. Comprehension:

[5 marks]

While on holiday in the South of France, you see these advertisements for boat trips:

**LES CALANQUES DE L'ESTÉREL** **45 F**  
**LUNDI - VENDREDI - DIMANCHE**  
 Promenade en mer de 2 h. sans escale qui permet de découvrir la Corniche d'Or.  
 Départ 10 h. Retour 12 h.

**SAINT-TROPEZ** **70 F**  
**LUNDI - VENDREDI - DIMANCHE**  
 1 h.15 de traversée en longeant le Côte des Maures. 2 h. d'escale.  
 Départ 14 h.15 Retour 18 h.45

**LES ILES DE LÉRINS** **100 F**  
**MARDI - SAMEDI**  
 2 h. de traversée pour découvrir SAINTE-MARGUERITE puis SAINT-HONORAT.  
 Les MARDIS 10, 24 JUILLET et 7, 21 AOÛT:  
 Départ 8 h. au lieu de 8 h.30 afin de pouvoir participer aux MARDIS de LÉRINS  
 (cycle de conférences) Départ 8 h.30 Retour 18 h.45

**LES ILES DU LEVANT ET DE PORT CROS** **120 F**  
**JEUDI**  
 MINI CROISIÈRE qui permet de découvrir l'ILE du LEVANT et l'ILE  
 de PORT CROS et de faire une escale prolongée dans l'une d'elles.  
 Départ 7 h. Retour 19 h.30

**PORT GRIMAUD ET SAINT-TROPEZ** **92 F**  
**MERCREDI**  
 Cette excursion permet de passer une journée à SAINT-TROPEZ de 10 h. à 17 h.30  
 ou à PORT GRIMAUD de 10 h.30 à 18 h. puis à SAINT-TROPEZ de 15 h.30 à 17 h.30  
 Départ 8 h.30 Retour 18 h.45

Answer the following questions in English:

- Which would you choose if you could go only on a Thursday?
- Where could you go if you only had an afternoon free?
- On which days could you visit the Lérin Islands?
- What should you do if you wanted to visit these islands on 10th July?
- What would you need to decide if you went on the Wednesday trip?

## **EXAMINATIONS 1995**

DEPARTMENT:	
COURSE TITLE:	French for Beginners
TIME ALLOWED:	Two hours
NUMBER OF QUESTIONS IN PAPER:	Six
NUMBER OF QUESTIONS TO BE ANSWERED:	Six
VALUE OF EACH QUESTION:	The value of each question is indicated.
GENERAL INSTRUCTIONS:	Candidates are to answer ALL SIX questions.
SPECIAL INSTRUCTIONS:	This paper is worth 75 marks. The remaining 25 marks are allocated to the oral examination <u>already taken by candidates.</u>
CALCULATORS PERMITTED:	No

1. Verbs : present tense **[12 marks]**

In the following letter to friends, complete the sentences by selecting the appropriate verb from the left hand column and putting it in the correct form. You need not write out the whole sentence again but make sure each answer is clearly numbered (eg. 8 : sommes). Note that some verbs may be used more than once.

avoir	Comment (1) -vous? Nous n'(2) pas souvent mais vous
être	(3) que nous (4) beaucoup à vous. En ce moment, nous
savoir	(5) de la chance parce que tous les dimanches nous (6) à
penser	la campagne chez Jacques Saule. Vous (7) les Saule,
aller	n'est-ce pas? Ils (8) une maison de campagne à
prendre	Dourdan. Vous (9) où est Dourdan? Au sud de Paris.
écrire	Nous (10) l'autoroute A6, c'est plus rapide. Nous (11) le
connaître	marché à Dourdan : les fruits et les légumes (12) moins
faire	chers à la campagne.
voir	

**TURN OVER**

2. Verbs : past tense

[13 marks]

Complete the following sentences by putting the verb in the appropriate past tense ('passé composé', imperfect or pluperfect). You need not write out the whole sentence but make sure each verb is clearly numbered (eg. 4 : étaient).

Marie (1 : demander) à ses amies : "Qu'est-ce que vous (2 : faire) hier soir? Vous (3 : ne pas être) là quand je (4 : venir) vous voir."

Chantal (5 : répondre) : "Je (6 : sortir) pour aller à la bibliothèque parce que j' (7 : avoir) un devoir à faire."

Claude (8 : ajouter) qu'elle (9 : être) à la maison presque toute la soirée mais qu'elle (10 : partir) vers huit heures.

Marie (11 : dire) : "C' (12 : être) l'anniversaire de Jean-Luc hier mais très peu de gens (13 : venir) à la soirée.

3. Questions

[10 marks]

Find the French questions corresponding to the following answers:

- (a) Oui, je suis étudiante.
- (b) Il est dix heures et demie.
- (c) J'habite à Hamilton.
- (d) Elle étudie le français, le japonais et le maori.
- (e) Mon père arrive ce soir.
- (f) Mes enfants regardent le feuilleton "Shortland Street" à la télé.
- (g) Moi, je préfère écouter de la musique.
- (h) Une place de cinéma coûte 40F.
- (i) Hier, il a plu toute la journée et il a fait du vent.
- (j) Sylvie est à Paris depuis une semaine.

4. Composition:

[15 marks]

You are holidaying in France and a local reporter wants to know about sport in New Zealand. You answer her questions in French. You need only write your own part of the dialogue but clearly number your answers.

- Journaliste: Est-ce que les Néo-Zélandais sont très sportifs?  
(a) You: (say that they are, but there are also lots of 'spectateurs')
- Journaliste: Quel est le sport national néo-zélandais?  
(b) You: (There is rugby, of course, and cricket)
- Journaliste: Ah, le cricket. C'est très compliqué, n'est-ce pas?  
(c) You: (Yes, it's quite complex, but you like playing cricket a little, not very often)
- Journaliste: On joue toute l'année?  
(d) You: (No, in summer only. In winter one plays rugby)
- Journaliste: Et vous, qu'est-ce que vous faites?  
(e) You: (say that you have several friends who play rugby every Saturday; your wife plays bowls (boules) on Sunday afternoon and your brother goes cycling every evening ... and your other brother goes jogging at six o'clock every morning! You prefer tennis.)
- Journaliste: Quelle famille sportive! Vous faites d'autres sports?  
(f) You: (say no, but you like watching sport on television)
- Journaliste: Ah, vous avez un sport préféré?  
(g) You: (say you love watching gymnastics and snooker)
- Journaliste: Le snooker? Qu'est-ce que c'est que ça?  
(h) You: (Ah, well ... there's a green table, fifteen little red balls, one black one, one white one, one yellow ... Oh, it's very complicated!)

CONTINUED

5. English Comprehension  
Examine the following document and answer the questions in English:

[10 marks]

# Gagnez du temps: voyagez de nuit en voiture-lit.

Partir tard dans la soirée. Arriver tôt le matin et gagner ainsi toute une journée. Goûter tout le confort d'un véritable hôtel roulant: lits confortables en compartiments d'une, deux ou trois personnes. Tout ce qu'il faut pour faire sa toilette. Et, le matin, le petit déjeuner servi dans le compartiment. Ces possibilités vous sont offertes

**TEN** Trans  
Euro  
Nuit

sur les principales relations françaises et internationales. Les voitures-lits TEN amènent à destination dans de nombreuses villes européennes tant les hommes d'affaires que les touristes. Rapidement. Confortablement. De nuit. Tous autres renseignements pourront vous être donnés dans les gares et les Agences de voyages.

**Gagnez du temps: voyagez de nuit en voiture-lit.**

- (a) What sort of document is this?
- (b) What does it promote?
- (c) What is the main advantage of this service?
- (d) Why is this compared to a 'rolling hotel'? (3 reasons)
- (e) Is this service available only within France?
- (f) Who are the main clients for this service?
- (g) Where can one obtain further information on it?

**TURN OVER**

6. French Comprehension

[15 marks]

After reading the following text and looking at the accompanying pictures, answer the questions in French:

# Le bouquet d'anniversaire

M. Médard regarde la pendule. Cinq heures vingt-cinq. Ouf! La journée de travail est terminée. Cependant il est inquiet. Il a l'impression qu'il oublie quelque chose. Mais quoi?

Le calendrier est au-dessous de la pendule. En regardant l'heure, il voit la date. Le trois mai! C'est ça, c'est bien ça! C'est aujourd'hui l'anniversaire de sa femme.

Ma pauvre Lucienne! J'ai oublié son anniversaire. Il faut à tout prix faire quelque chose. Vite, cherchons un fleuriste!

M. Médard met son pardessus et sort en trombe de son bureau. Hélas, c'est lundi, jour de clôture. Tous les fleuristes sont fermés ce jour-là. Que faire?

Il va, il vient, dans une rue, puis dans une autre. Peut-être qu'au jardin public... ou au cimetière... Ah, non! Il n'est pas voleur, quand même!

Tiens, tiens, voilà tout juste ce qu'il faut. Il s'arrête devant un joli restaurant, 'La Pergola'.

La porte et la grande fenêtre sont agrémentées de fleurs superbes, en pots et en vases. Oh, ce bouquet sur le rebord de la fenêtre! Il est magnifique!

Naturellement le patron est assez surpris lorsqu'un monsieur veut acheter son bouquet de fleurs.

—Nous ne sommes pas des fleuristes, Monsieur. Ici, c'est un restaurant.

Mais M. Médard lui explique sa triste situation. L'hôtelier, qui lui aussi est marié, se montre très compréhensif et lui vend le bouquet.

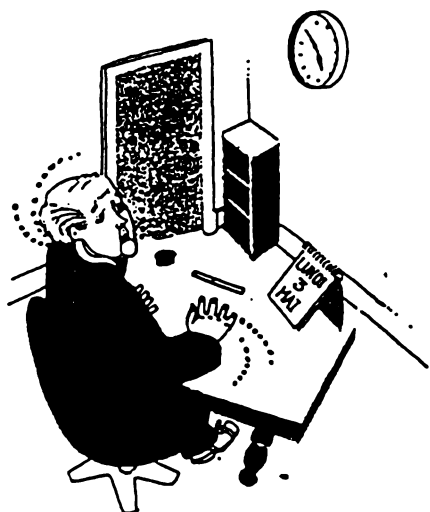
Quelle heureuse réunion à la maison!

—Joyeux anniversaire, Lucienne!

—Mon chéri, comme tu es gentil! Quel splendide bouquet! Tu me gâtes.

—J'ai pensé à toi toute la journée.

Madame Médard reste en admiration devant ces belles fleurs. C'est la première fois que son mari lui offre un bouquet aussi grand, aussi beau, aussi artistique. Tout est bien qui finit bien!



Question 6 continued



- (a) Où est-ce que M. Médard travaille?
- (b) A quelle heure est-ce qu'il termine sa journée de travail?
- (c) Qu'est-ce qu'il a devant lui, sur son bureau?
- (d) Pourquoi est-ce qu'aujourd'hui est une date importante?
- (e) Qu'est-ce qu'il décide de faire?
- (f) Pourquoi ne peut-il pas acheter de fleurs?
- (g) Qu'est-ce qu'il pense faire à ce moment-là?
- (h) Qu'est-ce qu'il voit en passant devant un restaurant?
- (i) Qu'est-ce qu'il demande au patron du restaurant?
- (j) Pourquoi le patron est-il surpris?
- (k) Pourquoi est-ce qu'il décide finalement de vendre le bouquet?
- (l) Qu'est-ce que M. Médard dit à sa femme en rentrant chez lui?
- (m) Qu'est-ce que Mme Médard pense de son mari?
- (n) Est-ce que M. Médard a vraiment pensé à sa femme toute la journée?
- (o) Décrivez Mme Médard dans la dernière image.

## MID-YEAR EXAMINATIONS 1995

- DEPARTMENT:
- COURSE TITLE: Language 1A
- TIME ALLOWED: Three hours
- NUMBER OF QUESTIONS IN PAPER: Thirteen
- NUMBER OF QUESTIONS TO BE ANSWERED: Thirteen
- VALUE OF EACH QUESTION: The value of each question is indicated.
- GENERAL INSTRUCTIONS: Candidates are to answer ALL THIRTEEN questions.
- SPECIAL INSTRUCTIONS: Candidates are to answer SECTIONS A, B, C, and D in the answer book and SECTION E on the separate answer sheets which must be tied into the answer book.  
This paper is worth 75 marks. The remaining 25 marks are allocated to the oral examination already taken by candidates.
- CALCULATORS PERMITTED: No

### Section A : Lexique

(Candidates are to answer ALL questions from this section.)

1. Voici des listes de mots et d'expressions. Ecrivez le terme appartenant au registre populaire du langage. [3 marks]
- (a) un ami, un copain, un camarade, un pote, un collègue.
  - (b) prendre un verre, prendre un pot, boire, déguster un verre de vin.
  - (c) l'alimentation, la nourriture, la bouffe, le manger.
  - (d) un travail, un boulot, un emploi, un métier, une occupation.
  - (e) une soirée, une fête, une boum, une réception, une surprise-partie.
  - (f) une automobile, une bagnole, une voiture, un véhicule.
2. Ecrivez le mot qui n'appartient pas à la série. [3 marks]
- (a) sympathique, pessimiste, française, heureuse, gentille.
  - (b) marcher, proposer, inviter, accepter, refuser.
  - (c) aimer, choisir, punir, préférer, adorer.
  - (d) rarement, lentement, souvent, quelqu'un, toujours.
  - (e) un kilo d'oranges, un litre de lait, une tranche de pâté, cent grammes de fromages, un bouquet de fleurs.
  - (f) hier soir, la semaine dernière, dimanche prochain, l'année dernière, hier matin.
3. Définitions [2 marks]  
Que signifie les expressions suivantes? Ecrivez le numéro correspondant à la bonne réponse.
- (a) C'est une dingue du travail.
    - (i) elle est folle de son travail.
    - (ii) elle travaille énormément.
    - (iii) elle travaille mal.

Question 3 - continued next page  
TURN OVER

Question 3 continued

- (b) Sécher un cours.
  - (i) Ne pas réviser ses leçons.
  - (ii) Se désintéresser d'un cours.
  - (iii) Manquer un cours.

**Section B : Lecture**

(Candidates are to answer ALL questions from this section.)

4. Lisez le texte et répondez au questionnaire à choix multiple qui suit en écrivant le bon numéro. [7 marks]

**Invitation au Sénégal**

# SÉNÉGAL

**A partir de 6.780 F**

*Vous ferez ce que vous n'avez jamais fait, vivrez ce que vous n'imaginiez même pas vivre, verrez ce que vous n'aviez jamais songé<sup>1</sup> voir.*

*Quand poésie, cocasserie<sup>2</sup>, folklore se succèdent au rythme des paysages, l'étonnement et le plaisir sont garantis...*

<sup>1</sup>dreamed  
<sup>2</sup>comedy

### Formalités

Le passeport en cours de validité est nécessaire pour les ressortissants<sup>3</sup> français. Pour les autres nationalités, se renseigner auprès des différents consulats. Aucune vaccination n'est exigée. Traitement antipaludéen<sup>4</sup> recommandé.

### Monnaie

100 F CFA = 2 FF. Les billets CFA sont négociables partout en France. Le franc français est accepté partout dans le pays.

### Climat

Le littoral sénégalais bénéficie d'un micro-climat de type sud-canarien. Le reste du pays est soumis au climat tropical. Température moyenne : 22° à 27° toute l'année. Plus forte chaleur et quelques brefs orages de juillet à septembre. Prévoir un lainage<sup>5</sup> pour le soir de novembre à mai.

### Langue

Le français est la langue officielle. Il est parlé dans tout le pays. Dialectes les plus répandus : wolof, serere, peulh.

### Gastronomie

Beaucoup de légumes frais ainsi que poissons et fruits de mer. Fruits exotiques. Ne pas manquer les spécialités de Tiebou Diene (riz au poisson), couscous de mjl, poulet Yassa... Excellente bière locale. Jus de fruits du pays.

### Achats

Tissus et vêtements africains colorés et très confortables, pagnes aux motifs originaux, batiks, maroquinerie en peau de serpent ou lézard, bijoux fantaisie, poupées, tailleurs de brousse.

<sup>3</sup>nationals    <sup>4</sup>against malaria    <sup>5</sup>woolen garments

### OUT OF SENEGAL

#### 1<sup>er</sup> JOUR : NANGADEF

Rencontre à l'aéroport de Paris. Formalités d'enregistrement et envoi à destination de Dakar. Accueil par votre guide et transfert au campement de Keur Kani. Accueil en musique au campement, où une collation vous sera servie. Installation pour la nuit.

#### 2<sup>e</sup> JOUR : LA LÉGENDE DU LAC ROSE

Petit déjeuner. Matinée libre pour une découverte individuelle du village. En fin de matinée, présentation des différents aspects culturels du Sénégal, et initiation au wolof (dialecte local). Déjeuner au campement. Départ en 4 x 4<sup>6</sup> pour le tour du fabuleux lac Rose, où vous ferez connaissance avec les ramasseuses<sup>7</sup> de sel. Promenade à travers les dunes de sable et détente sur une immense plage déserte. En fin de journée, vous reprendrez les 4 x 4 pour aller assister, à Kayar, à l'arrivée des pêcheurs. Dîner de spécialités sénégalaises au bord du lac, dans un campement, éclairé par des lampes-tempête. Soirée Contes et Légendes au pied du Baobab Sacré. Retour à Keur Kani pour la nuit.

#### 3<sup>e</sup> JOUR : LE TRAIN DE BROUSSE

Petit déjeuner au campement. Visite de Dakar en « Car Rapide ». Dépaysement<sup>8</sup> et fou rire<sup>9</sup> garanti... Déjeuner « des Iles » dans un restaurant sénégalais. Transfert à la gare et embarquement à bord du train de brousse, en wagon de 1<sup>re</sup> classe. Arrivée à Saint-Louis, après cinq heures de voyage. Accueil et transfert au ranch de Dakar Bango. Installation dans les chambres et dîner à la table d'hôte. Promenade nocturne en 4 x 4 dans la brousse. Nuit.

<sup>6</sup>female collectors    <sup>7</sup>change of scenery  
<sup>8</sup>giggles    <sup>9</sup>four-wheel drive

## Question 4 continued

**4<sup>e</sup> JOUR : L'AVENTURE  
A LA SAINT-LOUISIENNE**

Petit déjeuner matinal. Visite d'un parc national : oiseaux, tortues de mer, biches, phacochères.<sup>9</sup> Déjeuner, sous la tente maure, sur la langue de Barbarie, entre fleuve et mer. Après-midi libre : baignade, planche à voile, pêche... Retour au ranch, puis départ pour une visite de Saint-Louis en calèche. Apéritif à l'hôtel de la Poste, où Mermoz<sup>9</sup> tenait ses quartiers, puis dîner chic à la Résidence. Saint-Louis by night. Nuit au ranch.

**5<sup>e</sup> JOUR : OUT OF SENEGAL**

Petit déjeuner au ranch. Découverte en 4 x 4 de la brousse africaine. Tour du lac de Guiers, visite de villages Sérères et Peulhs où vous serez accueillis traditionnellement, le long des rizières et sur le lieu de tournage du film « Coup de Torchon ». Pique-nique très stylé « Out of Africa ». Continuation de la promenade. Dîner au ranch, suivi d'un spectacle de lutte africaine.

**6<sup>e</sup> JOUR : DU NORD AU SUD**

Petit déjeuner, puis départ en taxi-brousse pour la ville sainte de Touba. Visite de la plus grande mosquée de toute l'Afrique de l'Ouest, rencontre avec des guerriers<sup>10</sup> Mbaye Fall, revêtus de fabuleux costumes. Déjeuner en cours de route. Continuation vers la Petite Côte puis le Sine Saloum.

<sup>9</sup>Jean Mermoz (1901-1936), French pioneer aviator <sup>10</sup>warriors <sup>11</sup>warriors



Arrivée en fin d'après-midi au campement intégré de Palmarin, au bord d'une plage ourlée de cocotiers. Délasserment sur la plage. Dîner au campement et soirée surprise africaine.

Pour tout autre renseignement :  
Office de Tourisme Sénégalais  
15, rue Remusat - 75016 Paris - Tél. : 40 50 07 90

Avez-vous compris? Choisissez la réponse correcte.

- (a) Pour voyager au Sénégal, les Français ont besoin...
- d'une carte d'identité
  - d'un passeport
  - d'un visa en plus du passeport
- (b) Au Sénégal, le climat à l'intérieur du pays est...
- un micro-climat
  - essentiellement tropical
  - le même toute l'année
- (c) Au Sénégal, on parle...
- uniquement la langue officielle
  - anglais et français
  - le français et plusieurs autres dialectes
- (d) Pour se déplacer sur les routes du Sénégal, on utilise surtout...
- des voitures tout terrain
  - des petites autos bon marché
  - des dromadaires
- (e) Au parc national à Saint-Louis, les touristes peuvent voir....
- de magnifiques kasbahs
  - des vestiges romains
  - des animaux sauvages
- (f) "C'est dans la ville de Touba que se trouve... de l'Afrique de l'Ouest."
- le plus grand baobab
  - le plus vieux refuge d'animaux
  - la plus grande mosquée
- (g) Au Sénégal le touriste peut acheter...
- de grands chapeaux de paille
  - de la vaisselle en terre cuite
  - des objets faits en peau de serpent

TURN OVER

5.

[12 marks]

## "Marche ou crève !"

Une jeune personne raconte son expérience à Henri IV, un grand Lycée Parisien.

On nous l'a très vite dit : nous étions dans le deuxième lycée de France! Cela se méritait. J'étais contente d'être là, en classe de seconde, dans ce beau lycée ancien. J'avais tout fait pour y entrer : après avoir gadouillé au début du collège, j'avais largement remonté la pente.

- 5 J'ai tout de suite été ahurie par la densité des cours. On allait à toute vitesse. En maths, le prof ne s'adressait qu'à ceux qui voulaient faire une première S. Ceux qui avaient l'esprit littéraire étaient relégués au fond de la classe. Je me suis d'abord accrochée, puis j'ai capitulé. Il y a eu un épisode comique : le prof est tombé malade et a été remplacé par un Africain, avec lequel tout le monde a eu la moyenne. Mais les matheux
- 10 sont allés se plaindre en haut lieu de «cette larve»! Qui immédiatement s'est mise au pas; et j'ai eu de nouveau 4 ou 5. Au collège, quand j'avais 14, j'étais déçue.

- J'étais en permanence stressée par mes notes médiocres dans toutes les matières, par le rythme des contrôles, par ces profs sadiques. En français, nous grattions sans jamais poser de questions. Je me rappellerai longtemps ce sonnet travaillé pendant des
- 15 heures, qui m'a valu une note très moyenne : un alexandrin avait treize syllabes...

- C'était marche ou crève! Chacun gardait pour soi le moindre petit tuyau, mais posait toujours la même question: «Combien t'as eu?» Avant les contrôles, les élèves étaient d'une humeur de chien, on aurait dit qu'ils allaient se tuer. Un ou deux ont fait une
- 20 dépression. Une amie était accablée par ses notes médiocres et des parents profs qui lui prenaient tout le temps la tête. Les miens m'encourageaient, mais je tirais ma charrue. J'étais devenue une merde. L'horreur, c'était quand le proviseur entrait dans la classe et qu'il commentait les bulletins. Dès le premier trimestre on m'a cataloguée : «Ne semble pas être à sa place en seconde.» A la fin de l'année, le verdict est tombé : j'allais
- 25 redoubler. L'angoisse totale : je suis une nulle, une incapable, c'est ce que je me suis répété pendant tout l'été. J'avais déjà raté ma vie! J'étais refusée, comme ceux qui sont au chômage.

- A la rentrée, je me suis retrouvée dans un cours privé, où l'on m'a admise en première. Les profs sont exigeants, j'ai de bonnes notes, mais je ne suis pas encore tout à fait rassurée. A Henri-IV, c'est inhumain; le corps est oublié, l'âme n'a pas d'importance.
- 30 Pourtant, il m'arrive d'avoir parfois une nostalgie folle de mon lycée. C'était l'enfer et le paradis. Faire partie de l'élite, c'est quand même gratifiant. J'y retournerai peut-être l'année prochaine, en terminale.

Propos recueillis par Anne Fohr

### Explications

Classe de seconde (l.2) = fifth form.

Première S (l.6) = Sixth form with mainly scientific subjects.

gadouillé (l.3) = struggled

ahurie (l.5) = dumbfounded

crève (l.16) = die (slang)

un tuyau (l.16) = information (slang)

accablée (l.19) = depressed

redoubler (l.24) = doing the same class the following year.

- (a) Le texte comporte combien de paragraphes ? Numérotez-les. (1)
- (b) Précisez l'identité de la personne qui raconte: âge, sexe, occupation. (2)
- (c) Quelle institution décrit-on dans le texte ? (1)
- (d) Quelle est l'attitude des professeurs à l'égard des élèves dans cette institution.? (2)
- (e) Dans quel paragraphe parle-t-on des rapports entre élèves ? Comment sont ces rapports ? (2)
- (f) Que s'est-il passé pour cette personne à la fin de l'année ? (2)
- (g) Trouvez dans le texte deux expressions signifiant "I'm a failure." (1)
- (h) Trouvez le mot qui signifie: "élève bon en mathématiques." (1)

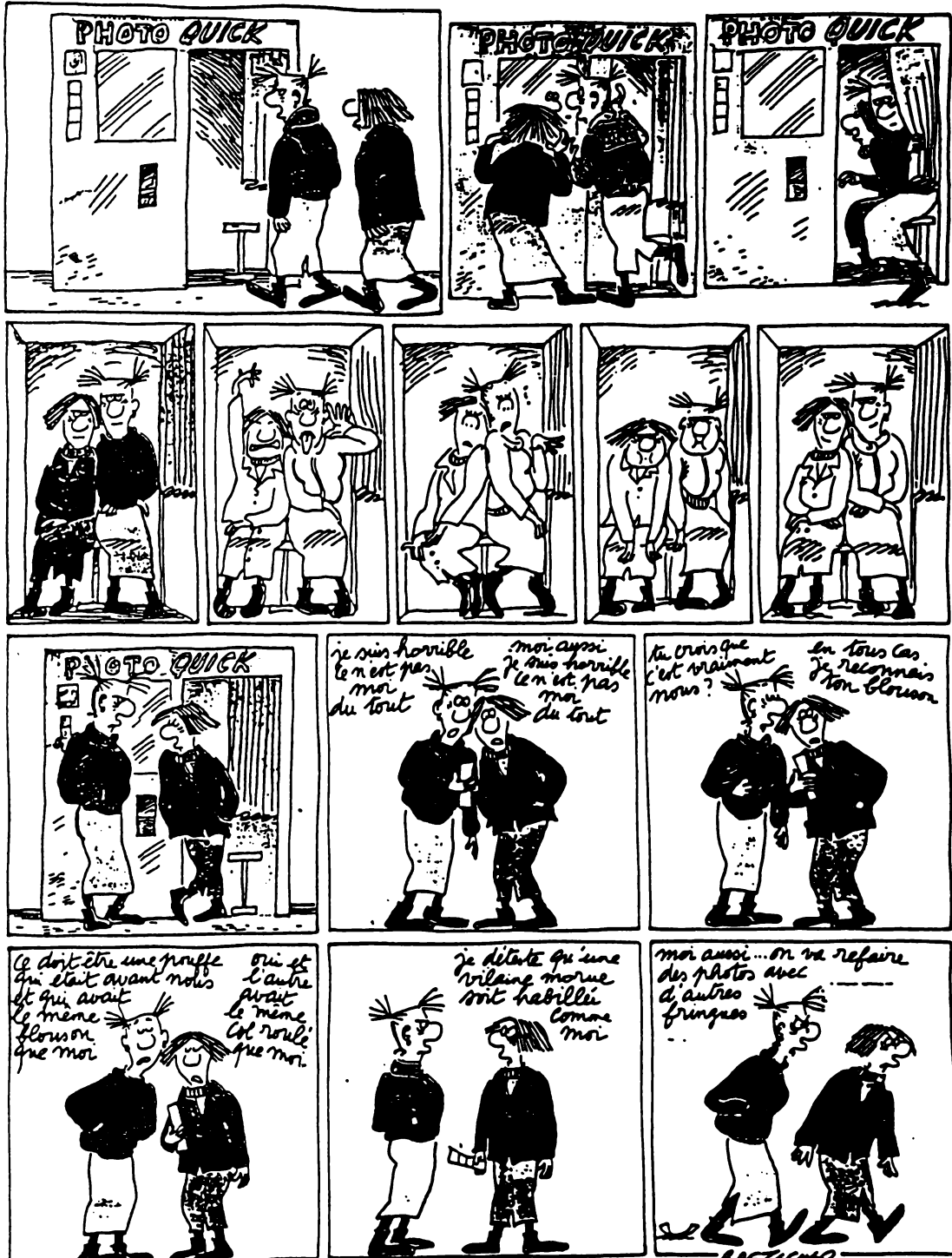
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Section C : Expression Ecrite  
(Candidates are to answer ALL questions from this section.)

6. Lisez la bande dessinée. [16 marks]  
 Imaginez que vous êtes l'une des deux filles. Ecrivez à une amie française pour lui raconter ce qu'il vous est arrivé. Vous écrirez entre 150 et 200 mots.

**Explications**  
 une pouffe, une morue = slang for "ugly girl"  
 les fringues = slang for clothes

**LA POUFFE** par Claire BRETCHNER



**Section D : Communication**  
(Candidates are to answer ALL questions from this section.)

7. Que dites-vous dans les situations suivantes ? Ecrivez le numéro correspondant à la bonne réponse. [8 marks]
- (a) Se présenter
    - (i) La journaliste est dans son bureau.
    - (ii) Je m'appelle Robert Duteil et je suis journaliste.
    - (iii) Il travaille beaucoup, ce journaliste.
  - (b) S'informer sur les autres
    - (i) Elle travaille dans une banque.
    - (ii) Est-ce qu'elle est italienne?
    - (iii) La banque est à côté du supermarché.
  - (c) Accepter
    - (i) Non merci, vous êtes très aimable.
    - (ii) Je déteste aller au cinéma.
    - (iii) Mais oui, je viens avec plaisir.
  - (d) Exprimer le désaccord
    - (i) Je ne suis pas d'accord.
    - (ii) Je suis grand et mince.
    - (iii) C'est mon acteur préféré.
  - (e) Exprimer une préférence
    - (i) Silence s'il vous plaît!
    - (ii) J'aime bien la musique classique.
    - (iii) La pharmacie est au coin de cette rue.
  - (f) Demander une information
    - (i) Les photos sont à moi.
    - (ii) Où est la poste, s'il vous plaît?
    - (iii) Je vais en Italie.
  - (g) Donner un ordre
    - (i) Tu pars déjà?
    - (ii) J'aime marcher.
    - (iii) Ne marchez pas vite!
  - (h) Exprimer la possession
    - (i) C'est sa montre.
    - (ii) Elle n'est pas étudiante.
    - (iii) Elle habite un appartement.

CONTINUED

**SEE SEPARATE SHEETS**

Name: .....

[NOTE: These answer sheets are to be attached to the answer book.]

**Section E : Grammaire**

(Candidates are to answer ALL questions from this section.)

8. Complétez le texte en utilisant l'imparfait ou le passé composé. [7 marks]

Un crime

Il (être) .....trois heures du matin. Il (faire) .....  
froid. La ville (être) ..... calme.

Soudain une voiture de police (arriver) ..... rapidement dans la rue  
principale. Elle (s'arrêter) ..... devant une bijouterie. Les agents

(se précipiter) ..... vers la porte du magasin. Joëlle (dormir)

..... au premier étage. Elle (se réveiller) .....

brusquement quand l'alarme de la bijouterie (sonner) ..... Elle

(avoir) ..... peur. Elle (entendre) ..... des cris,

puis un coup de revolver. Elle (regarder) ..... par la fenêtre. Elle

(voir) ..... les agents saisir deux hommes.

Plus tard la rue (redevenir) ..... calme.

9. Conseils: [2 marks]

Vous êtes médecin. Donnez des conseils professionnels ou personnels aux personnes  
suivantes en utilisant l'impératif.

ex: une femme enceinte ---> ne buvez pas d'alcool !

(a) un étudiant préparant des examens : \_\_\_\_\_

(b) un homme trop gros : \_\_\_\_\_

(c) une femme qui vient de divorcer : \_\_\_\_\_

(d) une jeune fille au bras cassé : \_\_\_\_\_

**TURN OVER**

10. Pronoms [2 marks]

Que faites-vous dans les situations suivantes? Utilisez le verbe entre parenthèses et deux pronoms objets (**le, la, ou les et lui ou leur**).

ex: Un(e) ami(e) voudrait emprunter cinq dollars. (prêter)  
Je les lui prête. (Je ne les lui prête pas.)

(a) Un(e) ami(e) voudrait regarder vos réponses pendant un examen. (montrer)

---

(b) Une personne que vous ne connaissez pas bien voudrait emprunter votre livre de français pour le week-end. (donner)

---

(c) Vos parents voudraient savoir tous vos secrets. (dire)

---

(d) Un autre étudiant dans la classe de français voudrait comprendre la différence entre le mariage et l'union libre. (expliquer)

---

11. Articles [5 marks]

Jean-Pierre a décidé d'organiser une soirée-crêpes pour ses amis. Il examine sa recette pour voir quels sont les ingrédients et les ustensiles dont il aura besoin. Remplacez les tirets par l'article défini, indéfini ou partitif qui convient ou la préposition **de**.

Voyons un peu: il me faut beaucoup (1) \_\_\_\_\_ lait, (2) \_\_\_\_\_ farine, (3) \_\_\_\_\_ oeufs, (4) \_\_\_\_\_ sucre et une pincée (5) \_\_\_\_\_ sel. Tiens ! C'est bizarre, pas (6) \_\_\_\_\_ beurre fondu pour la pâte. Je vais en mettre quand même. Il en faut aussi un peu (7) \_\_\_\_\_ pour la pâte. Il me faut aussi un pot (8) \_\_\_\_\_ confiture pour accompagner (9) \_\_\_\_\_ crêpes, et bien sûr (10) \_\_\_\_\_ bon petit vin !

12. Adjectifs: [6.5 marks]

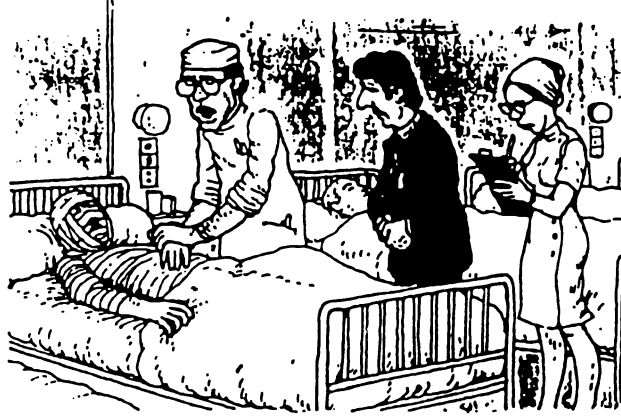
Complétez cette description d'un jardin public.

agréable, beau, calme, circulaires, fatiguées, grand, heureuses, joli, municipal, petit, public, romantique, vieux

Derrière le ..... marché ....., il y a un .....  
jardin ..... Dans ce ..... jardin, il y a toujours beaucoup  
de gens. Des mamans ..... mais un peu ..... regardent  
jouer leurs enfants. Un ..... monsieur reste assis longtemps sur le  
..... banc. Un couple ..... marche lentement sur les  
allées ..... Dans cet endroit, la vie redevient ..... et  
.....

Continued next page

13. Regardez l'image suivante et posez 3 questions sur ce qu'elle représente. Employez une formule interrogative différente à chaque fois. Ne posez pas de questions répondant par oui ou par non. [1.5 marks]



- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_

## EXAMINATIONS 1995

DEPARTMENT:

COURSE TITLE: Language 1B

TIME ALLOWED: Three hours

NUMBER OF QUESTIONS  
IN PAPER: Nine

NUMBER OF QUESTIONS  
TO BE ANSWERED: Nine

VALUE OF EACH QUESTION: The value of each question is indicated.

GENERAL INSTRUCTIONS: Candidates are to answer ALL NINE questions

SPECIAL INSTRUCTIONS: Candidates are to answer questions one to four in the answer book and questions five to nine on the separate answer sheets which must be tied into the answer book. This paper is worth 75 marks. The remaining 25 marks are allocated to the oral examination already taken by candidates.

CALCULATORS PERMITTED: No

1. Faites une composition sur UN des sujets suivants en français. Vous écrirez entre 180 et 200 mots. [15 marks]

**SOIT:**

- (a) A l'aéroport de Montréal. L'avion pour Paris part à 9 heures. Il est neuf heures moins le quart. Pauline doit prendre l'avion. Elle n'est pas encore arrivée. Gilles et André l'attendent. Ils se demandent où elle est. Imaginez leur dialogue.

**SOIT:**

- (b) Depuis le début de ce semestre, vous avez un(e) nouveau(nouvelle) camarade de chambre avec qui vous ne vous entendez pas. Ecrivez au professeur Harmonie pour vous plaindre et demander des conseils.

**SOIT:**

- (c) La télévision est-elle un média utile? Donnez votre opinion.

**TURN OVER**

2. Lisez le texte ci-dessous et répondez en français aux questions.

[10 marks]

### psycho

# Ces gaffes qui nous trahissent

Certaines personnes ont l'art et la manière de mettre régulièrement les pieds dans le plat. Mais les gaffes ne surviennent jamais par hasard et elles ont toujours une signification.

**A** 25 ans, Rosine, célibataire, travaille dur pour élever sa fille et payer son loyer. Un de ses amis l'entraîne dans une soirée chez de riches oisifs. Les hommes parlent de golf, les femmes, fraîchement coiffées et manucurées, de leurs soucis domestiques. Rosine s'ennuie, elle a sommeil. Elle s'excuse auprès de l'assemblée, regagne le hall, récupère sa cape, qu'elle enroule d'un grand mouvement d'épaule. Le tissu balaye la paire de vases en porcelaine disposés sur une console, qui tombent et se cassent. Une petite fortune en miettes! Pierre rend visite à un vieil ami de son père à l'hôpital. Il ne l'a pas vu depuis des années. Il se trompe de malade et, pendant une vingtaine de minutes, fait la conversation à un vieillard inconnu. Paul rencontre dans le train une ancienne collègue de bureau. La jeune femme n'a jamais caché qu'elle est atteinte d'une maladie incurable. Pendant tout le trajet, elle en parle à Paul. Quand elle se lève pour descendre à sa station, ce dernier lui dit:



« Bonne fin de parcours. » Il s'en voudra pendant plusieurs heures: « Pourquoi ne lui ai-je pas dit tout simplement bonsoir? » Cécile attend un enfant. Sa grossesse est très mal acceptée par sa propre mère, qui redoute de vieillir et se voit mal dans son futur statut de grand-mère. Pour son anniversaire, Cécile lui offre un livre de Gabriel Garcia Marquez intitulé « Les Funérailles de la grande mémé ». **Dire malgré soi ce que l'on pense** Gaffes, bévues, boulettes... pourquoi certains ont-ils ainsi l'art et la manière de se mettre dans des situations embarrassantes? Selon le docteur Samuel Lepastier, psychiatre et psychanalyste, « les personnes qui commettent une gaffe ne peuvent, en fait, s'empêcher de dire ou de montrer ce qu'elles pensent. Mais elles le font d'une manière indirecte. Si elles le faisaient directement, cela deviendrait de l'insolence ». Rosine ne pouvait pas dire tout son mépris à ses hôtes, ni Cécile envoyer promener sa mère. Pierre n'avait pas envie de faire cette visite à

l'hôpital. Quant à Paul, en voulant dire un mot aimable, il renvoyait son interlocutrice à sa fin prochaine. La gaffe, c'est un compromis entre ce qu'on a envie d'exprimer et ce qu'il est défendu de dire. Les enfants, eux, ne s'embarassent pas de précautions pour exprimer leurs pensées. Qui n'a connu de chipie ou d'affreux jojo, montrant du doigt les adultes et clamant bien fort: « Regarde la dame, comme elle est grosse » ou « Le monsieur, il a l'air méchant »? Mais, en grandissant, il faut apprendre à tourner sept fois sa langue dans sa bouche avant de parler. La gaffe devient alors une soupape. « Il existe des personnes qui ne font jamais de gaffes, et ce n'est pas toujours bon signe, commente le docteur Lepastier. Cela signifie qu'elles se contrôlent en permanence. » Les gaffes revêtent deux formes: physique ou verbale.

Ce que les psys appellent dans leur jargon « acte manqué » pour les premières et « lapsus » pour les secondes. Mais l'une comme l'autre révèlent des sentiments enfouis profondément. Un acte manqué très classique est celui de l'étudiant qui a potassé ses examens et qui, le jour J, oublie d'aller les passer! Peur de l'échec, certes, mais surtout peur de la réussite, de devoir accéder à un niveau supérieur ou d'entrer dans la vie active. Somme toute, peur de devenir adulte. Côté lapsus, nous sommes souvent gâtés par nos hommes politiques. Comme ils doivent tout le temps faire attention à ce qu'ils disent, en particulier à la télévision, ils en font régulièrement. Pendant la campagne présidentielle, un homme politique, rallié de dernière minute au camp adverse, a parlé de « trahir nos pensées ». Il voulait dire « traduire »! Avec la gaffe, c'est l'inconscient qui s'exprime. Mais il ne faut pas la redouter pour autant. Comme disait le célèbre psychanalyste Jacques Lacan, « tout acte manqué est un discours réussi »...

ANNE BERGOGNE

**Pour savoir si vous êtes une gaffeuse ou un gaffeur, amusez-vous à faire notre test, page 56.**

**Question 2 continued**

- (a) Lisez la bande dessinée et à l'aide de celle-ci, expliquez ce qu'est une gaffe.
- (b) Expliquez sans répéter le texte, quelle gaffe a commise Rosine.
- (c) D'après les psychologues, quelle est la véritable signification d'une gaffe?
- (d) Pourquoi les enfants ont-ils moins peur d'exprimer leurs pensées que les adultes?
- (e) Quelles sont les deux types de gaffes possibles? Comment les psychologues les appellent-ils?

**3. Traduire [12 marks]**

- (a) If you don't want to waste your money, put it in a savings account.
- (b) My parents made me save some money to pay for my tuition fees.
- (c) Some French people are afraid of unemployment. Others are even more afraid of aids.
- (d) Poverty in the world will increase by the year 2050.
- (e) There are more ads on the radio than on T.V.
- (f) When I have finished studying engineering, I will travel around the world.

**4. Lisez le programme télévisé et donnez les informations suivantes: [5 marks]**

Remplissez le tableau suivant dans votre *answer book*. Pour chaque catégorie d'émission, trouvez un seul exemple dans le programme télévisé et donnez les informations demandées.

	Emission	Nom	Heure	Chaîne
Ex.	Film	Dragon, L'Histoire de Bruce Lee	21h00	Canal+
(a)	Actualités			
(b)	Emission pour les enfants			
(c)	Série américaine			
(d)	Divertissement			
(e)	Emission culturelle			

Ce devait être Michel Serrault chez Canada, ce sera Jean-Marie Le Pen. Pour les quotas politiques!

W E R S E R A D I H A S M A R S

Question 4 continued



- 6.00 Euronews @ 7.15 Bonjour Babar...
- 6.05 LES AVENTURES DE TINTIN L'île maïa. (R). 9041197
- 8.15 LES MINIKRUMS Jeunesse. Un chien des Flandres: Alois vend du lait. La légende de Blanche-Neige: Une fillette adorable. Albert le 5<sup>e</sup> mousquetaire: Le comte de quicastro. Widget: Les foulons et les renards. Les mondes fantastiques. Il était une fois... les découvreurs: Marie Curie. Où est Charlie? Les chasseurs. Marshall et Simon: Pas de chance. 41960975
- 11.55 12/13 1845197
- 12.45 JOURNAL 6710352

- 13.05 AOATMA CHRISTIE Téléfilm américaine en deux parties de Tony Wharmby. Avec James Warwick... Brian Wilde... LE MYSTÈRE DES 7 CADRANS. (1 ET 2). Deux hommes, qui travaillaient au Foreign Office, sont retrouvés morts... 191710
- 15.05 LA CROISIÈRE S'AMUSE Série. MARIAGE EN HAUTE MER. 7283772
- 18.55 MAGNUM Série. ASCENSEUR POUR NULLE PART. 7291791
- 16.45 LES MINIKRUMS Jeunesse. Denver, le dernier dinosaure: Les martiens soufflent les bougies. Lucky Lucke: La ville fantôme. 9770739

- 17.40 UNE PÊCHE D'ENFER A Paris, à l'occasion du salon de l'Agriculture. 414623
- 18.20 QUESTIONS POUR UN CHAMPION 23517
- 18.50 UN LIVRE, UN JOUR Le Tour de France des bonbons, de Claude Combet et Thierry Lefèvre (Ed. Robert Laffont). 8027517
- 18.55 19/20 Présenté par Elise Lucet. 760284
- 19.10 ÉDITIONS RÉGIONALES 258604
- 19.30 19/20 - MÉTÉO (SUITE) 45371
- 20.05 FA, SI, LA, CHANTER Jeu. 816110
- 20.35 TOUT LE SPORT Magazine. En direct. 9807265

LA MARCHÉ DU SIÈCLE

Magazine. Proposé par Jean-Marie Cavada. Jean-Pierre Bertrand et Sylvie Faidherbe. Présenté par Jean-Marie Cavada. Réalisé par Philippe Lallemand. En direct 226420

Afin de respecter l'équilibre politique exigé par le CSA, à l'occasion de la campagne électorale pour l'élection présidentielle, et compte tenu du nombre important de candidats, « La Marche du siècle » augmente son rythme d'émissions politiques. Jean-Marie Cavada recevra d'ici à l'ouverture de la campagne officielle (le 7 avril 95), la quasi-totalité des candidats. Le magazine a déjà reçu Philippe Séguin, président de l'Assemblée nationale et Alain Minc, économiste et écrivain, Philippe de Villiers, fondateur du Mouvement pour la France. Ce soir, Jean-Marie Cavada reçoit Jean-Marie Le Pen, président du Front national. Il sera confronté à un groupe de jeunes, âgés de 18 à 25 ans, qui voteront pour la première fois.



Jean-Marie Cavada.

- 22.35 SOIR 3 - MÉTÉO Présenté par Henri Sannier. 2988888
- 22.55 UN SIÈCLE D'ÉCRIVAINS Voir encadré. 3527807
- 23.45 LES CING COMMENTAIRES (R) Documentaire. Présenté par Bernard Rapp. ST. Les cavaliers nomades de Mongolie. 444449
- 0.40 MUSIQUE GRAFFITI 9592463
- 0.55 FIN



- 6.59 Pin-up En clair @ 7.00 CBS Evening News En clair @ 7.23 Le Journal de l'emploi En clair @ 7.28 Ça cartoon En clair @ 7.30 Canaille peluche @ 7.55 Ça cartoon En clair.
- 8.45 SURPRISES 4112975
- 9.00 CINÉMA DE QUARTIER: VISA POUR HONG-KONG Film britannique de Lewis Gilbert. (1958). Durée: 1h40. Aventures. En 16/9°. Avec Carl Jungers, Orson Welles... Un marin est embarqué de force sur un ferry pour Macao. 1<sup>re</sup> diff. Redif. le 19/3. 1371642
- 10.40 FLASH INFOS 2663265
- 10.43 SURPRISES 9854197
- 10.50 SIDKICKS Film américain d'Aaron Norris. (1992). Durée: 1h39. Action. En stéréo. Avec Chuck Norris.

- Joseph Brodsky, Beau Brûlés... Un adolescent asthmatique et introverti, trouve une aide en sa professeur d'histoire... Redif. le 2 et 14/3. En VO le 9/3. 2652771
- 12.29 PIN-UP En clair 7023710
- 12.30 LA GRANDE FAMILLE En clair 92082
- 13.30 LE JOURNAL DE L'EMPLOI En clair 35371
- 13.35 DÉCODE PAS BUNNY Jeunesse. 544888
- 14.30 CARNETS DE PLOMB (R) Documentaire. 92642
- 14.50 LE JOURNAL DU ART (R) 4901587
- 14.55 SURPRISES 6366772
- 15.05 GUMSMOKE IV: LA LONGUE CHEVAUCHÉE

- Téléfilm américain de Jerry Jameson. (1993). Durée: 1h30. Avec James Arness, James Brolin... Un homme de loi à la retraite est accusé d'un meurtre qu'il n'a pas commis. 1<sup>re</sup> diff. Redif. le 12 et 18/3. 873913
- 16.35 SURPRISES 4741826
- 16.45 BASKET-BALL AMÉRICAIN Championnat de la NBA. 5818001
- 18.00 CANAILLE PELUCHE Jeunesse. 7739
- 18.30 ÇA CARTOON En clair Jeunesse. 41739
- 18.40 NULLE PART AILLEURS En clair Zéroans. Les gagnants. 1381488
- 20.30 LE JOURNAL DU CINÉMA DU MERCREDI En clair 52

DRAGON, L'HISTOIRE DE BRUCE LEE

Film américain de Rob Cohen. (1992) Durée: 1h55 Action. En stéréo et 16/9°. Avec Jason Scott Lee (Bruce Lee), Lauren Holly (Linda Lee), Robert Wagner (Bill Krieger), Michael Lesane (Vivian Emery), Nancy Kwan (Gussie Yang), Kay Tong Lim (Philip Tan)...

L'histoire: A Hong-Kong, en 1949, le jeune Bruce Lee, surnommé Petit Dragon, s'initie au Kung Fu. A la suite d'une bagarre avec des marins américains, il doit partir pour les Etats-Unis. Là-bas, il reprend ses études et enseigne le Kung Fu. Il rencontre Linda et décide de l'épouser, malgré les réticences des parents... 1<sup>re</sup> diff. Redif. le 5, 7 et 14/3. En VO le 8/3. Cette biographie romancée de Bruce Lee arrive pile (après la mort de son fils, Brandon) pour relancer la légende. L'Hawaïen Jason Scott Lee a travaillé des mois pour coller le mieux possible au « Petit Dragon ». Ses combats, orchestrés de main de maître, sont époustouflants.



Bruce Lee.

- 22.55 FLASH INFOS 4370536
- 23.00 NO SMOKING Voir encadré. 6372975
- 1.23 PIN-UP 4448260
- 1.25 UN CHAPEAU DE PAILLE D'ITALIE Film français de René Clair. (1927). Durée: 1h20. Comédie. En stéréo et NB. Avec Albert Préjean, Olga Tchoulova, Jim Gerald, Alice Tissot, Vital Raymond, Maryse Mele... Les participants d'une noce se lancent à la chasse au chapeau... Dernière diffusion. 5023570
- 2.45 Surprises @ 3.00 Fin.



- 6.55 Matin express @ 7.00 M6 express @ 7.05 Contact 6 manager @ 7.10 Matin express (suite).
- 8.00 M6 EXPRESS 90352
- 8.05 MATIN EXPRESS (SUITE) 6003868
- 9.00 M6 EXPRESS 35401
- 9.05 BOULEVARD DES CLIPS 4571352
- 10.00 M6 EXPRESS 58352
- 10.05 BOULEVARD DES CLIPS 2358081
- 10.50 M6 EXPRESS - MÉTÉO Présenté par Serge Molitor. 1874371
- 11.00 DRÔLES DE DAMES Série. JEU, SET ET MORT. 8597913

- 12.00 PAPA SCHULTZ Série. LA MÈME ÉTAIT TROP BELLE. 5062
- 12.30 LES ROUTES DU PARADIS Série. UNE BONNE ACTION (1/2). 68517
- 13.30 M6 KID Jeunesse. Présenté par Caroline Avon et Paul Grandpascal. Mighty Max: Les sept magnifiques. Conan l'aventurier: Le voleur de Shadizar. Moi Renart: Les grandes manœuvres. Barnyard commando: Drôle d'appât. Rahan: La mort de Rahan. 84295538
- 16.10 MÉGA 6 Magazine. Présenté par Guillaume Stanzik. 9766159

- 17.00 FAX'O Spécial musique et cinéma. 9468
- 17.30 GUILLAUME TELL Série. LA CITADELLE. 2555
- 18.00 EQUALIZER Série. DES JEUNES FILLES SOUS INFLUENCE. 42371
- 18.54 6 MINUTES 8118159
- 19.00 LE MAGICIEN Série. REVÊ À DORMIR DEBOUT. 68710
- 19.54 6 MINUTES - MÉTÉO 8105555
- 20.00 UN NOUVEAU D'ENFER Série. GRAINE DE VEDETTE. 13284
- 20.35 DÉCROCHAGES INFO
- 20.35 ÉCOLE 6 La mort d'une centrale nucléaire.

BELLE COMME LE DIABLE

Téléfilm américain de Robert Iscove. Durée: 1h30. Avec Tim Matheson (Roger Polson), Tracy Pollan (Helen) Christine Ebersol (Cheryl New)...

L'histoire: Divorcé depuis un an, Roger Polson, un cadre sans histoires, a décidé de passer une petite annonce matrimoniale pour retrouver l'âme sœur. Une jeune femme prénommée Helen prend contact avec lui. D'emblée Roger succombe au charme de sa voix. Après quelques rendez-vous, le divorcé tombe amoureux: Helen n'était-elle pas tout ce qu'il désire chez une femme? Pourtant, Roger conserve une once de méfiance envers cette inconnue dont il est épris. D'autant qu'il s'aperçoit que sa fiancée se fait appeler Doreen et non Helen par sa propriétaire. La jeune femme lui explique alors que son ex était un homme alcoolique et violent et qu'elle a peur qu'il la retrouve. Quelques jours plus tard, Helen s'enlève de chez elle...



Tracy Pollan.

- 22.35 LES NOCES DE PLOMB Voir encadré. 508197
- 0.05 ÉMOTIONS 44734
- 0.35 FAX'O (R) Magazine. Présenté par Olivier Cachin et Laurence Romance. 7118821
- 1.00 BOULEVARD DES CLIPS 4680173
- 3.30 Arles le secret des pierres @ 3.35 Arlit rodeo @ 4.30 Harley Davidson @ 5.15 Fréquentar (R).

SEE SEPARATE SHEETS CONTINUED

MID-YEAR EXAMINATIONS 1985

FRENCH - French for Beginners

(Time Allowed: Three hours)

*There are SIX questions in this paper and candidates are to answer SIX questions. The marks for the questions in this paper are indicated at the beginning of the question. The remaining 20 marks have been allocated to the oral examination already taken by candidates.*

QUESTION 1 Read the following text, and then answer IN ENGLISH the questions on it.

Le saviez-vous?

(12 marks)

Etes-vous sûr, absolument sûr, de tout savoir sur Villemomble et le Villemomblois, Grande Rue de Villemomble?

Villemomble est une petite commune résidentielle à l'extrémité sud de la Seine-Saint-Denis; le Villemomblois est au centre de Villemomble, à côté de la mairie. En voiture, Villemomble est à 9 km de Paris par l'autoroute A3; par le train, à 13 minutes de la Gare de l'Est. A Villemomble, il y a trois marchés par semaine et le Centre Commercial de Rosny est tout proche.

Au Villemomblois, vous pouvez bénéficier d'un prêt particulier au taux inférieur à 10 pour cent pour les trois, quatre et cinq pièces. C'est de plus en plus intéressant. Au Villemomblois, vous serez propriétaire pour le prix du loyer (sans doute élevé) que vous payez à Paris et vous vous installerez pour la rentrée scolaire. Au Villemomblois, vous pouvez visiter l'appartement modèle tous les jours de 14 h à 19 h; et de 10 h à 19 h le samedi et le dimanche.

What are you told about:

- 1 Where "Le Villemomblois" is situated?
- 2 How to get there from Paris?
- 3 Shopping facilities in Villemomblois?
- 4 The comparative price of a unit in Paris and in "Le Villemomblois"?
- 5 Finance available for purchasing a flat in "Le Villemomblois"?
- 6 When you can visit the demonstration unit?

=====

Turn over

Continued

QUESTION 2 Read the following texts, and then answer IN FRENCH the questions on them.

LA MUSIQUE

(10 marks)

Le violoniste Régis Pasquier et le pianiste Jean-Claude Pennetier donneront le lundi 2 mars à 21 heures, salle Gaveau, une séance de sonates consacrée à Brahms, Beethoven et Bartok.

Le pianiste Jérémy Menuhin, fils du célèbre virtuose, jouera au cours d'un récital Bach, Schuman, Brahms et Bartok, le 3 mars à Paris salle Pleyel, au profit des recherches franco-israéliennes sur le cancer des instituts Pasteur et Weizmann. A l'occasion de ce concert, deux disques avec la participation de Jérémy Menuhin paraissent, l'un consacré au répertoire pour piano de Debussy et l'autre aux deux sonates pour violon et piano de Bartok, en compagnie de son père Yehudi.

Deux formations musicales de province, l'Orchestre du Capitole de Toulouse et l'Orchestre de chambre de Cannes, vont faire en mars et avril deux importantes tournées aux Etats-Unis.

EGLISE SAINT-ROCH 296, rue Saint-Honoré (loc.église, ROYAL-TOURISME) Lundi 2 mars à 21 heures	"Rencontres int. de mus. sacrée"  J.S. BACH  LA PASSION  SELON ST JEAN  Kartauserkantorei de Cologne Orchestre Padeloup Solistes allemands Direction Peter NEUMANN
SALLE PLEYEL Mardi 3 mars à 20 h 30	UNIQUE RECITAL DU PIANISTE  JEREMY MENUHIN  Bach, Brahms, Schumann, Bartok
EGLISE SAINT-ROCH 296, rue Saint-Honoré (loc, église, Royal-Tourisme) Mardi 3 mars à 21 heures	"Rencontres int. de mus. sacrée"  BRAHMS  REQUIEM  Orchestre Padeloup  Danielle Charpentier  Berthold Possemeyer  Dir. Gérard DEVOS

Question 2 - Continued on next page

## Question 2 - Continued

- 1 Régis Pasquier est ...
- 2 Jean-Claude Pannetier est ...
- 3 Date du concert:
- 4 Heure du concert:
- 5 Lieu du concert:
- 6 Programme:
- 7 Qui est Jérémy Menuhin?
- 8 Où se trouve l'église St Roch?
- 9 Où et quand aura lieu le récital de Jérémy Menuhin?
- 10 Que se passe-t-il le mardi 3 mars à 21 heures à l'église St Roch?

=====

**QUESTION 3** Questions relating to texts studied. Answer in complete sentences.

## Les Aubry

(30 marks)

- 1 Les Aubry, où habitent-ils?
- 2 Que font-ils comme profession?
- 3 Comment s'appelle leur fils, et quel âge a-t-il?
- 4 Que fait-il à l'école?
- 5 Pourquoi Hélène va-t-elle à la bibliothèque jeudi?
- 6 Quand ils vont au cinéma, qu'est-ce qu'ils arrangent pour leur fils?
- 7 Est-ce que Béatrice dort chez les Aubry?

## Le film

- 8 Qui est Roger, et où habite-t-il?
- 9 Pourquoi va-t-il à Paris?
- 10 Est-ce qu'il trouve du travail?
- 11 Que fait-il le soir?
- 12 Et le weekend?
- 13 Pourquoi est-ce qu'il retourne chez lui?
- 14 Pourquoi est-ce que beaucoup de spectateurs préfèrent aller au cinéma?  
(Donnez au moins deux raisons.)

## Logement

- 15 Pourquoi les Aubry cherchent-ils un autre appartement?
- 16 Où cherchent-ils?
- 17 Pourquoi est-ce que l'employé de l'agence Martin les invite à venir à son bureau?
- 18 Quand on prend un appartement, quels sont les frais à payer?
- 19 Quels sont les avantages et les désavantages de prendre un appartement qui est cher?
- 20 Pourquoi est-ce que beaucoup de jeunes préfèrent habiter au centre de Paris?
- 21 Pourquoi Philippe et Hélène ne peuvent-ils pas recevoir un prêt de la banque?
- 22 Pour déménager, on peut louer une camionnette, ou on peut téléphoner à une entreprise de déménagement. Quels sont les avantages et les désavantages des deux méthodes?

## Manger mieux

- 23 Si on veut maigrir, quels sont quelques-uns des aliments permis et interdits?
- 24 Qu'est-ce qui est recommandé pour le petit déjeuner?

Question 3 - continued next page

Turn over

## Question 3 - continued

Météo, et sur la route

- 25 Quel temps fait-il normalement en Nouvelle-Zélande en janvier, et en juillet?
- 26 Sur la route le vendredi soir, quels sont les problèmes à la sortie de Paris?
- 27 Qu'est-ce qu'on conseille pour la sécurité sur la route?
- 28 Je roule depuis une heure derrière un camion. Qu'est-ce que je dois faire?
- 29 Une voiture essaie de me dépasser. Qu'est-ce que je dois faire?

## Questions personnelles

- 30 Qu'est-ce que tu as fait ce matin?
- 31 Qu'est-ce que tu aimes faire le soir?
- 32 Est-ce que tu viens à l'université en autobus?
- 33 A quelle heure est-ce que tu rentreras chez toi ce soir?

=====

QUESTION 4 Supply the missing words. If you list your answers clearly, there is no need to write out the whole of each sentence.

(8 marks)

- 1 Où est Hélène? Elle reste chez ..... ?
- 2 Non, elle est ..... université.
- 3 Je vais en ville. Tu viens avec .....?
- 4 J'aime bien ..... fromage et ..... fruits.
- 5 Il y a ..... beurre et ..... pommes sur la table.
- 6 Nous avons mangé ..... viande, mais nous n'avons pas mangé ..... pommes de terre.
- 7 Vous avez bu ..... vin? Oui, nous ..... avons bu deux bouteilles.
- 8 Ce matin j'ai vu Pierre en ville et je ..... ai dit Bonjour.
- 9 Où sont les enfants? Je ..... ai vus devant la maison.
- 10 Voilà Pierre et Paul. Je veux aller avec .....
- 11 Est-ce qu'il y a un cinéma à Hamilton? Oui. Il y ..... a trois.
- 12 Hélène va à l'école. Elle ..... emmène son fils.

=====

QUESTION 5 Take the role of Nicole and supply the missing parts in the following dialogue.

Au salon de thé

(10 marks)

- Hélène: Un thé, s'il vous plaît.
- Nicole: (Ask for chocolat, and some cakes)
- Hélène: Tu veux du sucre?
- Nicole: (Tell her you don't take sugar, and that for a fortnight you haven't been eating bread or drinking wine.)
- Hélène: Mais qu'est-ce que tu prends le matin?
- Nicole: (A glass of water)
- Hélène: Et à midi?
- Nicole: (Meat or fish)
- Hélène: Et le soir?
- Nicole: (Only vegetables)
- Hélène: Et tu as maigri?
- Nicole: (No. It's odd. You've put on a kilo.)

=====

Continued

Continued

QUESTION 6 Give the French for the following:

(10 marks)

- |                        |                    |                  |
|------------------------|--------------------|------------------|
| 1 I am working.        | 11 They see.       | 21 They've sold. |
| 2 Are you sleeping?    | 12 She wants.      | 22 We finished.  |
| 3 They finish.         | 13 You cannot.     | 23 He'll be.     |
| 4 He is waiting.       | 14 They're taking. | 24 It'll rain.   |
| 5 We have.             | 15 Do not drink.   | 25 Stop!         |
| 6 They aren't.         | 16 I took.         |                  |
| 7 I must.              | 17 Did he see?     |                  |
| 8 You receive.         | 18 Have you slept? |                  |
| 9 I'm going.           | 19 I looked for.   |                  |
| 10 What are you doing? | 20 He hasn't done. |                  |

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UNIVERSITY OF WAIKATO

EXAMINATIONS 1985

Language: Reading and Speaking Skills  
for Non-Specialists

Language: Reading and Speaking Skills

(Time Allowed: *Three* hours)

*There are FOUR Sections in this paper. Candidates are to attempt Sections A and D and EITHER Section B OR Section C. Each Section is worth 25 marks. The remaining 25 marks have been allocated to the oral examination already taken by candidates.*

SECTION A (COMPULSORY)

*(Candidates are to answer BOTH questions in this Section)*

1. Translate into English:

- a) Les Français doivent tout d'abord comprendre qu'il est préférable d'empêcher la maladie de se déclarer, plutôt que de la guérir.
- b) Méfiez-vous de tous les objets pointus.
- c) Quelques cabinets ont dû fermer.
- d) La France des classes moyennes et aisées se passionne pour les maisons anciennes.
- e) L'expérience devrait servir à l'aménagement définitif des voies pour piétons.
- f) Cette rénovation, les gens du pays, obligés de quitter leur région pour chercher du travail, n'auraient pas pu le faire.
- g) Ces caractéristiques s'effacent à partir de 25 ans, comme si le désir de plaire n'était plus prioritaire.
- h) C'est quelquefois le seul moyen de se faire aider.
- i) Il a fallu sortir plusieurs centaines de personnes des ascenseurs.
- j) Nos parents ont mis trente ans pour acheter quelques hectares. Ce n'est pas pour qu'on nous les reprenne maintenant.

(15 marks)

TURN OVER

Continued

2. Translate into French FIVE of the following sentences.

- a) Most adolescents prefer to earn what they need.
- b) Nothing has been decided for the moment.
- c) All you have to do is organise something for young people to come along.
- d) Which of the ties (la cravate) do you like best, Paul's or mine.
- e) Most medicines are the more dangerous in that they are like sweets.
- f) This wine is drunk without water.
- g) The more wrong her answers are the more she thinks she is right.
- h) Houses in the country have been selling well for three months.

(10 marks)

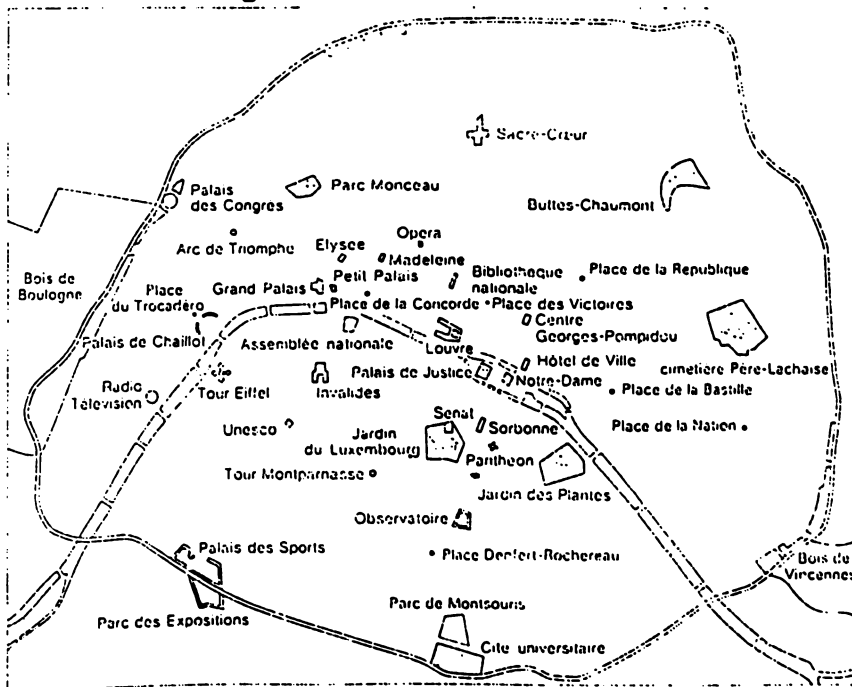
SECTION B

Candidates are to answer EITHER this Section OR Section C.

(Candidates are to answer BOTH questions in this Section)

3. "How to " - Answer in French.

- a) You meet a friend at a restaurant. Tell him/her you haven't seen each other for ten years; that his/her sister has been living in your street for 5 months; suggest that you see each other more often.
- b) Weigh up the pros and cons of giving children pocket-money.
- c) Describe the position of 5 historical buildings on the map below; choose buildings remote from each other.



(12½ marks)

CONTINUED

Continued

4. Describe in French the situation in each of the following sketches:  
Note that marks will be awarded on the basis of a reasonably complete description.

a)

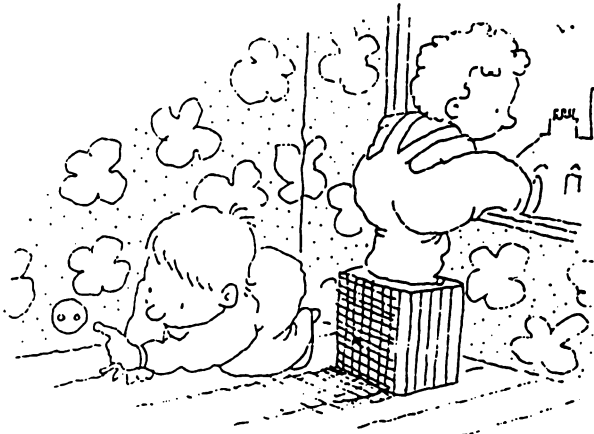


42

(Question 4 continued)

TURN OVER

b)



c)



d)



(12½ marks)

SECTION C

Candidates are to answer EITHER this Section OR Section B.

5. Seen comprehension. Answer in French or in English questions a-g; Answer question h in French. Note. If you answer in French see that the elements of text you choose answer the question directly.

Vers une civilisation de l'ennui?

Cela s'est passé en juin 1972, révèle la revue française "Le Management".

Un lundi matin, une grève éclate dans un atelier, sans qu'aucune revendication ne soit déposée.

(Question 5 continued next page)

*Question 5 Continued*

Le lendemain, les ouvriers sont tous présents, mais s'installent sur les tas, bavardent, jouent aux cartes. La direction, surprise et perplexe, demande aux représentants du personnel de dévoiler le motif de cette grève. Silence.

Le mercredi, les employés font la fête et improvisent une revue dans laquelle les travers des chefs sont chantés et mimés avec bonhomie et sans aucune méchanceté.

Le jeudi, la direction, embarrassée et pressée par le souci des livraisons en retard, croit débloquer la situation en offrant une prime supplémentaire de vacances. Cette nouvelle n'émeut personne; les grévistes n'ont rien demandé et ne désirent rien, semble-t-il. La semaine se termine dans la gaieté pour les ouvriers; mais la perplexité croît à la direction. Le lundi suivant tout le monde est au travail comme si rien ne s'était passé. On ne saura jamais quel démon a, pendant huit jours, possédé l'entreprise...

A la réflexion, on peut voir dans cette curieuse anecdote une réaction peut-être inconsciente contre l'ennui, fruit d'un travail monotone. Ces malheureux n'en pouvaient plus... Et comme le naturel de ce personnel n'était pas particulièrement subversif, l'exutoire s'est manifesté sous forme de gag.

L'ennui va devenir un danger croissant. Une campagne électorale en Suède avait comme slogan clé l'abolition de la monotonie dans le travail et en dehors du travail.

Les progrès spectaculaires de l'ennui ont frappé également l'opinion publique des États-Unis. Une série d'émissions télévisées, intitulées: "An American Family" a dépeint la vie quotidienne d'un ménage de Santa Barbara, Californie. Les réalisateurs ont choisi une famille bien représentative de la moyenne. Lui, Bill Loud, petit fabricant d'accessoires pour machines d'extraction. Elle, Pat, bachelière et experte en cuisine hautement colorée. Trois enfants de treize à vingt ans, deux chiens, un chat, un poisson rouge, quatre autos, une maison en style ranch, très spacieuse, et une piscine "en forme de rein".

La caméra les a suivis, rassemblés ou séparés, à longueur de journée, pendant sept longs mois, afin de les habituer à sa présence. Que voit-on? Partout, à la maison, à l'école, au dehors, ces gens apparemment comblés, agissent sans joie, conventionnellement, automatiquement, d'après des clichés. On se téléphone interminablement en bâillant, les poussettes de shopping débordent, mais les esprits sont vides; de mornes silences envahissent la maison, on n'a rien à se dire d'intéressant ou de chaleureux.

- a) What was unusual about the beginning of the strike?  
Quel trait bizarre a caractérisé la grève de lundi?
- b) On Tuesday what was the reaction of management?  
Mardi, la direction a réagi comment à l'insouciance des ouvriers?
- c) What did management do on Thursday and why?  
Pourquoi, la direction, a-t-elle offert une prime supplémentaire de vacances?

*(Question 5 continued)*

TURN OVER

Question 5 Continued

- d) What explanation does the text give of the strange behaviour of the workers?  
Selon le texte pourquoi, les ouvriers, ont-ils réagi de cette façon?
- e) What was the reason for the television series, "An American Family"  
Quel était le but de la série "An American Family"?
- f) How do the criteria proposed for an average American family tally with those for an average New Zealand family?  
Quelles correspondances y a-t-il entre les critères proposés pour une famille américaine et ceux qui s'appliqueraient à une famille néo-zélandaise?
- g) Describe the conclusions reached by this programme.  
Quelles attitudes humaines étaient créées par la vie de cette famille?
- h) Répondez à cette question en français: Pensez-vous que l'ennui ait une influence aussi grande sur la vie ouvrière et familiale de notre pays que celle décrit dans le passage?

(25 marks)

SECTION D (COMPULSORY)

6. Unseen comprehension. UNE SI JOLIE PETITE FRANCE

Être de retour en France, après une absence de quinze ans, au début du plus bel été du siècle, quel enchantement! Enfin, se retrouver dans un pays où le climat, les lieux, les sites et les gens vous tiennent tous un langage amical! [...]

- 5 La diversité<sup>2</sup> des lieux que le voyageur traverse, dès qu'il a franchi la frontière, ajoute à son plaisir. Des Flandres à la Méditerranée, en passant par l'Île-de-France, la Normandie, la Bretagne, le Val de Loire, la Bourgogne, la vallée du Rhône et les Alpes, que de paysages inoubliables dont la personnalité propre doit souvent autant au travail séculaire<sup>3</sup> des hommes qu'aux constantes<sup>4</sup> de la géographie physique!

Les villes et les villages traversés, rarement<sup>5</sup> dépourvus<sup>5</sup> de mémorables monuments dont l'origine remonte à la nuit des temps, comme les alignements de Carnac ou bien à tout le moins au Moyen Age comme tant d'églises et de monastères<sup>6</sup>, témoignent éloquemment<sup>7</sup> de l'ancienneté de l'implantation<sup>8</sup> humaine dans ces lieux. L'effort de restauration<sup>9</sup> des anciens monuments, mais plus encore le travail de rénovation<sup>9</sup> des vieux quartiers, un peu partout en France, impressionnent beaucoup le visiteur. Celui-ci est d'autant plus sensible à ces réalisations qu'il les compare à la décrépitude<sup>10</sup>, à l'abandon de l'ancien centre actif, aujourd'hui à demi déserté, de nombreuses villes américaines, qui prend souvent l'allure<sup>11</sup> d'une zone sinistrée<sup>12</sup>. [...]

Combien de campagnes<sup>13</sup> appauvries et délaissées depuis l'entre-deux-guerres, ont acquis une nouvelle apparence grâce à l'afflux<sup>14</sup> des citadins, grands rénovateurs d'anciennes demeures et grand bâtisseurs de résidences secondaires<sup>15</sup>! Sans vouloir prononcer un jugement définitif sur la question, il semble bien que ce renouvellement, ce rajeunissement de l'habitat rural<sup>16</sup> s'est fait, tout au moins en Bretagne et en Haute Provence, avec un minimum de dommages pour l'harmonie des sites naturels et dans le style traditionnel du pays. Tout cela contribue<sup>17</sup>, puissamment à donner un air d'aisance et de prospérité à des régions dont, avant 1939, le dénuement<sup>18</sup> avait quelque chose de pathétique.

1. très grand plaisir

2. variété

3. qui dure depuis des siècles

4. éléments qui ne varient pas

5. où l'on trouve souvent

6. lieux où vivent des moines

7. très clairement

8. la présence organisée d'hab

9. fait de remettre en état

10. les effets visibles du vieillissement

11. ressemble à

12. endroit détruit par une catastrophe

13. ici : villages

14. l'arrivée en grand nombre

15. maisons où l'on n'habite pendant les vacances

16. de la campagne

17. aide

18. la grande pauvreté

(Question 6 continued next page)

Question 6 Continued

Cet air d'aisance et de prospérité se retrouve dans la plupart des rues commerçantes où le voyageur se plaît à flâner<sup>19</sup>. Partout la même abondance d'objets, de produits et de denrées<sup>20</sup> de luxe présentés avec  
35 beaucoup d'originalité et de goût dans une multitude de boutiques  
cossues<sup>21</sup> et confortables. Là, souvent, le client et la cliente sont accueillis  
comme des amis. On s'empresse autour d'eux, on les traite avec  
délégance<sup>22</sup>, on prend congé<sup>23</sup> d'eux avec courtoisie, même s'ils n'achè-  
tent rien. On est bien loin de l'impersonnalité, parfois brutale, des grandes  
40 surfaces. Là vraiment, comme le disent les panonceaux qu'affichent  
certains commerçants, « le client est roi » ou, à tout le moins, pour un  
instant, il peut imaginer l'être.

En bref, paysages, sites, monuments, centres actifs des villes et des  
villages sont, en France, une fête pour les yeux. Pas ou peu de misère  
45 visible. Partout semble régner une sorte de convivialité<sup>24</sup> qui fait penser  
que, dans un tel climat, même l'isolé ne se sent jamais vraiment  
insignifiant<sup>25</sup>. En effet, à chaque pas, il se voit exister dans le regard  
d'autrui<sup>26</sup>, qui ne fuit pas systématiquement le sien, que ce soit dans  
l'approbation<sup>27</sup> ou la confrontation.

50 Le voyageur ne tarde pas, pourtant, à percevoir quelques ombres à ce  
plaisant tableau. Il est certes loisible<sup>28</sup> à chacun, en France, de faire du  
lèche-vitrine et d'y trouver de délicates satisfactions esthétiques. Mais, s'il  
veut se faire servir, il aura soin d'étudier soigneusement les heures  
d'ouverture et de fermeture, d'ailleurs rarement affichées, des magasins ou  
55 des bureaux où il aura à faire. La pause déjeuner, qui dure parfois jusqu'à  
trois heures, ferme encore bien des portes au public au milieu de la  
journée. Sans doute faut-il voir là une saine manifestation d'humanisme,  
qui subordonne<sup>29</sup> la tâche à remplir aux besoins de l'individu, plutôt que le  
contraire. Il n'en reste pas moins que, pour le voyageur venu de pays où  
60 règne la religion du travail et des affaires, cela garde quelque chose  
d'assez surprenant, comme de trouver dans certaines stations balnéaires  
en plein mois d'août, des boutiques d'alimentation, voire des restaurants,  
fermés pour cause de départ en vacances des propriétaires !

On se demande également comment vivent et survivent ces innombrables  
65 petits commerces de luxe et de demi-luxe dont l'installation représente  
d'importants investissements<sup>30</sup>. Pourtant ces commerces procurent des  
revenus, selon toute apparence confortables, à des gens dont le moins  
qu'on puisse dire c'est que leur productivité ne paraît pas très élevée.  
Certes ils assurent, quelques heures par jour, l'animation et la sécurité des  
70 rues. Mais les services qu'ils rendent ne sont-ils pas finalement payés très  
chers par leur clientèle et la collectivité ? Les investissements immobilisés  
dans le petit commerce ne sont-ils pas comme ceux qui sont engloutis<sup>31</sup>  
dans les résidences secondaires, autant de sommes soustraites<sup>32</sup> à la  
modernisation de l'équipement, à la création d'emplois productifs ?

75 Autant de questions que se pose le voyageur mélancolique et frustré  
lorsqu'il fait la queue au guichet de quelque administration sous-équipée  
où une employée harassée<sup>33</sup> et surmenée lui dira, lorsque finalement son  
tour arrive, que non, décidément ce n'est pas possible, que cela ne se fait  
pas, qu'on ne le fait plus depuis la semaine dernière et que, de toute façon  
80 la personne compétente est en congé et qu'il veuille bien repasser après  
son retour.

Pierre AUBERY, *Le Monde*; 23.10.83.

19. aime à se promener au hasard

20. nourriture, produits

21. riches et élégantes

22. très grand respect

23. dit au revoir

24. plaisir d'être ensemble

25. sans importance ni intérêt

26. les autres

27. le fait d'être d'accord

28. permis

29. fait dépendre

30. sommes d'argent

31. idée de dépenser beaucoup

d'argent)  
32. enlevées

33. très fatiguée

(Question 6 continued)  
TURN OVER

*Question 6 Continued*

Answer questions a-j in English.

- a) What does the author Pierre Aubery tell us of his personal circumstances?
- b) What has created the character of each region in France?
- c) What do the rows of stones at Carnac and the medieval churches and monasteries show?
- d) Of what nationality is the imaginary visitor to France and what impresses him in comparison with his own country.
- e) What does the author say about city people who buy or build a holiday house in the country?
- f) What is the difference in appearance of some regions when compared to pre-1939?
- g) Describe the commercial activity of the tourist towns mentioned and compare it with supermarkets.
- h) If the visitor wants to do more than window-shop, what inconveniences is he likely to find?
- i) Explain the comment about bathing establishments, restaurants etc which are closed in August.
- j) What critique does the author make about the economics of tourist towns? (ll 64-74)

(25 marks)

EXAMINATIONS 1985

Language; Written and Oral

(Time Allowed: Three hours)

*There are THREE questions in this paper and candidates are to answer ALL THREE questions. The paper is worth a total of 100 marks. Each of the questions set out below is worth 25 marks. The remaining 25 marks are allocated to the oral examination already taken by candidates.*

1. *Translate into French*

The President of the Republic had had dinner with his family in his flat. He did this once a week, and usually he spent the rest of the evening with them. Tonight, it was not possible. Although he had made jokes, eaten simply as usual and drunk a glass or two of his favourite white wine, all who knew him well realised that he was ill at ease. But no-one had said anything...

The official car passed rapidly through the wet streets, turned into the courtyard of the presidential palace and stopped outside the front door. He jumped out, handed his hat and raincoat to a valet, went straight to his private office, switched on the lights and sat down. There was only one file on his desk. The death penalty still existed in that country and the President had to decide whether to spare a man's life or not.

Now, the President was a clever and talented politician, but he had never met such a problem before. He read the documents slowly and carefully, then he rang and one of his secretaries came in.

"Bring me some black coffee, Marcel," he ordered. "And telephone my wife. Tell her I'll not be coming home tonight."

"Yes, mister President."

"And Marcel, it seems that there is one document missing. Where is the letter from the condemned man?"

"I've been told that he hasn't written one, sir."

The Head of State was clearly unhappy with this answer.

"That's very unusual, isn't it?"

His secretary did not reply.

2. *Translate into English:*  
EITHER a) *Seen translation*

- (i) Avant Copernic, la Terre est au centre de l'Univers. La Terre, c'est-à-dire, l'homme. Et l'homme est à l'image de Dieu. Le Soleil et la Lune sont autour de la Terre comme l'âne et le boeuf autour de l'Enfant-Dieu dans l'étable de Bethleem. Cet univers pré-copernicien, où toutes choses s'ordonnent autour de l'homme, est un univers clos, chaud comme un foyer familial. Et puis voici, avec Copernic, que c'est la Terre qui tourne autour du Soleil, et non le firmament autour d'elle . . . voici la Terre ravalée au rang d'une quelconque planète, d'une simple poussière dans l'infini de l'univers. Et l'homme? Poussière de poussière. L'homme—lui que les anges eux-mêmes servaient jadis —le voici qui commence à se sentir étranger sur cette terre, à douter de son destin, à trouver le ciel vide.

*(Question 2 continued next page)*

TURN OVER

- (ii) C'était une nouvelle recrue de la troupe et le roi ne l'avait pas apprécié lors d'une pièce précédente. Enfant trouvée, adoptée par une blanchisseuse, puis cédée à un directeur de théâtre ambulant, Mlle Beauval avait fini par épouser un moucheur de chandelles et s'était lancée dans la carrière. Elle était grande, sculpturale, mais était affligée d'un défaut gênant : elle riait sans arrêt. C'était dans sa nature. Mlle Beauval riait à la scène comme à la ville, à la messe comme au café. Elle ne pouvait pas s'en empêcher. Pour l'utiliser malgré tout, Molière fit du rôle de Nicole une hilarité continuelle. Tout le début de son texte est tissé de «Hi ! hi ! hi !» qui, par contagion, devaient, selon Molière, entraîner le «Hi ! hi ! hi !» du roi.  
Il n'y eut pas de «Hi ! hi ! hi !» royal.  
Louis XIV regarda la pièce d'un oeil morne et, quand elle fut finie, n'adressa pas la parole au malheureux auteur.

OR b) Unseen translation

Si la perfection pouvait être exigée d'un individu au service de la nation, ce serait surtout du policier. L'éventail de ses qualités va de la courtoisie envers l'étranger qui demande sa route et ne comprend pas toujours les explications, à la patience mise à l'épreuve par une circulation automobile chargée et qu'il faut régler pendant des heures sans relâche, à l'intuition qui permet de faire la différence entre le voleur timide qui chaparde un objet sans valeur et le criminel qui n'hésite pas à prendre un otage pour réussir son hold-up. Bref, la liste des qualités demandées à un policier est longue, et en tête il y a lieu d'inscrire la bravoure dont il doit souvent faire preuve.

D'une façon générale, le rôle de la police est plus souvent vu sous l'angle de la répression que sous celui de la prévention. Ainsi, un policier expérimenté faisant sa ronde habituelle pourrait remarquer un jeune qui le regarde d'un oeil méprisant. Dans ce cas, il lui appartient de lui parler et de lui démontrer que le policier est d'abord un ami et un défenseur des droits essentiels des citoyens.

Autrefois, le garde-champêtre était aimé des villageois au même titre que le maire, le prêtre, l'instituteur, le médecin. Cette attitude a malheureusement disparu de notre société urbaine. Il faut changer cette attitude, car le rôle du policier est une vocation de dévouement qu'il assumera d'autant mieux qu'il sera adopté par la communauté.

Quel est donc l'art d'être policier? C'est d'abord d'être humain, d'avoir un tempérament placide et courageux. C'est de penser plus à sa mission préventive qu'à sa fonction répressive qui est, hélas, toujours mise en évidence dans les films, qu'ils soient projetés au cinéma ou sur le petit écran.

3. Comprehension

## UN WEEK-END A LA CRÈME

Depuis que le navigateur solitaire Bernard Moitessier avait tourné le dos à Plymouth, et à la civilisation, Henri S. n'était plus tout à fait le même homme.

« Il a raison, disait-il. Nous perdons notre âme dans cette Europe pleine de faux dieux. » Et quand son fils rapporta, à la fin du trimestre, des notes qui, pour n'en être plus, ne trahissaient pas moins une allergie persistante aux connaissances dès lors qu'il s'agissait de les contrôler, il murmura :

« Ces enfants, je les comprends... Qui a besoin de maths? Qui a besoin d'histoire? Qui a besoin de géographie? »

— Moi, répondit sa femme, j'ai besoin d'un chèque pour le loyer et d'un autre pour l'assurance de ta voiture.

— De l'argent, dit Henri S. toujours de l'argent, encore de l'argent. Nous vivons comme des imbéciles. »

C'était le samedi de Pâques. Il avait refusé d'aller passer le week-end à la campagne, en famille, et écoutait, pour la septième fois consécutive, l'adagio d'Albinoni, en caressant sa joue rugueuse.

« Tu as des ennuis au bureau? » dit sa femme.

Henri S. haussa les épaules et s'enferma dans la salle de bains. Les enfants traversèrent la pièce.

« M'man, on va au cinoche, dirent-ils. A un de ces jours. »

Elle ouvrit la bouche, la referma et observa intensément une tache sur le tapis.

Henri S. annonça qu'il allait faire un tour.

« Tu vas en Polynésie? » dit-elle. Il claqua la porte.

Quand il revint, il trouva sa femme allongée. L'obscurité avait envahi la pièce. « Paris est vide, dit-il. Tous en train de se tuer sur les routes. »

Il fourgonna dans le réfrigérateur.

« Il n'y a plus d'eau gazeuse? »

Silence.

« Tu entends? Qu'est-ce que tu as? »

— Moi? Rien, dit-elle. Je navigue

— Quoi?

— Je dis que je navigue. Tu as raison. Nous menons une vie stupide. Alors, je me suis arrêtée et je lis Dostoïevski.

— Tu sais l'heure qu'il est?

— Ça m'est égal.

— Et diner, ça t'est égal?

— Complètement. Tu ouvriras une boîte de conserves. Comme Moitessier.

— Tu te moques de moi?

— Pas du tout, dit-elle. Tu m'as ouvert les yeux. Il y a quinze ans que je vis comme une imbécile...

— Pas toi, dit-il. Moi.

— Toi, je ne sais pas, dit-elle. Moi, certainement. Je voulais vous faire une crème au chocolat! C'est bouffon.

— Tu es fatiguée? dit-il.

— Pas du tout, dit-elle. Je ne suis pas fatiguée, pas du tout. Mais qui a besoin d'une crème au chocolat?

— Tu te moques de moi, dit-il. Tu as raison. Mais essaye de comprendre...

Elle dit que, justement, elle avait compris. Qu'il perdait son âme à la Construcmec. Mais qu'elle aussi avait une âme et qu'elle la perdait dans la crème au chocolat, outre la crème pour les yeux, la crème pour le cou, la crème pour le nez, la crème nourrissante, la crème astringente, la crème pour les mains après la vaisselle, et quelques autres crèmes dont elle avait oublié la fonction exacte mais dont il était clair qu'une femme digne de ce nom ne pouvait esquiver l'emploi après avoir fait du yoga, avant de prendre un sauna, entre deux rinçages colorants à moins qu'ils ne soient décolorants, additionnés de moelle de veau mais on peut aussi mettre du sucre de banane à condition de marcher tous les matins sur la pointe des pieds et d'éviter les hydrates de carbone.

« Tu fais tout ça? dit-il.

— Non, dit-elle. Mais j'aurais dû.

Elle reprit sa lecture.

Il la contempla un instant, l'éclaira violemment. Elle eut un doux sourire et replongea dans son livre.

« Ecoute, dit-il, d'accord on vit bêtement. Mais on pourrait se remettre au tennis. Et puis souviens-toi... Où on habitait, il y a cinq ans, avec le train qui passait tout le temps.

— Le train, c'était bien, dit-elle. On rêvait du moment où on déménagerait.

— Maintenant aussi, on peut rêver.

— Tu crois? Non. Moi je n'ai envie de rien. C'est merveilleux. Laisse-moi lire, s'il te plaît. »

Il y eut un grand bruit dans l'entrée. Puis :

« B'soir... On bouffe? »

— Arrangez-vous avec votre père, mes chéris, dit-elle. Moi, je me désaliène.

— Qu'est-ce qui se passe? dit l'ainé.

— Rien, dit Henri S. Tiens, voilà cinq mille francs. Allez au cinéma.

— Mais on en vient!

— Retournez-y.

— Mais on a faim!

— Et alors? Ça fait l'homme et ce n'est pas capable de se débrouiller sans papa-maman pour dîner?

— Bon, bon, dit le garçon. On reviendra quand vous serez calmés.

— Je crois que je vais aller faire un tour, dit-elle. J'ai besoin de pluie. »

Henri S. dit qu'elle était folle, qu'il allait appeler un médecin, qu'il la suppliait de se reprendre, de penser à lui, aux enfants, au fauteuil qu'elle était en train de brûler avec sa cigarette.

« En Polynésie, dit-elle, tu n'en auras plus besoin de ce fauteuil.

— La Polynésie, dit Henri S., c'est truqué, plein de touristes et de faux dieux. Allez, habille-toi, on prend la voiture et on file chez tes parents. Fais-le pour moi, je t'en supplie.

— Bon, dit-elle en soupirant. Mais j'emmené Dostoïevski. »

Elle s'enferma dans sa chambre, tandis qu'il buvait un double whisky, composa un numéro, et dit d'une voix posée :

« Allô, maman? Ça a marché. On arrive. Allô? Fais une crème au chocolat. »

F.G. ■

1. Quelle influence le navigateur solitaire Bernard Moitessier a-t-il exercée sur Henri S.?
2. Qu'est-ce que la femme d'Henri S. voulait faire pendant le week-end de Pâques?
3. Qu'est-ce que la phrase "Elle ouvrit la bouche, la referma" exprime chez la femme d'Henri S.?
4. Pourquoi a-t-il trouvé sa femme allongée à son retour?
5. Expliquez la phrase "Pas toi, dit-il. Moi."
6. Pourquoi la femme d'Henri S. cite-t-elle toutes les crèmes qu'une femme peut utiliser?
7. Comment Henri S. essaie-t-il de se réconcilier avec elle?
8. Qu'est-ce que la femme d'Henri S. veut dire par "je me désaliène"?
9. Quels sont les attraits possibles de la vie en Polynésie?
10. Qu'est-ce que la phrase "ça a marché" indique?

EXAMINATIONS 1985

French for Beginners

(Time Allowed: Three hours)

There are NINE questions in this paper and candidates are to answer ALL NINE questions. The remaining 20 marks have been allocated to the oral examination already taken by candidates.

1. Answer the following questions in French:

(22 marks)

Les Voitures

- a) Quelles sont les conditions de travail que les ouvriers de Renault ont obtenues?
- b) Quels sont les avantages d'une petite voiture?
- c) Pour éviter une panne de voiture, qu'est-ce qu'il faut faire régulièrement?
- d) Quelles sont les deux épreuves qu'on doit passer pour obtenir un permis de conduire?

Vacances

- e) Qui s'occupe de Pierre quand ses parents vont à Malte?
- f) Où vont les Français en général pour leurs vacances? Donnez au moins trois réponses.
- g) Si on a l'intention de voyager par le train, comment est-ce qu'on peut éviter une longue attente au guichet, et comment est-ce qu'on peut être sûr d'avoir une place?
- h) Qu'est-ce qui se passe le 31 juillet sur les routes de France?

Voyage à Malte

- i) Quelles sont les précautions à prendre avant votre départ?
- j) Qu'est-ce que l'Agence Transtourisme offre à ses clients?
- k) Comment est le climat de Malte?
- l) Quelles sont les spécialités des magasins de Malte?
- m) Qu'est-ce que la compagnie Air-Voyages offre à ses clients pendant leur voyage?

(Question 1 continued)

TURN OVER

Question 1 Continued

Le Gel

- n) Dans quel saison le gel pose-t-il un problème aux agriculteurs?
- o) Quel sont les autres problèmes pour les jeunes agriculteurs?
- p) Qu'est-ce que les syndicats agricoles réclament pour les agriculteurs qui ont souffert du gel?
- q) D'où viendra l'argent?

Budget

- r) Que font quelques femmes pour surveiller les dépenses de la famille?
- s) Quels sont les éléments qui peuvent contribuer à l'inflation?
- t) Quels vêtements sont confortables pour les enfants en hiver et à des prix raisonnables?

Et vous (les réponses à ces deux questions doivent être plus longues que les autres: 30-40 mots)

- u) Quels sont vos plans pour les longues vacances?  
Travail ou repos?  
Où? A la maison? A la plage? En ville?  
Avec qui? Vos parents? Des amis?  
Pour combien de temps?
- v) Et pour l'année prochaine?  
Trouver du travail?  
Revenir à l'université?  
Etudier le français?  
Allez en Europe?

2. Read the following text, and then answer in French the questions based on it. (5 marks)

Déetective

Cette vieille dame, je la voyais souvent. Elle était toujours dans le parc et elle avait l'air de chercher quelque chose ou d'attendre quelqu'un. Elle se promenait et elle regardait à droite et à gauche, elle s'arrêtait de temps en temps, regardait une ou deux minutes vers l'entrée du parc, puis regardait un peu plus loin.

Je ne la connaissais pas. Elle était vieille: soixante-dix ans peut-être, elle avait les cheveux blancs, des lunettes, et portait toujours la même robe verte. Quand je revenais du collège, à midi, je passais par le parc pour rentrer chez moi, et je la voyais tous les jours. J'avais toujours envie de m'arrêter près d'elle pour lui demander ce qu'elle cherchait ou qui elle attendait, mais c'était difficile: je n'étais pas policier!

Alors, comment faire pour savoir?

Ce jour-là, c'était le premier jour des vacances. Je pouvais l'attendre dans le parc, et ensuite la suivre. J'allais savoir où elle habitait, peut-être qui elle était, et découvrir son secret. Il était très amusant d'être détective et de faire une enquête.

(Question 2 continued next page)

Enfin elle est arrivée. Il était dix heures. Elle est restée quelques minutes dans le parc et ensuite elle est repartie. J'étais un peu nerveuse mais je l'ai suivie. Elle a pris la rue des Ecoles, a passé sur le pont, a tourné à gauche, et s'est arrêtée devant un petit immeuble au numéro 35 de la Rue du Vieux Marché. Je savais alors son adresse. Elle avait l'air de chercher sa clef, et puis, soudain, à ma grande surprise, elle s'est tournée vers moi, elle m'a regardée, elle a dit "Bouh!", elle a ri, et elle m'a dit: "Viens alors! Ne reste pas là-bas!" Elle m'avait vue! Elle savait que je la suivais! Je ne serai jamais une bonne détective. Je lui ai dit que je la voyais tous les jours, que j'avais voulu savoir.... et je me suis excusée.

"Tu veux savoir pourquoi je me promène dans le parc? Eh bien je suis un peu seule, alors je cherche une amie... Une fille de treize ans avec de jolis yeux bruns et un pull-over rouge comme toi!" Voilà comment, depuis ce jour, j'ai une nouvelle amie. Elle est beaucoup plus vieille que mes autres camarades, mais elle est vraiment très amusante et très gentille.

- a) Qu'est-ce que la vieille dame semblait faire dans le parc?
- b) Décrivez la vieille dame....
- c) .... et la jeune fille.
- d) Comment se fait-il que la jeune fille se trouvait régulièrement dans le parc?
- e) Pourquoi hésitait-elle à parler à la vieille?
- f) Comment est-ce que, ce jour-là, elle avait le temps de la suivre?
- g) Décrivez la route prise par la vieille dame?
- h) Qu'est-ce que la vieille dame a fait pour ne pas entrer directement chez elle?
- i) Pourquoi la jeune fille a-t-elle dit qu'elle ne serait jamais une bonne détective?
- j) Quel est le résultat de leur conversation?

3. Read the following text, and answer the questions in English. Support your answers with reference to the text but do not quote in French from the text. (5 marks)

## *Appartements à acheter*

### **Fenêtres ouvertes sur le Luxembourg**

Le 8 rue Guynemer est une adresse exceptionnelle, sur le Jardin du Luxembourg, dans un quartier dont le charme est connu dans le monde entier.

Les quelques appartements qui sont encore disponibles, dont deux duplex de 5 à 7 pièces en dernier étage avec terrasses dominant Paris, ont tous leurs fenêtres qui ouvrent sur les 25 hectares de verdure du

Luxembourg et par-delà, sur tous les monuments de Paris.

Le 8 rue Guynemer, une des dernières chances d'habiter sur le Luxembourg.

Prix ferme et définitif: 13 800 F le m<sup>2</sup>.  
Livraison immédiate.

Appartement décoré sur place. Visite de 10 h 30 à 13 h et de 14 h 30 à 19 h.

**Tél. 266.36.00**

Question 3 Continued

### Aux amoureux du 20<sup>ème</sup>

Le 20ème arrondissement, c'est la poésie du Vieux Paris. Un Paris qui, à travers les époques, a su préserver sa personnalité. C'est le domaine des marchands de quatre saisons, des petites places ombragées et des bancs publics.

C'est là que nous avons construit Villa Borrégo, un petit immeuble sur une butte. Des appartements à 5 100 F le m<sup>2</sup> avec des loggias plein sud pour laisser entrer le soleil.

Du studio au 5 pièces, les murs sont tapissés de tissu dans les salles de séjour et les cuisines sont équipées.

Prix moyen ferme et définitif 5 100 F/m<sup>2</sup>.  
Livraison: 2<sup>e</sup> trimestre.

### A 20 minutes de la Concorde sans feu rouge, 60 appartements-maisons

*À l'Est de Paris, dans le vieux bourg de Noisy-le-Grand. Autrefois est un vrai village avec ses rues piétonnières, jardins, des placettes. Des appartements, du studio pièces, comme des maisons individuelles superposées deux ou trois étages. Avec chacune leur entrée et, pour la plupart, leur jardin privatif ou leur terrasse.*

*Autrefois est à 20 minutes de la Concorde par l'autoroute A 4 et de l'Opéra par le RER qui amène à Noisy-le-Grand avant la fin de l'année.*

*Prix moyen: 3 000 F le m<sup>2</sup> habitable*

*Renseignements et vente sur place, tous les jours de 10 h 30 à 13 h et de 14 h 30 à 19 h, sauf mardi et mercredi.*

**NOISY-LE-GRAND**  
**131 rue Pierre Brossolette**

■ Which of these apartments would you choose if . . .

- (a) You had to buy immediately.
- (b) You wanted to live in an old historic section of Paris
- (c) You had plenty of money for a very expensive apartment.
- (d) You wanted to live out of town a little.
- (e) You wanted a balcony that looked out over Paris.
- (f) You wanted a private garden.
- (g) You wanted a southerly aspect.
- (h) You wanted the walls of the living room already decorated.

■ Each of these advertisements focuses on a location.

- (a) Where are these locations?
- (b) What aspect of each location is emphasized?

4. Complétez le texte suivant en utilisant les verbes indiqués dans la liste: (4 m)

Hier, vendredi je .....1..... faire les courses. Je  
 .....2..... ça mais, comme j'.....3..... seul, je ne  
 .....4..... pas faire autrement! C'.....5..... épuisant! Il  
 m'.....6..... quand même de faire des rencontres intéressantes.  
 Hier donc, j'.....7..... Madame Labeille, la concierge du 15. Elle  
 me .....8..... souvent rire. Elle .....9..... tout le monde  
 dans le quartier. Elle .....10..... les allées et venues de tout  
 le monde. Elle m'.....11..... que les Diaz qui .....12..... au  
 quatrième étage .....13..... de partir en Australie. Je me  
 .....14..... bien pourquoi?

- |                |                 |
|----------------|-----------------|
| (1) aller      | (8) faire       |
| (2) détester   | (9) connaître   |
| (3) habiter    | (10) surveiller |
| (4) pouvoir    | (11) dire       |
| (5) être       | (12) habiter    |
| (6) arriver    | (13) décider    |
| (7) rencontrer | (14) demander   |

Continued

5. Dialogue au téléphone

Read the advertisement, and write your part of the dialogue which takes place when you phone Simone. Number your answers as shown. (11 marks)

**CONTACTS**

GUY, SIMONE, FRANÇOIS ET LIONEL aimeraient bien avoir d'autres amis pour vivre avec eux. Si tu veux changer quelque chose dans ta vie, viens nous voir, téléphone à Simone au 339 80 24.

- ous 1 : .....
- imone : Oui c'est ça. Vous téléphonez au sujet de notre petite annonce?
- ous 2 : .....
- imone : Oui, et quel genre de renseignements?
- ous 3 : .....
- imone : Nous habitons à Paris.
- ous 4 : .....
- imone : Dans le quartier Latin.
- ous 5 : .....
- imone : Oui, nous avons un très grand appartement.
- ous 6 : .....
- imone : Pour l'instant nous sommes à quatre.
- ous 7 : .....
- imone : Oui, il y a encore de la place.
- ous 8 : .....
- imone : Bien sûr, mais de préférence le soir, comme ça vous rencontrerez tout le monde.
- ous 9 : .....
- imone : Non, pas demain soir. Demain on sort.  
Est-ce que vous pouvez venir jeudi soir?
- ous 10 : .....
- imone : C'est au 64 rue Monge au 6ème étage.
- ous 11 : .....

TURN OVER.

Continued

6. Read the following text, and answer the questions in English. Support your answers with reference to the text but do not quote in French from the text. (7 marks)

## Les debuts du métro de Paris

La ligne 1 fut inaugurée le 19 Juillet 1900: le service était, à l'origine, assurée par des trains de trois voitures, à essieux parallèles et caisse en bois. lones de 25 mètres.

Dès les premiers mois d'exploitation, le trafic dépassa les prévisions les plus optimistes. L'intervalle des trains, à l'origine de 10 minutes, descendit à 6 minutes en septembre 1900 et à 3 minutes en janvier 1901. Aux trains de trois voitures se substitueront des trains de quatre, puis cinq et finalement huit voitures, occupant, des 1902, toute la longueur disponible des stations. Les premières voitures à essieux et caisse en bois seront rapidement remplacées par des matériels à bogies et caisses métalliques.



Dès 1929 avait été lancée l'idée de constituer un nouveau réseau métropolitain destiné à desservir la grande banlieue de la capitale. On avait alors conçu un premier "réseau régional" constitué par les principales lignes de banlieue des grandes compagnies de chemin de fer, prolongées en souterrain dans Paris.

En 1974 on a inauguré le prolongement de la ligne n° 8 du métro parisien jusqu'à la station qui dessert la préfecture du Val-de-Marne à Créteil, au Sud-est de Paris.

Créteil était la deuxième préfecture des départements périphériques de Paris, après Nanterre (Hauts-de-Seine), à être reliée directement au réseau urbain de la capitale.

Pendant les années 1980, le réseau urbain sera encore bien transformé. D'autres prolongements dans la banlieue parisienne, auront été mis en service, reprenant souvent, en les aménageant, des projets datant des années trente

- a) How did the construction of carriages change in the first few years of the Métro?
- b) In terms of the number of passengers, were the early trains a success?
- c) Why could the trains not be made longer after 1902?
- d) How were the railway companies involved in the 1929 plans?
- e) What service was added in 1974?
- f) Which was the first location outside of Paris to be linked into the Métro network?
- g) What developments are outlined for the present decade?
- h) Why are the 1930s mentioned in the last sentence?

Continued

Continued

7. Commencez le texte suivant: "C'était" (au lieu de "C'est"), et faites les changements nécessaires: (5 marks)

C'est l'été, il fait très beau. Le long de la plage, un petit groupe de touristes se promène. Il y a un vieux monsieur, un jeune garçon de quinze ans environ qui doit être son petit-fils, une jeune femme très jolie et une vieille dame qui marche péniblement. Le groupe avance lentement et se dirige vers l'embarcadère d'où les bateaux partent pour la Corse. Il fait très chaud, et je décide d'entrer dans le Café des Amis pour prendre une bière.

8. Répondez à ces questions, en utilisant des pronoms autant que possible. (7 marks)

- a) Où avez-vous acheté cette voiture?  
Mais c'est mon mari qui ..... a donnée.
- b) As-tu envoyé la lettre à Pierre?  
Oui, je ..... ai envoyée ce matin.
- c) Où est-ce que je peux acheter un livre de Victor Hugo?  
Il ..... a beaucoup dans ce magasin.
- d) Est-ce que je peux emprunter votre copie de "Intercodes".  
Bien sûr. .... voici. Mais rendez ..... demain, s'il ..... plaît. J'..... aurez besoin à 2 heures.
- e) Tu te rappelles le nom du frère de Georges?  
Comment? Tu ..... as oublié! Mais il ..... appelle Paul.
- f) Qu'est-ce que tu as donné à tes parents?  
Je ..... ai donné un tableau de Picasso.

9. Translate into French (14 marks)

- |                    |                       |
|--------------------|-----------------------|
| He drinks          | I wasn't listening    |
| He has been        | They will have        |
| I'll go            | He was                |
| You were doing     | Don't be nervous!     |
| Wake up!           | I'll get up           |
| I'm getting up     | Will you take? (vous) |
| Do you take? (tu)  | I won't see           |
| I went             | Did you put? (tu)     |
| You'll do (vous)   | I've got up           |
| He was washing     | They have had         |
| She'll be          | I don't know          |
| You've done (vous) | You do (vous)         |
| I haven't seen     | They used to have     |
| Were they taking?  | I was going           |

## EXAMINATIONS 1995

DEPARTMENT:	German
COURSE TITLE:	German Language Studies, Written and Oral
TIME ALLOWED:	Three hours
NUMBER OF QUESTIONS IN PAPER:	Five
NUMBER OF QUESTIONS TO BE ANSWERED:	Five
VALUE OF EACH QUESTION:	Translation English-German 25%, Translation German-English 25%, Grammar Exercises 25%, Composition 25%
GENERAL INSTRUCTIONS:	Candidates are to answer ALL FIVE questions. Candidates must answer Questions One, Two, Three and Four and they must select ONE essay title from Question Five.
SPECIAL INSTRUCTIONS:	Nil
CALCULATORS PERMITTED:	No

1. Translate the following passage from English into German:

### A Place to Stand

Marae have always been central to the Maori sense of identity. Basically understood as traditional Maori meeting places and communities, the deeper spiritual implications take longer to appreciate.

It is a common mistake to think that the word marae refers to a single building in a traditional Maori village – a free-standing structure, usually decorated inside and out with elaborate carvings. From a Maori perspective this definition is too materialistic and ignores the wairua or spiritual matters. They say it's the people who make a marae, not the buildings.

Marae are linked to a particular hapu (extended family with a common ancestor). The extended families, whose structures are severely tested by modern industrial society, are of extreme importance in Maori culture.

(Question 1 - Continued next page)

TURN OVER

## QUESTION 1 CONTINUED

2.

A meeting house is usually named after a revered ancestor.

Local Maori use their marae for weddings, birthdays, funerals, conferences and serious discussions of issues that concern the family unit. Traditionally, people visiting the marae always had a specific purpose. They didn't just drop in to pass the time of day and there were rules of conduct to which they were expected to adhere.

A marae is not a public place, like a park, town square or museum, but the home of a particular family. Some marae have stood on the same spot for centuries.

Maori are hospitable people and their welcome warm. They also protect the integrity of their culture and ask guests to observe marae protocol.

*(Ian Sharp: A Place to Stand)*

2. Translate the following passage from German into English:

### Berlin – die deutsche Hauptstadt

Berlin ist eine Stadt der Gegensätze. Der Westteil der Stadt, das ehemalige West-Berlin, kann mit jeder westdeutschen Stadt verglichen werden. Die Infrastruktur ist hoch entwickelt und der Lebensstandard entspricht dem von zum Beispiel Frankfurt am Main oder München. Es gibt Kinos und Theater, in denen Veranstaltungen von internationalem Rang stattfinden. Das "Kaufhaus des Westens", das in der Nähe des Bahnhof "Zoologischer Garten" liegt, ist das größte Warenhaus Europas.

Im Osten sieht die Lage anders aus. Auch hier kann man verschiedene bedeutende Theater finden. Gebäude und Straßen, die viele Jahrzehnte nicht gewartet wurden, sind aber in einem besorgniserregenden Zustand. Außerdem fehlen viele Wohnungen und die Dienstleistungsindustrie steckt noch in den Kinderschuhen.

Obwohl die alten staatlich-kontrollierten Industrien fast völlig zusammengebrochen sind, ist die Arbeitslosenzahl im Ostteil der Stadt nicht höher als im Westen. Viele kleine Firmen und Handwerksbetriebe, deren Besitzer große Initiative zeigen, sind neu entstanden.

Die Mitte der Stadt, wo die Mauer stand, ist heute eine Großbaustelle. Hier entstehen Gebäude für den Bundeskanzler, den Bundesrat, ein Deutsches Museum, aber auch Büros sowie Restaurants und Kneipen.

Berlin wurde 1871 von Bismarck zur Hauptstadt Deutschlands erklärt. Dieser Status ging nach 1945 verloren, weil die Nationalsozialisten den Zweiten Weltkrieg begannen und die Stadt als Folge geteilt wurde. 50 Jahre später hat Berlin noch einmal die Möglichkeit, ein Kristallisationspunkt von nationaler und europäischer Bedeutung zu werden.

CONTINUED

3.

3. Please transfer the following sentences into indirect speech by using the subjunctive (Konjunktiv):
- (a) Der Stadtplaner erklärt: "Berlin ist eine Stadt der unbegrenzten Möglichkeiten."
  - (b) Die Politiker warnten: "Das Geld zur Sanierung der Altlasten geht manchmal schneller aus als man denkt."
  - (c) Der bekannte Journalist fragte auf einer Pressekonferenz: "Hat es denn jemals in der Geschichte eine vergleichbare Situation gegeben, wie die, welche wir heute in Berlin erleben?"
  - (d) Der Bürgermeister gab sich optimistisch: "Wir werden die Situation schon meistern".
  - (e) Die Vertreterin der Opposition meinte: "Die Bürger haben lange genug auf eine kommunale Selbstbestimmung gewartet".
4. Please transfer the following sentences into the Passive Voice:
- (a) Die preußischen Könige machten Berlin zu ihrer Hauptstadt.
  - (b) Man erwartete nicht viel von der kleinen Stadt.
  - (c) Die Industrielle Revolution hat dann entscheidende Impulse für die Stadtentwicklung gegeben.
  - (d) Die politischen Veränderungen von 1989 ermöglichen der geteilten Stadt eine neue Rolle: Berlin ist wieder deutsche Hauptstadt.
  - (e) Die Bürger begrüßen ihre neue aktive politische Rolle.
5. Please write a short essay (about TWO HUNDRED words) on ONE of the following topics:
- (a) Die politische, wirtschaftliche und kulturelle Rolle Berlins im 21. Jahrhundert.
  - (b) Hat die Familie noch eine Zukunft?
  - (c) Pro und contra Atomenergie.
  - (d) Wer ist für Sie die bedeutendste Persönlichkeit Neuseelands? Begründen Sie Ihre Wahl. . .

EXAMINATIONS 1985

GERMAN - Language Studies, Written and Oral

(Time allowed: *Three* hours)

*There are THREE questions in this paper and candidates are to answer ALL THREE questions.*

*Total marks for this paper equal 90%; marks awarded for oral examination equal 10%.*

1. Translate into German:

Vater heiratet noch einmal

That same evening Mr Pomfret had dinner with his daughter in their flat.

'I don't know what you'll think of me darling' he began, 'but I really might marry once more this time.'

'I know Daddy' she smiled. 'You've said it before.'

'But I have not said whom I might marry' he replied.

'I've learned never to ask again. May I ask now?'

'Well, I suppose you think I am a fool at my age. Mary, it's Jane.'

'Well, how wonderful' she cried and tried to look pleased. 'Oh, I'm so glad for you!' She kissed him.

'You truly are?'

'Of course I am Daddy. And when will the wedding be?'

'To be quite honest' he said 'we haven't decided yet. Are you absolutely sure you're pleased?'

'But of course' she smiled, trying to look happy. But suddenly the smile disappeared. 'Do you promise that you haven't tried to get me out of the way for the wedding?'

'My dear child what do you mean?'

'You suggested that I should leave my job and go to Italy.'

(Question 1 - continued next page)

TURN OVER

Question 1 - continued

'Oh that! I promise I hadn't even thought of it then!'  
'But do you want me to come to the wedding?'  
'Naturally. I'm happy to give you the money so you can fly back.'  
'Marvellous' said Mary. 'And I want to be the first to congratulate you and wish you all the best for the future.'

(30%)

2. Translate into English:

A Date in Town

Ich fuhr schnell um die Kirche herum, drehte dort und fuhr zum Röntgenplatz. Ich war pünktlich um sechs dort und sah Ulla schon dort vor dem Fleischerladen stehen, als ich in den Röntgenplatz einbog; ich sah sie die ganze Zeit über, während ich, von anderen Autos eingeklemmt, mich nur langsam um den Röntgenplatz bewegte, bis ich endlich abbiegen und parken konnte. Sie hatte den roten Regenmantel an und den schwarzen Hut auf, und ich entsann mich, ihr einmal gesagt zu haben, wie gerne ich sie in dem roten Mantel sah. Ich parkte irgendwo, und als ich auf sie zu lief, sagte sie als erstes: 'Da darfst du nicht halten. Das kann dich zwanzig Mark kosten.' 'Laß das Auto', sagte ich, 'wir haben so wenig Zeit.' 'Unsinn', sagte sie, 'gib mir den Schlüssel. Drüben ist ein Platz frei geworden.'

Ich gab ihr den Schlüssel und sah ihr zu, wie sie in mein Auto stieg, es geschickt von der verbotenen auf die andere Seite dirigierte, wo gerade ein Auto abgefahren war. Dann ging ich zum Briefkasten an der Ecke und warf den Brief an ihren Vater ein. 'So ein Unsinn', sagte sie, als sie zurückkam und mir den Schlüssel gab, 'als ob du Geld zu verschenken hättest.'  
Ich seufzte, und ich dachte an die Unsterblichkeit einer langen, lebenslangen Ehe, die ich fast mit ihr geführt hätte und war froh, dass wir beschlossen hatten, erst in ein paar Jahren an eine Hochzeit zu denken.

(30%)

(continued - next page)

continued

3. Write an essay in German of approximately 200 words on One of the following topics:

- (a) Gedanken zum 'Rainbow Warrior' Zwischenfall.
- (b) Meine Freizeitbeschäftigung.
- (c) Zukunftspläne.

(30%)

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**APPENDIX 5: INSTRUCTIONS FOR THE ASSESSMENT OF NEW  
ZEALAND SIXTH FORM CERTIFICATE**

## **SIXTH FORM CERTIFICATE FRENCH (SECOND LANGUAGE) 124**

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### ***Preamble***

This national course statement for Sixth Form Certificate French (Second Language) is based on the French Syllabus for Secondary Schools, which was published in 1987. Teachers should refer in particular to the syllabus for Form 6 on pp 38–46. They should also refer to pp 5–9, which explain the objectives of the syllabus and also contain material on recommended teaching approaches, and on assessment and evaluation.

The material in the vocabulary and grammar sections of the syllabus (pp 40–46) should be regarded as a guide. The extent to which additional vocabulary is introduced will depend on the choice of themes and topics, and the depth to which they are studied.

### ***Aims***

- to extend and develop students' ability to communicate in French
- to offer students a positive and enjoyable experience through which they gain a greater understanding of themselves and their world
- to deepen students' awareness and understanding of the ways of life and cultures of French-speaking people
- to increase students' language experience and foster a desire for further language learning.

### ***Objectives***

#### ***Listening & Speaking***

- to extract information from spoken French from a variety of sources
- to take part confidently in French conversations in everyday situations
- to communicate ideas and opinions in French based on the themes studied.

#### ***Reading***

- to understand in detail a variety of printed material in French related to the themes
- to grasp the general meaning of written passages of French
- to develop independence in recreational reading in French.

#### ***Writing***

- to convey straightforward information in written French
- to express in written French ideas and opinions relating to the themes studied.

#### ***Cultural Aspects***

- to develop a greater understanding of present-day life and culture in French-speaking countries
- to make cross-cultural comparisons, and so develop a greater sensitivity to our own cultures.

### **Content**

In line with the French syllabus, the content for the senior school is based on a thematic approach.

A number of themes have been identified and these, together with suggested topics, objectives, and teaching and assessment activities, are listed on the following pages. Suggestions for a personalised reading programme for students are also included.

Such an approach gives guidance as to content while allowing teachers a wide choice of topics, and flexibility in the devising of work schemes. It also encourages the integration of the four language skills and cultural aspects through the variety of learning activities that are suggested with each theme. The approach can also provide for a range of individual learning styles.

It is not intended that a sixth form programme should cover all the topics or all the themes. As a topic may be completed in just a few hours or may be expanded over a much longer period, teachers should feel free to teach a greater number of topics for a shorter time or a smaller number in greater depth. Topics should, however, be chosen from a range of themes.

There is considerable overlap in the material that might be covered from one theme and topic to another. Teachers should use their resources with whichever theme or topic they consider most appropriate.

This selection of themes is not intended to be all-inclusive. Teachers may also wish to cover material based on other themes, depending on their and their students' interests, and on the resources available.

*Actualités*: it is expected that teachers will build up resources for new themes as a result of significant current events as they occur.

Themes and topics not covered in Form 6 may form the basis of a seventh form programme. Teachers may also choose to expand in the seventh form on some of the topics covered in Form 6.

### **Assessment**

The section on assessment in the sixth form syllabus includes the following statement:

"The vocabulary and grammar set out in this syllabus should be regarded as a minimum. The extent to which this minimum is exceeded will depend on many factors of which the choice of themes and the depth to which each is studied will be the most important. Work beyond this minimum may be included for assessment, where appropriate.

"Students should receive early in the year a description of the work to be covered during the year and its relationship to the assessment procedures which will be followed.

"Assessment should give adequate weighting (at least 20%) to each of the four language skills."

It is recommended that three summative assessments be carried out in each of the four skills during the year. These summative assessments will be based on material covered in a topic or theme, and will be designed to assess one or more of the objectives listed above. A range of different activities should be used for assessing each skill, and assessments should be carried out at appropriate times throughout the year.

In addition, teachers will of course give students a variety of formative assessments, such as short tests or assignments, during the year, to help them measure their progress, but marks from these formative assessments should not be taken into account when the final grades for the year are being determined.

**Theme: Les Vacances**

*Possible Topics*

Hébergement  
 Voyages  
 Argent  
 Publicité  
 Tourisme  
 Régions de France

*Justification*

This theme would be suitable early in Form 6. It draws on students' immediate experience and allows expansion of work covered at earlier levels and reinforcement of vocabulary and tenses (eg *passé composé*).

*Objectives*

Depending on the choice of topics, students will be able to:

- understand and interpret holiday information
- plan holidays and make bookings
- understand and cope with official formalities involved in travel to and in French-speaking countries
- describe a holiday.

*Activities/Assessment*

The following suggested skill-specific activities will be suitable for class work and assessment.

LISTENING	READING	SPEAKING	WRITING
<ul style="list-style-type: none"> <li>• to public announcements</li> <li>• to a tour guide</li> <li>• to an account of a holiday</li> <li>• to songs</li> <li>• to films, videos</li> </ul>	<ul style="list-style-type: none"> <li>• brochures</li> <li>• signs</li> <li>• instructions</li> <li>• books</li> <li>• letters</li> <li>• diaries</li> </ul>	<ul style="list-style-type: none"> <li>• role-playing:               <ul style="list-style-type: none"> <li>- asking for</li> <li>- reserving accommodation</li> <li>- changing money</li> <li>- asking questions on a tour</li> </ul> </li> <li>• giving an account of a holiday</li> </ul>	<ul style="list-style-type: none"> <li>• letters</li> <li>• postcards</li> <li>• a diary</li> <li>• telegrams</li> <li>• details on a form</li> <li>• brochures</li> </ul>

**Theme: Les Jeunes**

*Possible Topics*

Éducation  
 Adolescence  
 Liens personnels  
 Vêtements  
 Argot  
 Temps libre  
 Travail  
 Avenir

### *Justification*

This theme focuses on a high-level interest area for students, and enables an interchange of ideas on aspects of their personal life. It could be exploited at any point of the sixth form programme.

### *Objectives*

Depending on the choice of topics, students will be able to:

- express feelings and opinions about young people's lives
- understand other people's feelings and offer advice
- make suggestions and respond appropriately
- express hopes, fears and aspirations
- communicate effectively with other young people.

### *Activities/Assessment*

The following suggested skill-specific activities will be suitable for class work and assessment.

LISTENING	READING	SPEAKING	WRITING
<ul style="list-style-type: none"><li>• to conversations</li><li>• to opinions</li><li>• to interviews</li><li>• to advertisements</li><li>• to descriptions</li><li>• to telephone calls</li><li>• to songs</li></ul>	<ul style="list-style-type: none"><li>• documents</li><li>• magazines</li><li>• agony columns</li><li>• letters</li><li>• interviews</li><li>• brochures</li><li>• books</li><li>• poems</li></ul>	<ul style="list-style-type: none"><li>• in interviews</li><li>• about pictures</li><li>• role-playing:<ul style="list-style-type: none"><li>- parent/child</li><li>- student/student</li><li>- teacher/student</li></ul></li><li>expressing opinions</li><li>• invitations:<ul style="list-style-type: none"><li>- accepting</li><li>- refusing</li></ul></li></ul>	<ul style="list-style-type: none"><li>• letters:<ul style="list-style-type: none"><li>- of advice</li><li>- asking advice</li></ul></li><li>• invitations</li><li>• summarising an enquête</li><li>• descriptions of pictures</li><li>• poems</li><li>• captions</li><li>• scripts for interviews</li></ul>

### *Theme: La Vie Quotidienne*

#### *Possible Topics*

Travail – chômage  
Logement  
Transports  
Famille  
Nourriture  
La femme  
Éducation  
Sport  
Fêtes  
Gestuelles (des gestes et des mots pour le dire)

### *Justification*

This theme lends itself to treatment either early in the year as a sharing of personal information (ice-breaker with a new class), or later in the programme as a more in-depth study of lifestyles in French-speaking countries and in New Zealand. It could include comparisons between the differing lifestyles.

### *Objectives*

Depending on the choice of topics, students will be able to:

- describe daily life
- understand opinions and comment on daily life in New Zealand and in French-speaking countries
- make comparisons and give reasons for opinions about differing lifestyles.

### *Activities/Assessment*

The following suggested skill-specific activities will be suitable for class work and assessment.

LISTENING	READING	SPEAKING	WRITING
<ul style="list-style-type: none"><li>• to songs</li><li>• to cassette letters</li><li>• to interviews</li><li>• to films, videos</li><li>• to advertisements</li><li>• to passages</li><li>• to conversations</li></ul>	<ul style="list-style-type: none"><li>• timetables</li><li>• advertisements</li><li>• documents</li><li>• letters</li><li>• recipe books</li><li>• newspapers</li><li>• brochures</li></ul>	<ul style="list-style-type: none"><li>• cassette letter</li><li>• interview for a school magazine</li><li>• talking about yourself to a French class</li><li>• cooking demonstration</li></ul>	<ul style="list-style-type: none"><li>• letters</li><li>• diary (including references beyond the immediately personal)</li><li>• livret de famille</li><li>• a day in the life of ...</li><li>• invitations and replies</li></ul>

### **Theme: La Vie Culturelle**

#### *Possible Topics*

Médias  
Théâtre – concerts  
Cinéma  
Musées  
Chansons françaises  
Publicités  
Art  
Cuisine  
Traditions littéraires

#### *Justification*

This theme gives the opportunity to develop students' interests and enables them to explore aspects of cultural life in the French-speaking world.

### *Objectives*

Depending on the choice of topics, students will be able to

- express personal preferences for a number of cultural activities
- give reasons for these preferences
- plan an outing
- show some knowledge of aspects of cultural life in French-speaking countries.

**Activities/Assessment**

The following suggested skill-specific activities will be suitable for class work and assessment.

LISTENING	READING	SPEAKING	WRITING
<ul style="list-style-type: none"><li>• to songs</li><li>• to music</li><li>• to conversations</li><li>• to passages</li><li>• to poems</li><li>• to plays</li><li>• to films, videos</li><li>• to stories</li><li>• to information about cheese and wine production</li><li>• to food advertisements</li><li>• to demonstrations of food preparation</li></ul>	<ul style="list-style-type: none"><li>• brochures (eg Pariscope)</li><li>• books</li><li>• poems</li><li>• museum guides</li><li>• recipes</li><li>• information about:<ul style="list-style-type: none"><li>- culturally well-known people</li><li>- culinary traditions</li><li>- wine and cheese</li></ul></li></ul>	<ul style="list-style-type: none"><li>• giving opinions</li><li>• giving recipe instructions</li><li>• role-playing:<ul style="list-style-type: none"><li>- buying tickets</li><li>- interviewing a famous person</li><li>- presenting a TV report</li></ul></li></ul>	<ul style="list-style-type: none"><li>• posters</li><li>• advertisements</li><li>• profiles</li><li>• poems</li><li>• concert reviews</li><li>• TV scripts</li><li>• captions</li><li>• postcards</li><li>• a diary</li><li>• letters</li><li>• preparation of menus</li><li>• an appreciation of a meal</li></ul>

**Theme: La Mode**

*Possible Topics*

Mode – masculine et féminine  
Les grands couturiers  
Le "look"  
Publicité  
Vocabulaire spécialisé de la mode  
Choix et achat de vêtements  
Ou faire ses achats?  
Achats par correspondance

*Justification*

This can be a high-interest theme and provides a topical base for exploration of vocabulary and grammar relating to descriptions. The theme lends itself particularly to an oral/aural approach.

*Objectives*

Depending on the choice of topics, students will be able to:

- select and purchase clothes in a French environment
- express preferences about colours, styles, fabrics
- have an appreciation of the impact of changing fashions on society.

### Activities/Assessment

The following suggested skill-specific activities will be suitable for class work and assessment.

LISTENING	READING	SPEAKING	WRITING
<ul style="list-style-type: none"><li>* to descriptions</li><li>* to publicity</li><li>* to a fashion parade commentary</li><li>* to conversations</li><li>* to telephone calls</li><li>* to television, radio</li><li>* to films, videos</li></ul>	<ul style="list-style-type: none"><li>* magazines</li><li>* catalogues</li><li>* advertising</li><li>* signs</li><li>* instructions, care labels</li></ul>	<ul style="list-style-type: none"><li>* describing</li><li>* asking</li><li>* buying</li><li>* expressing preferences</li></ul>	<ul style="list-style-type: none"><li>* letters</li><li>* descriptions</li><li>* opinions</li><li>* film comment</li><li>* captions for photos</li></ul>

### Theme: La Santé

#### Possible Topics

Nourriture et régime alimentaire  
La santé du corps  
Activité physique  
Le bien-être (mental health)  
Problèmes sociaux (alcool, drogue, pollution)  
Accidents et désastres

#### Justification

This is a theme with cross-curriculum significance. It has high personal interest and practical value.

#### Objectives

Depending on the choice of topics, students will be able to:

- talk about their own attitude to health, diet, etc
- give and request advice on diet and exercise
- interpret specific information relating to general health
- comment on and defend opinions about social issues relating to health.

### Activities/Assessment

The following suggested skill-specific activities will be suitable for class work and assessment.

LISTENING	READING	SPEAKING	WRITING
<ul style="list-style-type: none"><li>* to instructions</li><li>* to advice</li><li>* to conversations</li><li>* to lectures</li><li>* to discussions</li><li>* to radio/TV</li><li>* to commentaries</li></ul>	<ul style="list-style-type: none"><li>* newspapers</li><li>* magazines</li><li>* instructions</li><li>* labels</li><li>* documents</li><li>* pamphlets</li></ul>	<ul style="list-style-type: none"><li>* conversations</li><li>* requesting help</li><li>* giving instructions</li><li>* explaining</li><li>* role-playing:<ul style="list-style-type: none"><li>- doctor</li><li>- dentist</li><li>- chemist</li><li>- exercise instructor</li></ul></li></ul>	<ul style="list-style-type: none"><li>* letters</li><li>* captions</li><li>* posters</li><li>* pamphlets</li><li>* advice letters</li><li>* a menu</li><li>* general health programme</li><li>* shopping list</li><li>* diary</li></ul>

**Theme: La Technologie**

**Possible Topics**

Appareils ménagers  
Informatique  
Communications (minitel, etc)  
Industrie  
Transports  
Route (vélomoteur, voiture, code, constat amiable, etc)  
Architecture  
Sciences  
Énergie  
Accidents  
Le "gadget"  
La machine infernale

**Justification**

This theme has practical and aesthetic elements. Students explore everyday life (serious or whimsical) and consider the mechanisation of the 20th century, with the resultant technological and scientific advances.

**Objectives**

Depending on the choice of topics, students will be able to:

- understand signs, instructions, warnings
- give clear instructions
- explain the functions of a machine
- describe an incident involving modern machinery
- discuss advantages and disadvantages of technological developments.

**Activities/Assessment**

The following suggested skill-specific activities will be suitable for class work and assessment.

LISTENING	READING	SPEAKING	WRITING
<ul style="list-style-type: none"><li>• to instructions</li><li>• to descriptions</li><li>• to songs</li><li>• to advertisements</li><li>• to passages</li><li>• to films, videos</li></ul>	<ul style="list-style-type: none"><li>• instruction booklets</li><li>• brochures</li><li>• diagrams</li><li>• signs</li><li>• information banks</li></ul>	<ul style="list-style-type: none"><li>• role-playing:<ul style="list-style-type: none"><li>- police officer/driver</li><li>- client/driving instructor</li></ul></li><li>- tour guide</li><li>• giving instructions</li><li>• an interview</li><li>• explaining</li></ul>	<ul style="list-style-type: none"><li>• letters</li><li>• ordering equipment</li><li>• complaining</li><li>• filling in forms</li><li>• filling in a constat amiable</li><li>• newspaper reports</li></ul>

**Theme: La Nouvelle-Zélande**

**Possible Topics**

Éducation  
Étude d'une communauté  
Relations franco - néo-zélandaises  
Nourriture et cuisine  
Géographie  
Tourisme  
Économie et politique

Société multi-culturelle  
Culture indigène  
Liens historiques

*Justification*

This theme gives students the facility to express opinions and give information about their own country in a French-speaking context.

*Objectives*

Depending on the choice of topics, students will be able to

- describe physical, social, and cultural aspects of New Zealand
- comment on special features of their local community
- understand comments, opinions, and impressions about New Zealand given by foreigners.

*Activities/Assessment*

The following suggested skill-specific activities will be suitable for class work and assessment.

LISTENING	READING	SPEAKING	WRITING
<ul style="list-style-type: none"><li>• to descriptions</li><li>• to opinions of visitors</li><li>• to passages</li><li>• to videos</li></ul>	<ul style="list-style-type: none"><li>• brochures</li><li>• publicity</li><li>• guidebooks</li><li>• magazines</li><li>• newspapers</li></ul>	<ul style="list-style-type: none"><li>• cassette letter</li><li>• talking to a class</li><li>• giving directions</li><li>• making a video</li><li>• making a speech</li><li>• giving holiday advice</li><li>• descriptions</li></ul>	<ul style="list-style-type: none"><li>• letters</li><li>• postcards</li><li>• brochures</li><li>• posters</li><li>• captions</li><li>• planning an itinerary</li><li>• guidebook</li><li>• articles</li></ul>

**Theme: La Francophonie**

*Possible Topics*

Le français dans le monde (Nouvelle-Calédonie, Polynésie Française, Afrique, Maghreb, Canada, etc)  
Aspects historiques (explorateurs, missionnaires)  
La question nucléaire  
La politique  
Relations économiques et politiques entre la Nouvelle-Zélande et les pays francophones  
Les travailleurs immigrés  
Racisme

*Justification*

This theme provides an opportunity:

- to examine the spread and effect of French culture and language in the world from an historic or a present-day perspective
- to emphasise the importance of the French political and economic influence in the Pacific basin
- to develop an appreciation of the geographic and cultural diversity of countries where French is spoken.

### Objectives

Depending on the choice of topics, students will be able to:

- give and understand information about French-speaking areas outside France
- give opinions about some current political, economic, and social issues in these countries
- show an understanding of the multi-cultural nature of metropolitan France.

### Activities/Assessment

The following suggested skill-specific activities will be suitable for class work and assessment.

LISTENING	READING	SPEAKING	WRITING
<ul style="list-style-type: none"><li>• to songs</li><li>• to interviews</li><li>• to conversations</li><li>• to advertisements</li><li>• to films, videos</li></ul>	<ul style="list-style-type: none"><li>• tourist brochures</li><li>• newspapers</li><li>• history books</li><li>• letters</li><li>• documents</li><li>• debating</li><li>• slogans</li><li>• graffiti</li></ul>	<ul style="list-style-type: none"><li>• cassette letters</li><li>• interviews</li><li>• giving a talk</li><li>• role-playing</li><li>• graffiti</li><li>• radio report</li></ul>	<ul style="list-style-type: none"><li>• tourist brochure</li><li>• point of view</li><li>• letter to the editor</li><li>• diary</li><li>• film commentary</li><li>• news report</li><li>• slogans</li></ul>

### J'al Lu

#### Possible Genres

Poésie  
Romans  
Contes  
Journaux  
Légendes  
Pièces de théâtre  
Magazines  
Livres spécialisés (techniques, scientifiques, etc)

#### Justification

The French syllabus states on page 39: "It is important that reading by students on an individual basis be encouraged and be included in the programme of work for the year".

It is appropriate and desirable for students at sixth form level to develop a personalised reading programme. This will help students to develop independence in reading in French. The material offered should be of a wide range and should reflect students' interests.

Early in the year the teacher should discuss with the students a range of suitable books and suggest other sources of reading material. Provision should be made during the year for regular classroom and/or homework time to be set aside for enjoyment of silent reading.

#### Objectives

As a result of a personalised reading programme, students will be able to:

- find pleasure in pursuing reading of personal interest
- enjoy the challenge and stimulation of individualised reading programmes
- be introduced to some aspects of French literary traditions
- explore writing from the wider French-speaking world.

#### Assessment

During the year students could present and discuss, in French or in English, material that they have read. This could be done in written or in spoken form.

**APPENDIX 6: SAMPLE NEW ZEALAND SCHOOL CERTIFICATE  
CHIEF MARKER'S REPORT AND MARKING SCHEDULE**

No. 024



**New Zealand Qualifications Authority**

**School Certificate Examination**

**1991**

**French**

**Chief Marker's Report**

**and**

**Marking Schedule**

# SCHOOL CERTIFICATE 1991

## FRENCH

### CHIEF MARKER'S REPORT

#### GENERAL COMMENTS:

It would seem from comments from the marking panel and from the way in which candidates handled the paper that the level of difficulty of the 1991 paper was higher than in 1990 but not excessively so. It offered a challenge to the most able without penalising unduly the poorer candidates. Two candidates achieved 100%.

There was no evidence of any unfamiliarity with the format of the paper and very few candidates left questions unattempted.

A slightly lower average mark for the last answer in the cultural studies section seems to indicate that some candidates may have been pressed for time. Markers also commented on the need for students to proof-read their work, in particular the translation and the writing sections. Lack of time may have been a factor in this. On the other hand, candidates frequently wrote far more than the suggested word limits in both the writing and the cultural sections of the paper and may have sacrificed quality to quantity in these and other areas.

Concern was expressed by markers that candidates are not reading the questions carefully enough, again particularly in the essay and cultural studies sections.

The paper tested the whole range of Levels 1-3 of the syllabus and it is obvious that teachers are following this closely. Candidates are generally well-prepared, with a good knowledge of the set vocabulary and structures. Markers were delighted, too, to see the depth of knowledge many candidates possessed in the cultural studies area of the syllabus.

Scripts were mostly well-presented and legible. The use of pencil does present problems though, both for the marker and the candidate, and should be discouraged.

#### COMMENTS ON SPECIFIC QUESTIONS:

##### PART A: LISTENING COMPREHENSION

##### SECTIONS 1A AND 1B

The average mark for the first question was 3/5 with fewer errors occurring in the last two items. Candidates found the second question much harder. Very few candidates earned the half mark for correctly locating the position of the friends' house and the average mark for the question as a whole was just over 2/5. It would seem that once students were lost, either because they took the wrong turning (the examiner accepts that it might have been helpful if the *château* had been drawn in at the end of the little road) or they did not recognise the vocabulary item *les feux*, they had little chance of finding the house or correctly identifying the places they passed. About 100 students were able to show their flair in listening skills by gaining 5/5 for this question, and it was comparatively rare for students not to earn some points in answers 1 and 4. However, *à côté de* was often mistranslated, *un grand arbre* was sometimes misheard as *une grande table* and *pâtisserie* substituted for *épicerie*.

## SECTION 2

The average mark in this section was 5½/10, reflecting in part the positive marking scheme but also the fact that candidates seem to be handling the gap filling *dictée* with some confidence. Very few candidates were completely defeated by the gaps and most showed that they recognised the word or words required to fill them, with the possible exception of the expression *l'an dernier*, which stumped many. The prescription, though, tests the candidates' ability to "write correctly French that they have heard". While there seemed to be an awareness generally of the need for agreements, more attention needs to be paid to verb endings. Homonyms are another problem area with *se/ce* an obvious example. An understanding of "how French works" is an essential component of the skill of writing accurate French and this is enhanced with care in transcription. Marks were frequently lost for seemingly careless mistakes. Markers did comment, though, on candidates' success in coping with the telephone number. It is suggested that teachers note, for cultural and language purposes, that all telephone numbers in France are now eight digit numbers (e.g. 47 32 01 88).

### PART B: TRANSLATION

The translation was very well done with students demonstrating an excellent grasp of the prescribed vocabulary and structures. It is regretted that *bien entendu* and *venir de*, both outside Levels 1-3 of the syllabus, appeared in the translation. These phrases, often the only items not known by some candidates, were removed from the marking schedule. The average mark for this question was 8½/15, yet it seemed very difficult to gain full marks. One marker commented that it was only by paying attention to very fine detail that a candidate could gain maximum marks. Many of the errors centred around verbs and the translation of their tense forms into the appropriate English equivalent. Others involved common words that were considered as synonyms by many candidates, e.g. *beau/joli*, *ville/village*. The items that gave the most trouble were *tous les jours*, *ont l'air*, *chemin étroit*, *l'endroit*. *Tu as tort* was quite well handled on the whole. The most difficult sentence was found to be the last one in the second paragraph, though many students made sensible deductions. Confusion between the mountain and the saint led to a number of unusual translations in the third paragraph (some of which might have raised a doubt had candidates proof-read their work, e.g. "she died there in 7020"), but a straightforward final paragraph allowed most candidates to finish strongly.

### PART C: READING COMPREHENSION

This section like the listening section proved to have an easier and a more difficult question. Section 1, "A French Singer" produced an average mark of 3½/5, whilst Section 2 "Going Out" slightly less than 2/5. The high scoring candidates overall were the most likely to gain full marks in this section.

- C 1 It was rare for a student not to attempt this section and most were able to earn some marks. A surprising number of students made an error over the age at which the singer bought his first guitar (Question 3), *magasin* was often read as "magazine" instead of "shop" (Question 5), and markers felt that poor understanding of the English phrase "family circumstances" may have led to errors in answering question 4.
- C2 The topic for this was broadly "Sport and Leisure", although language items came from all parts of the set vocabulary and structures. The sequencing activity is a test which one marker, questioning its validity as a communicative task and especially in the limited time available, described as a conundrum. Certainly it does require some reasoning ability. However, it is also a language exercise which allowed stronger students to show they knew the force of such words as *d'habitude* and of *si*

after a negative question, and that the correct sequencing of statements involves more than spotting that both contain the word *samedi*.

Students might find it boosts confidence and language skills to practise assembling, with a partner, conversations and passages that teachers have prepared and cut into strips.

#### PART D: WRITING

Markers felt that the wide variation in standards in this section, with essays ranging from the brilliant to the incompetent, was in part a reflection of the amount of practice students are getting in this skill. The average mark was 6/10 for both sections.

Markers were emphatic that candidates need to read the questions carefully and to contextualise their essay as required by the introduction and "the starter", e.g. appropriate tense and appropriate person.

It was rare for candidates to gain no marks for communication if they attempted the question at all and they were usually able to produce language that was recognisably French. Accuracy, however, is a problem. Candidates are having particular difficulty with forming the negative, using pronouns correctly and making adjectival agreements. Some appear to think that *avoir* and *être* are interchangeable. It was also unusual to find papers where articles and other "little" words were used correctly.

Markers felt that the topics set for the essays were fair and directly related to the syllabus. For the long essays, the majority of students opted for Topic A, feeling perhaps more at ease with the letter format. They were also able to write in the present tense about topics that were very familiar to them: family, school, etc. Good candidates also showed an ability to "get into the skin" of the exchange student with comments such as: *Les cours sont difficile (sic) à comprendre car tout le monde parle anglais. D'habitude j'écris des lettres à ma famille en classe.*

Candidates may have been wary of the second topic describing a future holiday. It would seem that students need more practice in the objective "Talking about a planned trip" (Travel 3C). Those who chose this essay tended to use the simple future rather than the future with *aller*. Apart from some confusion over *jel' ai* (hence *j'ai visiterai*) they usually handled it well.

Candidates familiar with the vocabulary and structures of "A typical day at home" had all they needed to attempt this essay. *Faire le ménage/faire la lessive* could more than adequately cover the activities in picture 2. Candidates found the illustrations sufficient stimulus to cover the facts and to allow for some elaboration. Although most had problems with indirect object pronouns, e.g. *il a donné moi . . .*, the past tense was handled well. Some students misread the instructions and "starter" and lost marks for an account in the third instead of the first person.

The short essay topics were more evenly favoured. It is clear that teachers are giving students plenty of practice in the café/restaurant situation. Many candidates were resourceful in following on from the "starter" provided as a guide. Candidates who ignored it were more likely to misinterpret the instructions and produce a learned dialogue inside the café.

Most candidates could describe some symptoms in the "message" topic despite lapses in gender but using the verb *se sentir* was more problematic, as was saying they had gone *chez le médecin*, which very few could manage correctly.

Interference from English was most likely to be seen in the "filling out a form" topic where candidates tried to render such complexities as "my name is on the inside cover and there's a

sticker on the outside". Describing a lost *valise* or *sac* may not be an expressed aim of the Travel topic, but it is a realistic communicative task for which students should be prepared. Many candidates showed they could muster vocabulary and structures from within the set list to cope with this. There were some fanciful interpretations of what constitutes a piece of luggage.

The description was quite well-handled although personality was frequently interpreted as what the correspondent does in his/her spare time. The adjectives for describing oneself and others (Topic 2F) eluded many. Confusion over *cheveux* and *chevaux* seems hard to eliminate!

#### PART E: CULTURAL STUDIES

It is obvious that some excellent teaching is taking place in this area of the syllabus. With an average mark of 3/5 most students made a good showing in this section but it is in no sense a "give away", since weaker students tended to score in line with their performance in the rest of the paper. They were often not on the topic or wrote confused answers. Many candidates wrote too much. The practice of writing an introduction to an answer should be discouraged and candidates should try to make concise, relevant comments.

Markers welcomed the use of illustrations as "stimuli" this year, though it is acknowledged that the photographs for Topic E were not as clear as one would have wished. The questions themselves were not easy as they targeted particular aspects of each topic. It would seem, though, that some candidates responded to the topic without reading the question. This was particularly the case with Topic A where many students wrote generally about housing in France. The most popular and the highest scoring question was shopping. Many candidates described the *pâtisserie* as a pastry shop and spoke of buying pies and "quiches" there with no mention of cakes (small and large). The difficulty for our students to conceptualise some aspects of French civilisation was apparent too in Topic C (the least popular choice), where students likened dining *à la carte* to a smorgasbord, and a self-service to a buffet meal where you can go back for seconds.

The restriction of different seasons imposed in the "Holidays" Topic caused some candidates who did not notice this to lose marks. It might have been better for the examiner to deal with this in the choice of holidays presented. Candidates gave some excellent answers to Topic E, particularly in the sports area of the topic, and coped quite well with Topic F, although many would seem to be confused by the different types of rail transport in the capital. Others are so familiar with the *métro* they don't even say what it is!

While some candidates' responses highlight the inadequacy of half-digested facts, misinformation, generalisations and vague "waffly" statements, it was also pleasing to see the effort that candidates (and teachers) are making to be up-to-date with their information. Of special note were the descriptions of the modern *charcuterie*, and the acknowledgement that there are no longer two classes on the *métro* and that tipping is not compulsory.

Opinions were divided among the markers as to whether they would prefer to see this part of the syllabus assessed internally but the majority seemed to favour the present method which provides a tangible reward and incentive for sound teaching and learning in this area.

# PART A: LISTENING COMPREHENSION (20 marks)

## SECTION ONE A: MULTIPLE-CHOICE QUESTIONS IN FRENCH BASED ON PASSAGES HEARD IN FRENCH (5 marks)

You will hear some short conversations in French and will have to identify WHERE they are MOST LIKELY to be taking place.

For each conversation, decide between the four places given and record the letter of the answer you choose in the box provided.

You will hear each conversation twice, with a pause between each reading.

### Conversation 1

- A. dans la salle à manger
- B. à la poissonnerie
- C. au marché
- D. dans un restaurant

C ✓

### Conversation 2

- A. dans une station de métro
- B. à la gare
- C. au théâtre
- D. à l'école

B ✓

### Conversation 3

- A. dans le salon.
- B. à la bibliothèque
- C. en classe
- D. dans un avion

A ✓

Wrong answer - put through letter  
Gap left - put // in box

### Conversation 4

- A. dans un magasin de photos
- B. dans la rue
- C. chez le médecin
- D. au téléphone

D ✓

5 ticks

5 x 1 = 5

### Conversation 5

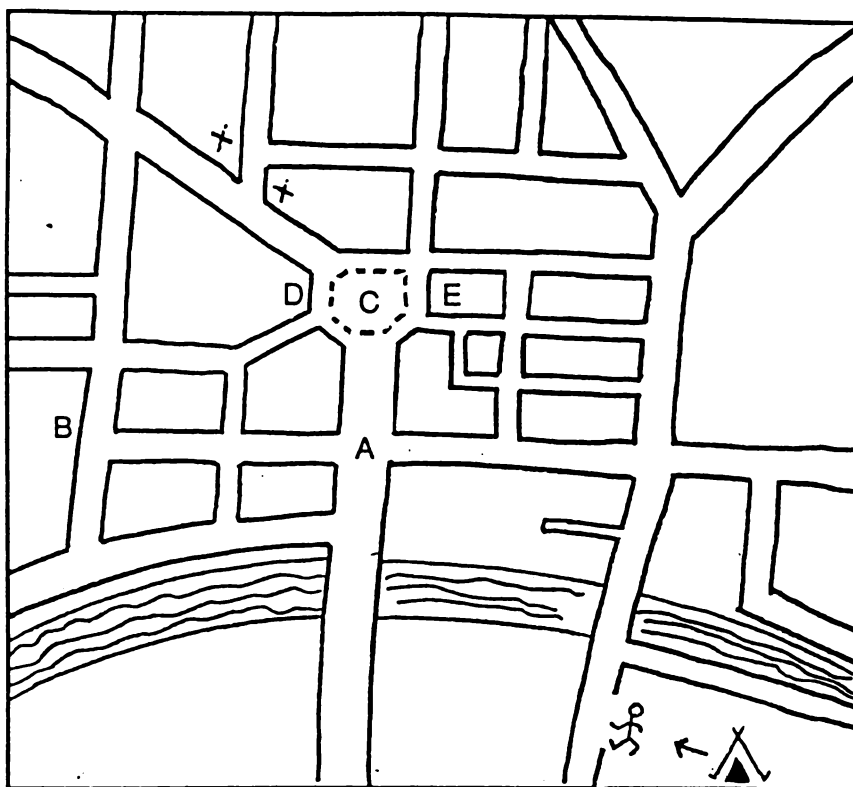
- A. au stade
- B. dans un grand magasin
- C. à la banque
- D. dans un magasin de meubles

B ✓

A1
5

(Turn over)

1 B.



(X Two possible corners)  
 \ if wrong through corner

- Give the **TWO** pieces of information you are given concerning plans made for your visit.
  - will be having meal that night  
 will be having dinner (that night) (with family) in a restaurant  
 reservation that night  
 C le Restaurant du Pont ✓
  - going (with family) to visit a castle / château (in the afternoon) ✓

2. Write **IN ENGLISH** what you learn there is at each of the places marked with a letter on the plan. Write your answers beside the letters below.

- A. traffic lights ✓
- B. (railway) station ✓
- C. market / market place / market square ✓
- D. church ✓
- E. town hall ✓

3. On the **PLAN**, mark with an X where you think your French friends' house is situated. ✓

4. Give the **TWO** facts you are given that will help you to identify the house.

- (i) (on corner) big tree in the garden ✓
- (ii) next to grocer's / grocery shop ✓

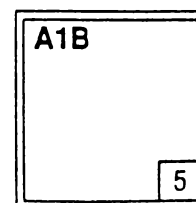
10 ticks

1/2 mark for each tick

) non-essential information

/ alternative term

$$10 \div 2 = 5$$



(Turn over)

PART A : LISTENING COMPREHENSION  
SECTION 2 : WRITING ACCURATELY FROM  
THAT HAS BEEN HEARD

STROKES	MARK /10
1-2	10
3-5	9½
6-7	9
8-10	8½
11-12	8
13-15	7½
16-17	7
18-20	6½
21-22	6
23-25	5½
26-27	5
28-29	4½
30-32	4
33-34	3½
35-37	3
38-39	2½
40-42	2
43-44	1½
45-47	1
48-50	½

AN EDUCATION AND LEISURE CENTRE IN THE PYRENEES

Notre centre se trouve dans les Pyrénées à côté d'un  
beau lac. Toute l'année nous recevons des classes de  
neige et de nature.

L'an dernier on a eu des élèves de presque  
toutes les écoles de la région. Ils ont appris à faire du ski  
à connaître la nature. Ils se sont aussi bien am

Mais pendant les vacances et les weekends ce sont des familles  
et des groupes qui viennent faire du sport ou simplement se re  
Et qu'est-ce qu'on fait si on n'a pas de skis? Eh bien,  
vous pouvez en louer au centre. Mais c'est une  
bonne idée de les réserver.

Ecrivez au centre si vous voulez d'autres informat  
ou appelez-moi au 34-56-75

MARK SCHEME:

There are 25 groups of missing words or word groups. (mark discr  
Each group is marked on a 3 point scale: - no 'repeated  
error') a)

fully correct = no stroke (leave blank)

one error (any type) = one /

extra word added = one /

joined up words if nothing else incorrect = one /

combination of errors <sup>two spelling</sup> or <sup>omission</sup> = two strokes (any word  
stem one / ending one / applies to verbs + adjective

ADD UP THE TOTAL NUMBER OF STROKES AND READ OFF THE GRID 'sont' +

eg 23 - 25 = 5½

and 'eu  
if wro

N.B. all accents count except ^ in connaître  
Ecrivez (capital) accept with or without /  
écrivez (small case) must have accent

Number has to be in figures (instructions)  
One number wrong one /  
More than one number wrong two //  
Extra number added eg 60 15 not accepted.  
Ignore hyphens

## HOLIDAY IN ALSACE

- |               |                                      |   |
|---------------|--------------------------------------|---|
| 1             | Je t'envoie                          | send / am sending ..                                  |
| 2             | ce vieux dessin                      | picture ✓   |
| 3             | d'un petit village.                  |   |
| 4             | Si tu penses                         |   |
| 5             | qu'il n'est pas français             |   |
| 6             | tu as tort.                          |   |
| 7             | On voit partout                      |   |
| 8             | des villages comme ça                | like those ✓  |
| 9             | en Alsace, belle région              | accept a / the or without article                     |
| 10            | à l'est du pays                      |   |
| 11            | où nous venons de                    | <u>                    </u> and ignore 'venons de'    |
|               | <sup>12.</sup> passer nos vacances.  |   |
| <del>13</del> | <del>Bien entendu</del>              | <u>                    </u> and ignore 'bien entendu' |
| 13            | les gens ne portent plus             | <sup>14.</sup> tous les jours                         |
| 15            | les beaux vêtements                  | must have 'the'                                       |
| 16            | que tu vois dans l'image             | X photo / image                                       |
| 17            | mais les bâtiments                   |   |
| 18            | en pierre et en bois                 | wood must refer to buildings                          |
| 19            | ont toujours l'air très jolis        | accept still or always   pretty /                     |
| 20            | Les gâteaux traditionnels sont aussi |   |
| 21            | vraiment excellents.                 |   |
| 22            | J'ai essayé                          | tried not 'have tried'                                |
| 23            | d'en manger                          | en = some / them                                      |
| 24            | le plus souvent possible.            | accept as much as possible when sense could be often  |
| 25            | Nous avons dressé notre tente        | 'pitched / put <u>up</u>                              |
| 26            | au pied d'une haute colline          | foot / bottom of                                      |
|               | (le mont St Odile)                   | (ignore)  |

27 où se trouve	is <sup>situated</sup> found ✓	you / we find ✓ one finds ✓
28 une abbaye* célèbre.	famous / well-known / celebrated	
29 Sainte Odile y est morte..	'there' required	
30 en sept cent vingt.		
31 Un jour nous avons pris	took	
32 un chemin étroit	lane / track / path	
33 pour monter voir	climb to / and see or go up . . . .	
34 l'endroit où Sainte Odile	the spot / place where	
35 mettait l'eau d'une source*	put / used to put / would put	
36 sur les yeux des aveugles*		
37 Quand tu iras un jour en Alsace	X will go X come	
38 tu devras visiter	will have to / must / should / ha	
39 sa capitale, Strasbourg	X the	her / its
40 qui est une ville très importante		
41 pour toute l'Europe.		
42 Elle a une cathédrale magnifique,	It has X she	
43 des musées intéressants		
44 et la plus vieille pharmacie	chemist ✓ chemist's ✓ (pharmacy ✓ (shop))	
45 de France.	in	(of France accepted)

Place a / at the end of each incorrect section. Add up the number of / and read the mark of the chart below  
eg. 22 / = 7½ / 15

0 1	2 3	4	5 6	7	8	9	10 11	12	13
15	14½	14	13½	13	12½	12	11½	11	10½
14 15	16	17 18	19	20 21	22 23	24	25	26 27	28
10	9½	9	8½	8	7½	7	6½	6	5½
29 30	31	32 33	34 35	36 37	38 39	40 41	42	43 44	45
5	4½	4	3½	3	2½	2	1½	1	½

NB. This is the translation grid!

## PART C: READING COMPREHENSION (10 marks)

### SECTION ONE : ANSWERING QUESTIONS IN ENGLISH (5 marks)

Read the following passage carefully, then answer **IN ENGLISH** the questions on the opposite page.

**DO NOT TRANSLATE** the passage. Just answer the questions based on it.

### A FRENCH SINGER

Jean-Jacques Goldman n'est plus seulement le chanteur préféré des adolescents, il est sans doute le chanteur le plus populaire de France. Voté chanteur de l'année en 1986, son plus grand tube\*, la chanson 'Je te donne' est resté vingt-six semaines au hit-parade, huit semaines à première place. Cette année-là on lui a demandé de chanter partout en France et à l'étranger.



Jean-Jacques est né à Paris dans le 19<sup>e</sup> arrondissement en 1951, le troisième de quatre enfants. Quand il était jeune, il a fait du piano et du violon mais sans montrer trop d'enthousiasme. Il a acheté, à dix-sept ans, sa première guitare, mais ce n'était pas la vie d'un chanteur de rock qu'il cherchait. Il n'aimait pas chanter en public et préférait écrire et composer des chansons.

Au début des années 80, Jean-Jacques, marié et père de trois enfants, vendait des articles de sports dans le magasin de son frère à Montrouge, dans la banlieue\* sud de Paris. Un soir une jeune fille a présenté une des chansons de Jean-Jacques dans une compétition télévisée. Tout le monde a voulu savoir qui l'a écrite. On n'a plus jamais entendu parler de la chanteuse, mais en 1981 Goldman a fait son premier album.

tube\* - hit    banlieue\* - suburbs

Answer **IN ENGLISH** the following questions.

Write your answers in the spaces provided. Answers need not always be in complete sentences.

1. Give **THREE** pieces of evidence of Jean-Jacques Goldman's popularity.

(i) Voted singer of the year in 1986

(ii) His greatest hit ('Je te donne') in the hit parade for

26 weeks / 8 weeks at number 1

(iii) Went on singing tour / asked to sing throughout France and abroad / overseas

✓✓ for  
any 3 of 4 p  
of evidence  
but not sta  
of popularity  
se

2. How many older brothers and sisters did he have?

two (third of 4 children) ✓

3. Give **THREE** facts concerning his musical background and early ambitions?

✓✓ for  
any 3 facts  
from 5 facts h

(i) learnt / played the piano and violin when young

(not too keen)

(ii) bought first guitar at 17 / no ambition to be a rock singer

(iii) - didn't like singing in public / preferred writing, composing songs

4. Describe Jean-Jacques's family circumstances at the start of the eighties.

married, father of three children ✓

X got married

X he married and fathered

... v was he earning a living?

Selling sports gear (in his brother's shop) (in ✓  
Montrouge - suburb to S. of Paris)

6. What happened to change his career? ✓

A young female singer sang one of JJ's songs in a TV competition. (Everyone wanted to know who was the composer.)

10 ticks 12 mark each tick

$$10 \div 2 = 5$$

( ) non-essential information

C1
5

(Turn over

**SECTION TWO: PUTTING IN SEQUENCE A SERIES OF STATEMENTS IN FRENCH (5 marks)**

Below are eleven statements, which, when put into the correct order, make a conversation two young French people had about going out.

Work out the best order for the sentences, and put the corresponding letter for each part of the conversation in the appropriate box in the answer spaces below.

The first sentence A is the correct opening statement.

**GOING OUT**

- A. Tu sors d'habitude le samedi soir?
- B. Si tu n'aimes pas la télé, que fais-tu donc quand tu es libre?
- C. Si, mais moins souvent. Tous les six mois.
- D. Samedi je vais danser. Tu viens?
- E. J'aime aller au cinéma. J'y vais une fois par semaine.
- F. Oui, mais je ne l'allume presque jamais.
- G. Oui, peut-être. Je te dirai plus tard.
- H. Ça, c'est ennuyeux! Heureusement qu'il y a la télé.
- I. Oui, si je ne dois pas rester à la maison avec ma petite soeur.
- J. D'accord. Téléphone-moi avant la fin de la semaine.
- K. Tu ne vas pas au théâtre?

*Credit statements in correct sequence wherever they occur*

*eg. A (followed by I, H, F (etc) B, E, K, C, D, G, J)*

*(Credit also allowed for D followed by I)*

*2 mark each*

1.	A
2.	I
3.	H
4.	F
5.	B

6.	E
7.	K
8.	C
9.	D
10.	G
11.	J

*Put / through incorrect answer*       $10 \div 2 = 5$

*Put // through box if blank*

C2
5

SECTION D: WRITING

SECTION ONE 60 WORD PASSAGE

Do not count length - should be about 7-6 lines. Mark 0 in total if the passage is not on the topic. \* If more than one passage is written, you must mark all and take the best mark.

COMMUNICATION 6 marks (Includes extent to which guidelines are followed)	LANGUAGE 4 marks
6 All information/ideas communicated with appropriate development. TOTALLY comprehensible and relevant message. (flair)	4 Broad variety of vocab., structures and/or complex sentences. Language is largely error-free - only minor errors.
5 All information given - some elaboration/development of ideas. Message mostly comprehensible/relevant.	3 Variety of vocab. and structure and/or complex sentences. Few major errors.
3 Gives most information/ideas - attempt at development in some areas, while others neglected and/or message only partially comprehensible/ relevant	2 Generally simple vocab. and structures. Attempts to go beyond simple sentences but language contains frequent major errors.
1 Some of the intended information/ideas communicated, BUT message only comprehensible in LIMITED sense.	1 Vocab. and structures very simple and repetitive and/or language is mostly inaccurate/inadequate.
0 Material communicated entirely irrelevant to topic or incomprehensible.	0 Virtually unrecognisable as French. Significant interference from English.

If communication is 0, then 0 mark must be awarded for language.

To obtain mark eg C 6 + L 4 = 10 out of 10 C 3 + L 1 = 4 out of 10

SECTION TWO: 30 WORD PASSAGE

As for Section One but divide mark by 2 to get a mark out of 10.

eg C 5 + L 2 = 7 divided by 2 = 3½ out of 5

\* Give 1 for communication where tense used is inappropriate  
eg. Topics B+C  
Give 1 for communication for serious misinterpretation  
of question eg Topic D; Topic G

PART E: CULTURAL STUDIES

Topic A - one mark per well-supported fact eg. with example, or with elaboration. Facts can be related to a French house/flat or both and the features described can be inside or out.

Topic B - one mark per well-supported description of what one would find in each shop which might include comment on the place of the shop in everyday life or at a special time of the year.

Cannot earn more than one mark per shop. So cannot earn five marks if fewer than five shops described.

Topic C - one mark per well-supported fact.

Candidates do not have to use the help given and do not necessarily have to write about five different eating places or menus to gain full marks. However the question is in the plural - eating places and menus - so if they write about only 2, maximum mark 4. If only 1 maximum mark 2. To get full marks would have to write about a minimum of 3 eating places/menus.

Topic D - generally one mark per well-supported fact.

Instructions state choose THREE French public holidays in DIFFERENT seasons of the year.

If candidates write about 2 holidays mark out of a maximum of 3 marks, if only 1 holiday mentioned mark out of a maximum of 2. So if they write about Noel and Le Nouvel An plus one other holiday (ie three altogether) mark out of 3. If both are covered in one answer and two other holidays also described mark out of the maximum 5.

Topic E - one mark per well-supported fact.

Sport and leisure activities - plural in the question. If they write about only 2, maximum mark 4. If only 1, maximum mark 2. The focus was on sports and leisure activities that are different so candidates should show they have interpreted the question correctly by referring to activities that are not practised in NZ (eg pétanque, boules) or by giving details relating to France where other activities are concerned (eg French TV, cycling, la MJC - youth club). To earn full marks would have to write about a minimum of three sports/leisure activities. One mark can be available for general sport/leisure fact.

Topic F - one mark per well-supported fact.

Various types of public transport to be mentioned. If 2 only described, maximum mark 4, if 1 mentioned, maximum mark 2. To get maximum marks candidate would have to write about a minimum of 3 types of transport. Public transport required - no mark for information on car travel, bicycles etc.

N.B. ALL QUESTIONS Occasionally a marker might find two facts in a response that are, individually, less than well-supported but which taken together merit a mark. Do not reward repetition within an answer or from one answer to another. Indicate that all material in the answer has been considered.

**APPENDIX 7: ARTICLE PUBLISHED IN THE NEW ZEALAND  
*JOURNAL OF LANGUAGE TEACHING***

Teaching and Learning Modern Languages: a New Zealand perspective

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## Abstract

A review of statistics produced over the last few years suggests that the teaching and learning of modern languages in New Zealand is an at-risk activity. A number of factors appear to contribute to that risk. These include the lack of a national language policy and of national guidelines relating to language rights and language needs. They also include the absence of any single body whose role is to regulate, coordinate and facilitate language teaching and learning activities and language-related research activities in New Zealand. It is argued here that the problems that currently exist must be tackled urgently if New Zealand is to retain, and develop, its current language skills base and contribute appropriately and effectively to the global village of the twenty-first century. Readers are asked to contribute to an ongoing study of language teaching and learning in New Zealand by completing a questionnaire that will shortly be distributed by the author.

## Introduction

Professor Coleman of the University of Portsmouth conducted a European language proficiency survey among 250,000 students of French, German, Spanish, Russian and English in seven European countries. The final report examines the proficiency, background, attitudes and motivations of these students (Coleman, 1996). An earlier report compared the effectiveness of foreign language teaching in schools and universities in several European countries (Coleman, Grotjahn, Klein-Braley & Raatz, 1994). I am currently involved in conducting a similar, but much smaller scale, study of language teaching and learning in New Zealand. My primary aim here is to share with you, as colleagues and language professionals, some of the initial findings of that study. I have, however, another aim which is to ask you to complete the questionnaire that I shall soon be distributing. Your cooperation will be of very real help.

### Some Concerns Raised by Ministry of Education Statistics

The Ministry of Education statistics for 1997 (Ministry of Education, 1994 - 1998, Tables 29 & 30, pp. 52 - 54) record 58,897 entries for pupils in years 9 -13+ of their schooling studying a modern language other than New Zealand Māori or English. This is from a total cohort of 240,417 of pupils in Year 9 and above of schooling (Table 17, p. 37) and would represent 24.5 % of that cohort if each entry represented a single student studying a single language. Some students were, however, likely to have been studying more than one language, and so the percentage involvement in modern language learning will have been somewhat lower than the 24.5% quoted above. The low percentage of secondary school pupils studying a modern language other than te reo Māori and English in 1997 is of concern in itself. What is of even greater concern is that this is 2% lower than it was in 1996 (63,268 students from a Year 9 and above cohort of 238,104).

The situation in relation to students studying te reo Māori as a nationally recognized subject is of equal concern. In 1996, 10.6% of the total secondary school cohort from year 9 upwards (25,278 of a cohort of 238,104) was studying te reo Māori (Ministry of

Education, 1997, Table 35, p. 57). Within one year, that had gone down to 9% , that is, to 22,325 from a cohort of 240,417 (Ministry of Education, 1998, Table 29, p. 53). The situation in relation to te reo Māori is, of course, more complex than this particular set of statistics reveals. A more comprehensive picture requires that account be taken of a range of other factors, such as, for example, numbers of pupils undergoing some form of Māori-immersion education.

### Language Learning in New Zealand: an at-risk activity?

What is it about language teaching and learning that makes it such a fragile activity in this country? I will look here at some of the issues that should concern us and make some suggestions about short-term and longer-term strategies that might be worth considering if we are to reverse the trend. Some of the problems that beset language learners and teachers in New Zealand are unique to this country. Some are experienced in other countries with small populations that are geographically relatively isolated. Others are experienced almost everywhere.

### Population Size and Budget

There is a serious problem for language teachers and learners here in New Zealand. It is exactly the same problem that New Zealand experiences in attempting to sustain a sophisticated health service; the same problem we experience when we attempt to maintain the roads that stretch the length and breadth of the country; the same problem we encounter when we attempt to respond to fluctuations in world markets. It is the problem of population size. There are currently around 240,000 pupils in Years 9 - 13 of schooling in this country. Many of our schools are relatively small and relatively isolated geographically. In any one school, the numbers of children following specific secondary school programmes may be small, and the numbers doing so in each year of schooling even smaller. Languages are not compulsory and, in any case, it is not always easy to find

language teachers in the more isolated areas. If they are available, the language or languages they are able to offer may not be the ones that the pupils are most interested in pursuing. It is rarely possible to satisfy everyone. In some cases, the realities of the situation may mean that it is not possible to satisfy anyone.

In 1996, the following modern languages were offered as nationally recognized subjects in secondary schools in New Zealand:

Chinese languages, French, German, Indonesian, Japanese, Māori, Russian, Samoan and Spanish.

For these languages, with the exception of Chinese (Mandarin only) which will have a Bursary Examination for the first time in 1999, and Samoan which will be examined at School Certificate level for the first time in the same year, national examinations could be taken. A number of other languages were offered in various different locations. Among these were:

Cook Island Māori, Tokelauan, Niuean and Tongan.

Pupils did not have the option of taking national examinations in these subjects and, naturally, they may have felt that this was unfair. However, the cost of designing syllabuses and examinations and making materials available on a national level is, in the context of the New Zealand education budget, high, as is the cost of administering national examinations. Even so, some progress is being made. In June 1995, the New Zealand government allocated \$4.8 million for an exploratory study in second language learning for students in years 7 to 10. As indicated in a 1997 Curriculum Development Update (October 1997, Number 24), there were a number of second language initiatives in the preceding three years, including “the development of curriculum and learning materials, professional

development programmes for teachers, and increased access to language learning through satellite, computer, and television technologies” (p.1). Curriculum statements for Samoan, Spanish, Chinese, Japanese and Korean were prepared. The Ministry of Education purchased an introductory Japanese CD-ROM programme developed in New South Wales as a support for Japanese in the New Zealand Curriculum. It also undertook work on the development of television programmes (linked to a professional development programme for teachers) for students of Spanish and Japanese and developed a range of additional language resource materials. The effect of these developments will not be fully felt for some time. Eventually, however, they should have some impact on the numbers of students presenting themselves for national examinations. So far as these are concerned, the current situation is outlined in Table 1 below:

Table 1: Entry numbers for national examinations in modern languages in 1996 and 1997.

	School Certificate	School Certificate	Sixth Form Certificate	Sixth Form Certificate	UE Bursary and Scholarship	UE Bursary and Scholarship	Total	Total
	1996	1997	1996	1997	1996	1997	1996	1997
French	2822	2534	1197	1206	817	827	4836	4567
German	1293	1233	663	658	398	445	2354	2336
Indonesian	20	25	16	9	56	79	92	113
Japanese	3615	3457	1851	1794	1139	1292	6641	6543
Russian	5	Nil	7	3	2	5	14	8
Spanish	272	308	260	255	145	196	677	759
Te reo Rangatira			1287	1214	699	630	1986	1844
							<b>1660</b>	<b>1617</b>

(Source: Secondary Qualifications Statistics 1996 & 1997, pp. 5, 9 & 13)

The total number of students taking national modern language examinations (including Māori and excluding English) 1996 was 16,600. It was 16,170 in 1997. The total number of students in Year 11 and above of schooling in 1996 was 131,656; in 1997, it was 132,731. This means that, approximately, 12.6% of students in year 11 and above sat a national examination in a modern language in 1996, and 12.2% did so in 1997.

Removing te reo Māori from the equation gives us the following figures:

Table 2: Total number of students sitting national examinations in modern languages (excluding te reo Māori and English) in 1996 & 1997

Year	Number	Percentage of Year 11-15 cohort
1996	14,614	11.1
1997	14,326	10.8

Of course, some students will have sat national examinations in more than one modern language and so the overall percentage of the Year 11 and above cohort involved in national examinations in languages is actually lower than that indicated here. A further complicating factor is that some students may have sat national languages examinations earlier than Year 11 of schooling. Even so, the figures provided here give us some idea of the picture nationally.

Those who are not well acquainted with the reality of the New Zealand situation are sometimes outspoken in their criticisms of what is achieved here. A more sophisticated understanding of the realities in terms of total tax take and tax take distribution might, perhaps, silence some of these critics. This is a country whose population is roughly the

size of, for example, Manchester in the United Kingdom. However well-meaning, talented and dedicated New Zealanders are, they are constrained by the financial realities of running a country with a relatively large land mass on the income provided by a very small number, comparatively, of income generating workers.

### Spread of Expertise

I have identified cost and population size and distribution as major factors affecting language teaching and learning in New Zealand. Another factor, related in some way to both of these, is planning expertise. A country with a population base as small as that of New Zealand is constrained by the fact that it cannot train or retain large numbers of specialists in every area of activity necessary for a developing social and economic base. Under these circumstances, it is, perhaps, not surprising that things are not always done perfectly first time round, or not done at all for several years although the need is there and has been identified.

Unfortunately, the current trend towards specific payments for specific outcomes may be reinforcing the problems. Instead of offering what we have that may be of use as we may have done in the past, we tend now to guard our expertise until a suitable Ministry of Education contract is announced. When it is, different people in different parts of the country often compete rather than pooling their resources. This is not, of course, necessarily because people want to further their own interests at the expense of others. The fact, however, is that promotion prospects in schools may sometimes depend on being seen to be successful beyond the classroom as well as in the classroom. Furthermore, the government requires tertiary institutions to attract research money in order to survive and prosper and so, inevitably, there is a level of competition that some see as unhealthy in a country of this size. Successive governments may have actually contributed to this by their own outputs-driven philosophy, a philosophy that may work relatively well in countries with

extensive skills bases, but one that may be counter-productive in a country where the skills base is inevitably limited.

### The Fully Funded Option

Why should the fully funded option affect languages provision in New Zealand?

As we all know, in a fully funded situation, a school is given a certain amount of money to spend, within certain defined parameters, as it chooses. It has, in terms of the school's rolls, a certain dollar amount to meet teaching staff requirements. Inevitably, therefore, schools will look carefully at languages teachers. Languages classes are, for a whole number of reasons, including the fact that they actually should be, often smaller than many other classes. Furthermore, the numbers retained from years 11 to 13 may be relatively small. The following table tracks the take-up of five languages by secondary school pupils over five years in Years 9 - 13+ of schooling.

Table 3: 1993 - 1997: take-up rates for five modern languages (secondary school pupils)

	1993		1994		1995		1996		1997	
<b>Total cohort</b>	222339		237446		236647		238104		240417	
	No	% of cohort	No	% of cohort	No	% of cohort	No	% of cohort	No	% of cohort
Chinese	395	0.08	1186	0.5	664	0.3	1048	0.4	948	0.4
French	26057	11.7	26117	11.0	24511	10.4	22815	9.6	21166	8.8
German	9196	4.1	8951	3.8	9365	4.0	9102	3.8	8550	3.55
Japanese	21991	9.9	25301	11.0	26486	11.2	27039	11.4	25399	10.6
Spanish	980	0.4	1264	0.5	1343	0.6	2370	1.0	2158	0.9

(Source: Education Statistics of New Zealand.)

When we consider the figures contained in this table in the light of bulk funding, the dangers become apparent. Although the take-up rate for Chinese languages is on the increase, only 0.4% of the secondary school population was studying Chinese in 1997. That represented 948 pupils spread over four years of schooling in thirty four different schools, an average of fewer than seven pupils per school year in each school. What about German? With 3.55% of the secondary school population studying German in 1997, the situation looks less bleak. Once again, however, there appear to be problems. That 3.55% is equivalent to 8,550 pupils spread over five years in one hundred and thirty nine schools, an average of 12.3 pupils per year of school in total in each school offering German. At best, one class per year of schooling. Certainly, the actual picture will be different. Some schools will have more pupils studying German than others. The future of the German language in those schools with fewer pupils may be less secure.

Because modern languages are not compulsory, one potential problem is retention rates. The table below tracks a single cohort of students in New Zealand secondary schools from Form 3 (in 1994) to Form 6 (in 1997). Any retention rate conclusions reached on the basis of this table will not, of course, be absolutely accurate in that individual students are not identified. It is, for example, possible that some students who studied French in Form 4 in 1995 did not do so in Form 3 in 1994.

Table 4: Take-up of three modern languages by the same student cohort over a four year period

	French			German			Japanese		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1994 Form 3	5472	8038	13510	1203	2617	3820	5706	7126	12832

1995 Form 4	2178	3957	6135	734	1641	2375	2690	4109	6799
1996 Form 5	946	2172	3118	398	1022	1420	1385	2661	4046
1997 Form 6	336	1105	1441	233	613	846	805	1630	2435

(Source: Education Statistics of New Zealand)

Table 5: Take-up of three languages in Form 3 (1994) to Form 6 (1997) in terms of percentage of cohort

	Total cohort	French		German		Japanese	
		No	% of cohort	No	% of cohort	No	% of cohort
1994 Form 3	53858	13510	25.0	3820	7.0	12832	23.8
1995 Form 4	53278	6135	11.5	2375	4.45	6799	12.8
1996 Form 5	54319	3118	5.7	1420	2.6	4046	7.4
1997 Form 6	45674	1441	3.15	846	1.85	2435	5.3

(Source: Education Statistics of New Zealand)

Clearly, there is a problem in relation to retention, a problem that is to be expected given the non-compulsory nature of modern languages. This problem may lead to difficulties in sustaining classes at the higher levels of schooling. There are difficulties not only in relation to the more established languages, but also in relation to attempts to introduce additional languages. A case in point is Chinese. In 1997, 948 forty pupils were studying Mandarin in 34 schools. Four hundred and fifty one (451) of these were in Year 9 of their schooling. In year 13, there were only 41 pupils studying Mandarin. Clearly, part

of the reason for this is the fact that Chinese has only recently been introduced in a number of schools and there is, until 1999, no national examination available at University Bursaries level. It will inevitably be some time before true retention rates become evident from the statistics. Even so, there may be a problem in attempting to establish Chinese languages at the higher levels of schooling.

We now have a Samoan syllabus. How many students studied Samoan in 1997 from Year 9 upwards in schools? The answer is 475, spread over five forms in fifteen schools throughout the county. In Form 5, throughout the country, there were twelve (12) students studying Samoan in 1997. Certainly, students who (until 1999) have no possibility of gaining a formal qualification in the language will be reluctant to choose it as a Year 11 subject. I am not claiming for one moment that this means that the expense involved in putting the Samoan syllabus and national examinations in place are not justified. Far from it. What I am saying, however, is that even after all of that effort and expense, it is going to be extremely difficult to maintain the Samoan language in New Zealand schools, important though it clearly is to do so, particularly under a fully-funded regime where schools may be tempted to direct most of their resources to subject areas that are compulsory.

#### Competition Among Languages

Where additional modern languages are introduced into an institution's programme, they compete with existing ones and, therefore, modern languages teachers are forced into a competitive rather than cooperative framework. In such a situation, it is to the credit of languages teachers that they generally maintain good collegial relationships and have succeeded in sustaining the NZALT as an over-arching professional association. This has been one reason why modern languages teachers, in spite of receiving, comparatively, so little attention and so few funded opportunities for language maintenance, have nevertheless often appeared to be in the forefront of educational innovation in this country. It is something that could prove critical in the future: maintaining a united front is likely to be

necessary if the teaching of modern languages is to survive and prosper in New Zealand into the twenty-first century. If it does not, New Zealand will be at a disadvantage in competition for international trade. In global village terms, the loss of our indigenous language and the failure to sustain and enhance language learning generally in this country could turn us into the village idiot.

#### Attitudes Towards Modern Languages in New Zealand

One of the reasons for the disappointingly low numbers electing to study a modern language in New Zealand is that languages are electives. Clearly, this is a reflection of national attitudes towards modern languages. Whereas every child living in Wales is now obliged to study Welsh, there is no obligation in New Zealand to study te reo Māori. Even if there were, it would be extremely difficult to provide adequate numbers of teachers. The most common argument against learning te reo Māori is that it is pointless to learn a language that is not used anywhere else in the world. If there is so little point in learning te reo Māori in New Zealand, there must, presumably, be equally little point in the language activities of, for example, the Israelis, the Welsh, the Irish, the Basques, the Iranians, the Japanese, and the Koreans. It seems unlikely, however, that they would be persuaded that they should all abandon their own languages in favour of the exclusive use of English.

So far as business is concerned, a study by Enderwick and Gray revealed that although most large New Zealand companies appeared to have a good appreciation of the benefits of conducting international business in the clients' native language, the majority reported that employees with foreign language ability represented less than five per cent of recruits over the preceding four years (Enderwick & Gray, 1992).

#### The Lack of a National Languages Policy

In a report entitled The New Zealand National Languages Policy : Making the Patient More Comfortable, Kaplan (1992) refers to a profound disinterest in language

issues in government circles. The ethnic make-up of New Zealand's society now echoes, albeit on a much smaller scale, that of Australia. However, although Australia has now gone beyond its original National Policy on Languages (Lo Bianco, 1987) to a revised Languages and Literacy policy (Department of Employment, Education and Training, 1991). New Zealand has not yet succeeded in putting in place any sort of national languages policy and so language policy and planning are inevitably more haphazard.

In 1992, the New Zealand Ministry of Education published a discussion document in preparation for the development of a National Languages Policy. That document, Aotearo: speaking for ourselves (Waite, 1992), represented an honest attempt to address the major issues involved in this process. The document is, however, now out of print and the whole matter of a national languages policy appears to have been shelved. The absence of a national languages policy has not stopped language activity in this country, but it has created an uneasy environment, particularly where language teaching and learning is concerned. There are large numbers of highly qualified people and professional associations doing very impressive work in the arena of language education and in the provision of language services and support. However, rather than being grounded in sound and equitable central policy, this whole domain of activity is rather nervously balanced on the inherent integrity of the people involved.

#### Language Teacher Education

An International Labour Office document The Status of Teachers uses the word teacher to cover only those persons in schools who are responsible for the education of pupils (The Status of Teachers, 1984 ). Interestingly, this document restricts its definition to teachers at pre-school, primary and secondary level. What it does not acknowledge is that tertiary education providers are also teachers. Many tertiary institutions (apparently the majority in New Zealand) do not require their teaching staff to undergo any form of teacher education, and yet most acknowledge that it is important that teachers at tertiary level are

competent in the teaching domain. So far as languages are concerned, there can be no question that at least some of the activities of some tertiary education providers are directly comparable with those of teachers in schools. After all, it is not uncommon for tertiary students to study languages from beginner level. It is difficult to see, therefore, why these students should have less need of teachers with certificated expertise in language teaching than do students who elect to learn languages in other contexts.

The lack of opportunities for tertiary educators in Europe to train as language teachers may be responsible, in part, for the fact that there is evidence of uneven progress. Language teaching staff in tertiary institutions often fail to define proficiency levels and, hence, to provide reliable information on student progress (Coleman, 1996). However, insisting that all of those who are involved in language teaching undergo the same form of teacher training is not necessarily an appropriate, or adequate, response. What may matter is not training as such, or even length of training, but quality of training.

I first began teaching languages in New Zealand schools almost twenty years ago. I had completed two periods of training as a language teacher, one overseas and one in New Zealand. In retrospect, I do not think that either prepared me adequately for the realities of the language classroom. Indeed, it was not until many years later that I felt that I had really begun to appreciate the factors that contribute towards effective language teaching and learning. Clearly, there is in all of this a developmental element. Improving as a teacher is an on-going process. Even so, I believe that in teacher education, as in all things, there may be a considerable difference between the best and the rest. We need to be quite sure that what we promote really is the best that can be achieved. As a country, we put a considerable amount of effort into producing, and revising, national curricula for languages. Perhaps we should also consider putting an equal amount of effort into producing, and revising, national curricula for language teacher education. What is the point of national languages curriculum statements if teachers are not adequately prepared to implement them and, of course, to critique them?

## Looking to the Future

Modern languages teachers have done a great deal against very considerable odds for many years to sustain the teaching and learning of modern languages in our schools. They have been proactive in facilitating extra-curricular activities for their students; they have welcomed curriculum innovation; they have very often gone to considerable personal expense in an effort to maintain and extend their own language competence. What is needed now is a clear signal from central government, and the Ministry of Education in particular, that these efforts are appreciated. Under a fully funded model, there may be an initial reduction in the number of languages available, and a move to offering some languages in the early years of secondary schooling only. The only way to prevent this would appear to be to require schools to make at least one or two modern languages available throughout the curriculum. The best way to prevent it, and to increase New Zealand's capacity to operate effectively in the global village, is to make the study of at least one modern language compulsory for all students up to at least the end of their third year of secondary schooling. One problem with that is the national attitude to modern languages as revealed in a number of different studies. We will not change attitudes by adopting a negative and confrontational stance. What is needed is an effective public education campaign. It is, after all, in everyone's interests that this country should be, and be seen to be, capable of producing competent linguists.

If schools and other educational institutions worked and planned together as a matter of principle, there would be more choices available to students. For example, although one school may not, on its own, be able to afford to hire someone to teach, for example, French and German and someone else to teach Mandarin and Japanese, four or five schools in the same area could cooperatively hire several language professionals. Although a single university or polytechnic may be unable to afford the expensive equipment necessary for interpreter training, two or three institutions could combine to buy

the necessary equipment. They could even share staffing. Of course, this may be too much to ask in a world increasingly driven by competition and by the cult of the corporate. It may be too much to ask of a country that has so willingly for so long followed overseas models. If it is too much to ask, we may lose even the capacity we now have to offer a rich language learning environment to our students.

Aotearoa: speaking for ourselves, Dr Waite's original discussion document towards a national languages policy for New Zealand, provoked a number of responses from internationally recognized scholars (Kaplan, 1992; Crombie & Paltridge, 1993; Peddie, 1993). One of the most important aspects of these responses was the call for a National Language Institute as a centre for language research and education. New Zealand language teaching would benefit greatly from such a centre. It could promote basic minimum standards for the training and employment of language teachers, provide sound theoretical bases for language research projects, help our syllabus and programmes developers to keep pace with research findings, help ensure more consistency in the delivery of programmes, and arrange for equitable resource distribution. Furthermore, a National Language Institute that concerned itself not only with language learning and teaching, but also with language teacher education would help ensure that all languages teachers were adequately prepared for the demands of the contemporary classroom. Two of the main problems in establishing a National Language Institute are (a) finance, and (b) competition among institutions in relation to location. Neither of these problems should present an insuperable barrier to the establishment of such a centre. Now that computers, and computer expertise, are so widely available, teachers and researchers can easily be linked together in cyberspace. There is now no need to argue about the location of such a centre because it can be located everywhere where there is expertise to draw on. Certainly, some additional funding will be required. What matters most, however, is getting started and making sure that, once we do get started, we keep going. Languages teachers have demonstrated often enough in the past that they are capable of maintaining direction and

enthusiasm against the odds. There is enormous potential and very considerable good will that can be tapped into. Even a little encouragement and support now would help to create a secure linguistic future for our country in the global village, and that, of course, would make a considerable contribution towards securing a viable economic future for this country.

### Conclusion

If we are to be successful in securing a solid future for the teaching and learning of modern languages in New Zealand, we must decide which issues to prioritize and how to gain support. We know that there are problems. What we need to do is specify clearly the exact nature and extent of these problems, and attempt also to indicate equally clearly how they can be addressed. We may achieve very little if we present government with a list of problems. If, however, we can present a list of realistic and cost-effective solutions, we are likely to gain more support. After all, it is not in the country's best interests to deny us an attentive and cooperative response.

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**APPENDIX 8: LETTERS INTRODUCING THE *QUESTIONNAIRE*  
FOR LANGUAGE PROFESSIONALS**

**Department of General and Applied  
Linguistics**  
The University of Waikato  
Private Bag 3105  
Hamilton, New Zealand

Telephone 64-7-838 4932  
Facsimile 64-7-838 4932  
Email linguistics@waikato.ac.nz



**The  
University  
of Waikato**  
*Te Whare Wānanga  
o Waikato*

20 February 1999

Dear Colleague,

I am a former Head of Department in a New Zealand secondary school and I am currently involved in research relating to the provision of modern languages in secondary and tertiary institutions in New Zealand. My ultimate objective is to propose strategies that may enhance these programmes and make modern languages more available to New Zealand students.

As part of the project, I am attempting to survey as many teachers of languages as possible, by asking them to complete a questionnaire about language related matters. I would very much appreciate it if each teacher in your school who is teaching a modern foreign language, (including te reo Maori and ESOL) could complete one. There will be a reply-paid envelope provided for the return of completed questionnaires from your school.

The anonymity of the questionnaire respondents will be respected: neither teachers nor institutions will be identified, or identifiable, in any of the research outputs. These conventions are followed in accordance with the New Zealand Privacy Act.

The purpose of this letter is to seek your approval to send copies of the questionnaire to the Head of the Languages Department. If you have any objection to this material being sent, or if you have any questions in relation to it, or the project as a whole, please contact me at the following address:

Diane Johnson  
Department of General and Applied Linguistics  
The University of Waikato

Private Bag 3105  
Hamilton

Tel: (07) 8562889 Ext. 6999

Fax: (07) 8384932

Email: [dianej@waikato.ac.nz](mailto:dianej@waikato.ac.nz)

Best wishes,

Diane Johnson.

Lecturer in Applied Linguistics.

Department of General and Applied  
Linguistics  
The University of Waikato  
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Hamilton, New Zealand

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Email linguistics@waikato.ac.nz



The  
University  
of Waikato  
Te Whare Wānanga  
o Waikato

19 March 1999

Dear Colleague,

I am a former Head of Department in a New Zealand secondary school and I am currently involved in research relating to the provision of modern languages in secondary and tertiary institutions in New Zealand. My ultimate objective is to propose strategies that may enhance these programmes and make modern languages more available and accessible to New Zealand students.

As part of this project, I am attempting to survey as many teachers of languages as possible by asking them to complete a questionnaire about language-related matters. I would very much appreciate it if each teacher in your school who is teaching a modern language (including te reo Māori and ESOL) could complete one. There is a reply paid envelope provided for the return of the completed questionnaires from your school. If you need more questionnaires, please contact me at the address below.

The anonymity of questionnaire respondents will be respected: neither teachers nor institutions will be identified, or identifiable, in any of the research outputs. These conventions are followed in accordance with the New Zealand Privacy Act.

At a later stage, I shall be asking selected schools and tertiary institutions to participate in a related project that involves asking a number of pupils who have completed specific stages in the study of languages to undertake proficiency tests. The aim of this later stage of my research is to determine the relationship between New Zealand curriculum objectives and international proficiency benchmarks. If you feel at this stage that your school might wish to be involved in these tests, I would be very grateful if you would contact me at the address below.

I look forward to receiving your completed questionnaires and thank you in anticipation of your input to this very interesting project. Any correspondence should be addressed to :

Diane Johnson  
Department of General and Applied Linguistics  
The University of Waikato  
Private Bag 3105  
Hamilton

Fax: 07 838 4932  
Tel: 07 8562889 Extn 6999  
Email: dianej@waikato.ac.nz

Yours sincerely,

Diane Johnson  
Lecturer in Applied Linguistics

**APPENDIX 9: THE *QUESTIONNAIRE FOR LANGUAGE PROFESSIONALS***

Second Language Learning Opportunities in New Zealand  
Secondary Schools and Tertiary Institutions

# Questionnaire for Language Professionals

Please return your completed questionnaire by **16 April 1999** to:

Diane Johnson  
Department of General and Applied Linguistics  
The University of Waikato  
Private Bag 3105  
Hamilton

Second Language Learning Opportunities in New Zealand  
Secondary Schools and Tertiary Institutions

Questionnaire for Language Professionals

1. Sex  
Please ✓ the appropriate box.

Female  
 Male

2. Age  
Please ✓ the appropriate box.

21-30  
 31-40  
 41-50  
 51-60  
 60 +

3. Which of the following qualifications do you have?  
Please ✓ the appropriate box or boxes.

NZ undergraduate degree including one or more second languages  
 NZ undergraduate degree including one or more second languages and literature  
 NZ post graduate degree including one or more second languages  
 NZ post graduate degree including one or more second languages and literature  
 NZ post graduate diploma including one or more second languages  
 NZ polytechnic qualification including one or more second languages  
 Overseas undergraduate degree in language /literature  
 Overseas post graduate degree in language /literature  
 Overseas polytechnic qualification in language /literature  
 NZ primary teaching qualification  
 Bachelor of Education (primary teaching qualification )  
 NZ post-graduate secondary teaching diploma  
 Overseas primary teaching qualification  
 Overseas secondary teaching diploma  
 CELTA or CTEFLA  
 DELTA or DTEFLA  
 Trinity Certificate in TESOL  
 Other language-related qualifications  
 First language speaker without formal language qualifications  
(eg French national teaching French)



10. What is your employment status?  
Please ✓ the appropriate box.

- Full-time permanent
- Part-time permanent
- Part-time/pro-rata
- Relieving
- Other (please specify below)

11. Do you have any specific responsibilities in addition to your teaching?  
Please ✓ the appropriate box or boxes.

- Head of department
- Programme co-ordinator
- Course co-ordinator
- Other (please specify below)

12. What do you teach?  
Please ✓ the appropriate box.

- One language
- Two languages
- Three languages
- More than three languages
- One language and other subject/s
- Two languages and other subject/s
- Three languages and other subject/s
- Literature of/in another language
- Combined literature and language courses
- Separate language and literature courses

13. What is your current language teaching profile?

Language/s taught by you	Level	Hours per week

14. What is your total language teaching experience, including your current position?

Type of Institution	Equivalent full-time years
Pre-school	
Primary school	
Secondary school	
Polytechnic	
University	
Private language school	
Other (please specify below)	

15. What other professional experience in language teaching and learning have you had?

Please ✓ the appropriate box or boxes.

- curriculum developer
- syllabus designer
- materials writer
- materials evaluator
- adviser
- conference presenter
- in-service presenter
- School Certificate examiner
- School Certificate marker
- Bursary examiner
- Bursary marker
- IELTS examiner
- Other (please specify below)

16. How much language-related, in-service training have you had over the last 10 years?

Year and course title	Duration ( in days)	Value (1=excellent : 5= poor)

17. What are your in-service training priorities?

Please **number** the boxes below using the following scale.

1 = essential 2 = high priority 3 = necessary 4 = not really necessary 5 = unnecessary

- class management
- curriculum
- language maintenance (yours)
- materials design
- methodology
- technology (computers, multi media, etc.)
- testing and evaluation
- syllabus implementation
- unit standards
- other (please specify below)

\_\_\_\_\_

18. How do you rate your own language ability in each of the four skills for the language or languages you teach?

(Please choose 1 - 9 from the descriptors in the Appendix on the inside back cover of the questionnaire. Each skill should be rated individually)

Language	Reading	Writing	Listening	Speaking

19. Do you speak, have you studied or are you qualified in other languages which you are not currently teaching? How do you rate your own language ability in those languages?

(Please choose 1 - 9 from the descriptors in the Appendix on the inside back cover of the questionnaire. Each skill should be rated individually)

Language	Reading	Writing	Listening	Speaking

20. Which kind or kinds of language teaching are you mainly engaged in?

Please  the appropriate box or boxes.

- General language courses
- Language for academic purposes
- Language for scientific purposes
- Language for literary studies
- Language for examination preparation
- Language for traveller
- Language for leisure
- Language for new migrants
- Other (please specify below)

\_\_\_\_\_

21. Which methodological approaches are currently favoured in language teaching in your institution?

Please ✓ the appropriate box or boxes.

- grammar -translation
- structural
- functional
- task-based
- self access
- communicative
- other (please specify below)

\_\_\_\_\_

22. Which methodological approaches do you personally favour for language teaching?

Please ✓ the appropriate box or boxes.

- grammar -translation
- structural
- functional
- task-based
- self access
- communicative
- other (please specify below)

\_\_\_\_\_

23. If you ticked 'communicative' in either question 19 or 20, please list below, what you consider to be the three most important characteristics of a communicative approach.

i.

ii.

iii.

24. Each one of the following three syllabus types has a highlighted column without a title. This column is the main organising principle of the syllabus. Write in the most appropriate heading for the column and then say what kind of syllabus you believe this to be.

A. Syllabus type: \_\_\_\_\_

	Language focus	Vocabulary	Phonology	Listening	Speaking
	Why don't you...	go try take ask	rise-fall intonation for suggestions	listening for detail	consolidation of rise-fall intonation pattern for suggestions
	You could..				
	Have you thought about..?	fishing running jogging windsurfing			
	How about?				

B. Syllabus type: \_\_\_\_\_  
(Note that the language elements expressed here may not apply to all languages)

C. Syllabus type: \_\_\_\_\_

	Vocabulary	Phonology	Receptive	Productive
	post stamp letter fax	rising intonation for question forms	listening for detail	using polite question forms
	prescription bandage cough syrup		listening for detail for the use of medication	statements used as question forms eg 'I want a mild cough syrup for my son.'

25. Which of the following, in your opinion, should be included in a syllabus document?

Please ✓ the appropriate box or boxes.

- vocabulary
- methodology
- assessment (formative)
- assessment (summative)
- tasks for listening
- tasks for writing
- tasks for speaking
- tasks for reading
- textbook /materials recommendations
- phonology
- learning outcomes
- structure (grammar)
- functions
- notions
- ways of expressing relations (eg cause and effect)
- features of genre/s
- cohesive devices
- other (please specify)

26. Are there Ministry of Education curriculum documents designed for use at the level you teach?

Please ✓ the appropriate box.

- Yes
- No
- I'm not sure

27. If there are Ministry of Education curriculum documents designed for use at the level you teach, how useful are they for your teaching?

Please ✓ the appropriate box.

- not applicable
- indispensable
- very useful
- useful
- not very useful
- of no use

28. Are there syllabus documents provided by your institution which are designed for use at the level you teach?

Please ✓ the appropriate box

- Yes
- No

29. If there are syllabus documents designed by your institution for use at the level you teach, how useful are they for your teaching?

Please ✓ the appropriate box.

- not applicable
- indispensable
- very useful
- useful
- not very useful
- of no use at all

30. If you are not provided with a syllabus document, what do you do?

Please ✓ the appropriate box or boxes

- prepare one yourself for your own use
- prepare one yourself for your own use and give a copy to students
- allow the syllabus to emerge as the teaching proceeds
- focus on materials and methodology rather than syllabus
- other (please specify below)

31. Do you think that it is important to have an explicit syllabus document?

(Even if you depart from it where necessary in response to learner needs)

Please ✓ the appropriate box.

- Yes
- No

32. Do you use a textbook or text books as part of your teaching resources?

Please ✓ the appropriate box.

- Yes  
 No

33. If you answered yes to question 30 above, please list below the text book or books you use and specify the level at which you use them.

Text	Level

34. Indicate the main reason or reasons you use the resources listed above.

Please ✓ the appropriate box or boxes.

- I find them useful  
 There isn't much else available  
 This/these is/are the prescribed books  
 Other (please specify below)

\_\_\_\_\_

35. If you answered no to question 32 above, please give your main reason or reasons for not using a text.

Please ✓ the appropriate box or boxes.

- I don't find them useful  
 There isn't anything available  
 Books are too expensive  
 I prefer to create my own material  
 Other (please specify below)

\_\_\_\_\_

36. Do you use formative assessment (whose purpose is to identify strengths and weaknesses rather than to make judgments about rank order or overall level) with your students?

Please ✓ the appropriate box.

- Yes  
 No

37. What form or forms do these assessments take?

Please ✓ the appropriate box or boxes.

- multi-skill tests  
 listening tests  
 writing tests  
 speaking tests  
 reading tests  
 vocabulary checks  
 performance of a task  
 other (please specify below)

\_\_\_\_\_

38. What kind of feed back do you give students in relation to formative assessment?

Please ✓ the appropriate box or boxes.

- brief oral feedback  
 brief written feedback  
 detailed oral feedback  
 detailed written feedback  
 a grade  
 a pass or fail indication  
 a checklist of problem areas  
 a mark  
 a personal tutorial  
 feedback in class  
 no feedback at all  
 other (please specify below)

\_\_\_\_\_

39. Do you use summative assessment (end of course or course segment assessment whose purpose is to give students an overall grade and/or place them in rank order) with your students?

Please ✓ the appropriate box.

- Yes  
 No

40. What form or forms do these assessments take?

Please ✓ the appropriate box or boxes.

- examinations
- multi-skill tests
- listening tests
- writing tests
- speaking tests
- reading tests
- production of a portfolio
- performance of a task
- international proficiency test
- international language test (eg IELTS)
- other (please specify below)

41. What kind of feedback do you give students in relation to summative assessment?

Please ✓ the appropriate box or boxes.

- brief oral feedback
- brief written feedback
- detailed oral feedback
- detailed written feedback
- a grade
- a pass or fail indication
- a checklist of problem areas
- a mark
- a personal tutorial
- feedback in class
- no feedback at all
- other (please specify below)

42. Do any of your students sit examinations or tests that are not prepared by your own institution?

Please ✓ the appropriate box or boxes

- Yes
- No

43. If you answered 'yes' to Question 42 above, please list the examinations/tests taken by your students and at what level of their learning they take these test/examinations.

Test / examination	Level

44. If you use a prescribed syllabus document leading to the examinations /tests you mentioned above, how satisfied are you with the relationship between the syllabus and the examination / test?

Please put a number from 1 - 4 based on the following guidelines.

(1= very satisfied; 4 =not at all satisfied)

Examination / Test (Please list these)	Level of satisfaction

45. What is or are the main objective/s of your teaching?

Please ✓ the appropriate box or boxes

- to get the students to pass exams
- to encourage a love for language
- to increase language proficiency
- to help the students understand another culture
- to examine a body of literature
- to help the students survive in another country
- to support students in their other studies
- to help students to be good language users
- other (please specify)

**46. How would you rank the following approaches to language teaching and learning at the ages specified.**

Please put a number from 1 - 4 based on the following guidelines.  
(1 = effective; 4 = ineffective)

	Ages 3-8	Ages 9-12	Ages 12-15	Age 16 +
Use the language in contexts that make the meaning clear and wait for learners to respond naturally				
Teach the language explicitly and use it in contexts that make the meaning clear and encourage specific types of response as well as natural, spontaneous responses				
Provide the learners with lots of different resources and focus on meaning rather than language				
Provide the learners with lots of different resources and focus on meaning and language				

**47. Which best describes your philosophy about language teaching.**

Please ✓ only one box.

- I believe it is important to teach language explicitly using meaning and context as much as possible.
- I believe that if I speak to the students in the target language all the time and they get a lot of practice in speaking, listening, reading and writing that they will learn well.
- I believe that students learn languages better when the focus is on meaning rather than on language.
- My main responsibility is mainly to teach literature and culture. At the level I teach, it is the students' own responsibility to improve their language.

**48. This question applies only to ESL learners. Please refer to the Appendix on the inside back cover and then answer this question if you are an ESL teacher or you feel you are able to respond.**

Which of the language descriptors in the Appendix on the inside back cover of the questionnaire would you apply to an average learner who begins their learning in this country at *Level 3* and has the following amounts of additional direct tuition?

	Listening	Reading	Speaking	Writing
Level 3 + 36 hours				
Level 3 + 72 hours				
Level 3 + 300 hours				
Level 3 + 450 hours				
Level 3 + 600 hours				
Level 3 + 800 hours				

**49. Please refer to the Language descriptors in the Appendix on the inside back cover of the questionnaire and then answer the parts of this question which you feel able to answer.** (For example, if you are not teaching Japanese, you may not feel able to answer that part of the question.)

Which of the language descriptors would you apply to an average learner who begins at *Level 0* and has the following amounts of tuition?

**French**

	Listening	Reading	Speaking	Writing
after 36 hours				
after 72 hours				
after 300 hours				
after 450 hours				
after 600 hours				
after 800 hours				

**German**

	Listening	Reading	Speaking	Writing
after 36 hours				
after 72 hours				
after 300 hours				
after 450 hours				
after 600 hours				
after 800 hours				

**Japanese**

	Listening	Reading	Speaking	Writing
after 36 hours				
after 72 hours				
after 300 hours				
after 450 hours				
after 600 hours				
after 800 hours				

**Mandarin**

	Listening	Reading	Speaking	Writing
after 36 hours				
after 72 hours				
after 300 hours				
after 450 hours				
after 600 hours				
after 800 hours				

**Māori**

	Listening	Reading	Speaking	Writing
after 36 hours				
after 72 hours				
after 300 hours				
after 450 hours				
after 600 hours				
after 800 hours				

**Spanish**

	Listening	Reading	Speaking	Writing
after 36 hours				
after 72 hours				
after 300 hours				
after 450 hours				
after 600 hours				
after 800 hours				

**Other (Please specify)**

	Listening	Reading	Speaking	Writing
after 36 hours				
after 72 hours				
after 300 hours				
after 450 hours				
after 600 hours				
after 800 hours				

**Other (Please specify)**

	Listening	Reading	Speaking	Writing
after 36 hours				
after 72 hours				
after 300 hours				
after 450 hours				
after 600 hours				
after 800 hours				

50. Do you believe that the fully funded option proposed for New Zealand Secondary schools will change the language teaching and learning environment in New Zealand?

Please ✓ the appropriate box.

- Yes
- No

51. If you responded 'yes' to the above question, please specify in which way/s you believe it will be changed.

Please ✓ the appropriate box or boxes.

- the situation will be better
- the situation will be worse
- there will be more money for languages
- language teachers could be paid less than other teachers
- languages will die off
- there will be more languages offered
- other (please specify)

52. Do you believe language programmes in your institution to be of high quality?

Please ✓ the appropriate box.

- Yes
- No

53. What criteria did you use to formulate your response to Question 52 above?

Please ✓ the appropriate box or boxes.

- student evaluations
- staff appraisals
- examination results
- staff qualifications
- numbers in classes
- anecdotal evidence
- instinct
- ERO reports
- feedback from colleagues
- other (please specify)

54. How do you believe language teaching and learning to be perceived by management staff of your Institution?

Please ✓ the appropriate box or boxes

- indispensable
- very important
- important
- not very important
- of no value

55. How do you believe language teaching and learning to be perceived by the non-language teaching staff of your Institution?

Please ✓ the appropriate box.

- indispensable
- very important
- important
- not very important
- of no value

56. In your opinion, are there issues which make language learning and teaching difficult in New Zealand Institutions?

Please ✓ the appropriate box.

- Yes
- No

57. If you answered 'Yes' to question 56 above please specify

Please ✓ the appropriate box or boxes

- general lack of interest in languages
- timetabling
- community perceptions of language
- management attitudes
- lack of national language policy
- assessment
- resourcing
- training
- methodology
- textbooks
- teaching materials
- other (please specify)

58. Do you organise and participate in extra-curricular activities which are related to the language you teach?

- Yes
- No

59. What sort of activities do you organise?

- Clubs
- Meals
- Trips
- Fundraising for trips and special events
- Activity evenings (films, quizzes etc)
- Other (please specify below)

60. If you could change one thing about the immediate context in which you teach language, what would it be?

61. If you could change one thing about the New Zealand languages context, what would it be?

62. Do you have any other comments you wish to make?

*Thank you very much for your participation*

Please return your completed questionnaire by **16 April 1999** to:

Diane Johnson  
Department of General and Applied Linguistics  
The University of Waikato  
Private Bag 3105  
Hamilton

## Appendix

### Language descriptors

1. **Non-user**  
A few isolated words.
2. **Intermittent User**  
No real communication possible except the most basic information using isolated words or short formulae in predictable situations to meet immediate needs. Great difficulty in understanding spoken and written language.
3. **Very Limited User**  
Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication.
4. **Limited User**  
Basic competence is limited to familiar situations. Frequent problems in understanding and expression. Not able to use complex language.
5. **Modest User**  
Partial command of the language, coping with overall meaning in most situations though likely to make many mistakes. Should be able to handle basic communication in familiar areas.
6. **Competent User**  
Generally effective command of the language in spite of some inaccuracies, inappropriate usages and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
7. **Good User**  
Has operational command of the language with occasional inaccuracies, inappropriate usages and misunderstandings in some situations. Generally understands and uses complex language well and can follow, and produce, detailed reasoning.
8. **Very Good User**  
Fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usages. Misunderstandings may occur in unfamiliar situations. Handles complex, detailed argumentation well.
9. **Expert User**  
Fully operational command of the language: appropriate, fluent, accurate, with complete understanding.



The  
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**APPENDIX 10: LIST OF LANGUAGE TEACHING TEXTBOOKS  
USED BY RESPONDENTS TO *THE QUESTIONNAIRE FOR  
LANGUAGE PROFESSIONALS***

**APPENDIX 10: LIST OF LANGUAGE TEACHING TEXTBOOKS USED BY  
RESPONDENTS TO THE QUESTIONNAIRE FOR LANGUAGE  
PROFESSIONALS**

**Level of use of textbooks**

**French**

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
* Avantage F1, F2, 49, 50			8	5	8	2	1
* Arc en Ciel	2	1	11	10	2	3	
* Action				1	1		
Au point							13
Au courant						1	1
Ca bouge			10	10	12		
Ca alors			8	2			
Camarades			2	1	1		
Communications			1	1	6		
Droit au but					1	12	10
Ecris-moi					1		
Encore tricolore			1	2	2		1
Envol					1	1	
Essor							1
Etoiles	1		4	3			
Francais Direct						1	
Francoscope						1	
French for you			1	1	5		
Frequence Jeunes				1			
Getting there in French			1		6		
Hexagone F22 F47 F 48		6	7	9			
Higher French							2
Horizons							1
J'aime ecouter F25 F29			7	6	4		
* Les vertes annees F26 27	1		8	10			
Methode orange			1	1			
N'hésitez pas						1	1
Nous les francais						1	
Orientations						2	1
Perspectives francaises							1
Pyramide				1			
Route Nationale			3	3			
Spirale			5	4			
Tapis volant	1	1	2	3	5		
Themes et textes						1	1
Tour de France			2	2			
Tout droit						15	6
Toutes Directions						7	
Tremplin							1
Tour de Nouvelle Zelande					1		
Whitmarsh							1
LOTE kit			1				
Waddington series			1	2	3		
Schaum Grammar							1
Vecu							1
Grammaire en Clair						1	
Tricolore				1			

## German

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Alle Einsteigen		2	2	3	1	1	
Blicke					1	1	
Blickpunkt					1		
Brennpunkt						1	1
* Deutsch Heute G6 G7 G31			14	14	11	4	
Deutschland Hier und Jetzt							1
Deutsch Kontakt							1
Die Welt der Jugend						1	1
Durchblick					1	1	4
Einsicht							2
Einfach Klasse			1				1
Fertig					1		
* Feuerwerk G15 G16 G32			11	6	4	1	
LOTE kit	1	1					
Ping Pong			2				
Projekt Deutsch			1				
Sag Mal					1		
Schwarz Rot Gold					3	2	
Schaum						1	1
Themen						3	2
Und Jetzt Deutsch			1				
Unsere Freunde						1	1
Überblick							2
Willkommen bei Uns							1
ZickZack			6	5	3		
SC Revision Book					1		
German Skills for You					1		
Hallo aus Berlin	1	1					

## Spanish

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
! Al Tanto !						1	
! Arriba !			1	3	1		
Caminos			2	4	4	2	
Cumbre					1		
Espanol a la visita					1		
Espanol mundial series				1	3	4	3
Mucha suerte						1	
Preparacion Cert Basico							1
Preparacion Cert Initial							1
Ya S10 S11						1	1
Aventura				1			
Espana nuevo siglo							1
Practice Grammar							1

## Japanese

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Active Japanese			7	8	8		
Alfonso			1	3	3		
Dekiro kana	1	1					
E to takasu					1	1	
Getting there in Japanese						43	39
Japanese 1000 words					1		
Japanese in Modules					1	1	
Kimono J9 J10 J21			21	25	9	2	
Konnichi wa		1	1				
Kookooseikatsu						2	2
Let's learn Japanese				1		1	
Life in Japan series			1	1	1	1	1
Nihon hi i koo						1	
Niko Niko		1					
Obentoo			2				
Tanoshiku kikoo	1	1		1	1		
Tomodachi					2		
School Certificate Revision papers					1		
Hai Japanese	1						
Machiko Poole series			1	1	1		

## Latin

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ecce Romani			1	1			
Cambridge Latin Course			1	1			
Roman Slavery					1		
Theseus					1		

## Indonesian

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Kenal.			1	1	1		
Ayo					1		
Bahasa						1	1

## Māori

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Haka							1
Me ako tatou I te reo							1
*Modern Maori 1 & 2			2	3	2		
Nga wharakura				1	1		
Te awa rere						2	1
Te I a reo	1	1	1	1	1	1	1
Te Matapuna	1	1	3	4			
Te reo Maori	1	1					
Te pukaki				1	2		

**Māori (continued)**

Te rangatahi	1	1	4	5	4	2	1
Te kakano				1	2	1	1
Te whanake	1	1	1	1	1	1	1
Te pihinga				1	1	1	1
Te reo rangatira	1	1	1	1	1	2	2
Korero mia	1	1					
Te ata hopora		1					
Tikanga whakaano					1	1	1

**APPENDIX 11: STUDENT QUESTIONNAIRE**

# C-TEST Questionnaire

This test and questionnaire are part of a study of language learning in New Zealand.

You are invited to participate in this project by completing the questionnaire and test.

You are not asked to supply your name but we do ask you to name the institution where you are studying and to provide details of the language courses you have taken.

No individual or institution will be identified in the research reports relating to this study or in any other context.

By completing the questionnaire and test you will have consented to participate in the project and to the publication of results as outlined above.

This statement is provided in accordance with the New Zealand Privacy Act.

- \* Please answer as many questions as possible.
- \* Answer spontaneously - don't linger over your answers.
- \* You have 15 minutes to complete the questionnaire.

## Section A

1. Sex **Male / Female** (please circle appropriate answer)
  2. Date of birth (day/month/year)
  3. Name of university, College or School at which you are now studying.
  4. What is your **overall** course of study? (eg Bursary, BSc, BA French major)
  5. Which year are you in ? (eg Year 13, 2nd year)
  6. What is your nationality ?
- 

## Section B

7. What is your mother's first language?
8. What is your father's first language?
9. What was the first language you learned ? (Mother tongue)  
If more than one, please state.
10. Is this still the language you mainly use with your parents and relations?  
**Yes No** (please circle appropriate answer)
11. Have you ever been to a country where the language you are being tested on is spoken?  
**Yes No** (please circle appropriate answer)

If **YES** please go to question 12. If **NO**, please go to question 15.

12. How many times have you visited such a country? Circle the appropriate answer.

- i) Once only    ii) Up to 5 times    iii) More than 5 times

13. For about how long altogether ? Circle the appropriate answer

- i) Less than 1 week    ii) 1 week to 1 month  
iii) 1 month to 1 year    iv) More than 1 year

14. Under what circumstances (eg staying with a family, holiday, working etc.)?

---

## Section C

- 15 Please answer **Part A** if you are at **University**  
Please answer **Part B** if you are at **Secondary School**.

### Part A University students only.

a) What qualifications did you have in the language of the C-test you are taking (eg French) did you have when you first came to university? Please tick the appropriate examinations and write your grade or mark in the column next to it.

Tick here	Exam	Grade or Mark
	School Certificate	
	Sixth Form Certificate	
	Bursary	

b) How many papers have you already completed in the subject of the C-test you are taking and what level were these papers? (eg 3 at Level 1, 2 at Level 2)

c) Have you passed examinations in any other languages? If so, which languages and which examinations?

**Please turn over**

15. (contd)

**Part B Secondary School students only.**

- a) For how many years (not including this academic year) have you been studying the language in which you are taking the C-test?
- b) What qualifications do you already have in the language of the C-test you are taking and at what grade? (eg School C, Grade B)
- c) Have you done any examinations in any other languages? If so which languages, which examinations and what were your grades?

16. What are your main reasons for studying this language. Put a tick beside up to SIX answers.

<input type="checkbox"/>	to get to know the people who speak it
<input type="checkbox"/>	for your future career
<input type="checkbox"/>	to travel in different countries
<input type="checkbox"/>	to become a better educated person
<input type="checkbox"/>	because you like/ed the teacher at school/university
<input type="checkbox"/>	to better understand life in the country/ies where it is spoken
<input type="checkbox"/>	because it is an international language
<input type="checkbox"/>	because your friends were doing it
<input type="checkbox"/>	because your parents wanted you to
<input type="checkbox"/>	because you were good at it
<input type="checkbox"/>	because of family ties with the country
<input type="checkbox"/>	because you like the language
<input type="checkbox"/>	because people respect you more if you speak other languages
<input type="checkbox"/>	to meet a greater variety of people in your life
<input type="checkbox"/>	because you would like to live in a country where it is spoken
<input type="checkbox"/>	Other reason (please specify):

17. In your opinion, to what extent do the following adjectives describe:

- (a) People of your own nationality  
(b) people who speak the language you are being tested on ?

Please use the following scale and put a number beside each adjective

1= not at all; 2 = rarely; 3 = sometimes; 4 = frequently

	(a)	(b)
emotional		
arrogant		
serious		
friendly		
confident		
logical		
generous		
calm		
lazy		
helpful		
efficient		
impatient		
stubborn		
honourable		
competent		
good-humoured		
shy		
honest		
hard-working		
patient		
loud		
tolerant		
thrifty		

Please turn over

18. To what uses do you expect to put the language in which you are being tested ? Please rate each of the following activities using the following scale.

3= very important; 2 = important; 1= less important.

Everyday conversations with native speakers	3	2	1
Enjoy films and TV in the original language	3	2	1
Read literature in the language	3	2	1
Listen to the radio in the language	3	2	1
Academic discussion with native speakers	3	2	1
Write letters for social/general purposes	3	2	1
Operate in a business context	3	2	1
Read newspapers and magazines in the language	3	2	1
Make friends with speakers of the language	3	2	1
Make phone calls	3	2	1
Any others? Please specify	3	2	1

19. Suppose you are in a country where the language you are being tested on is spoken. What would you do in the following circumstances? Circle the appropriate response.

(a) You have two hours for lunch before you catch a train. Would you

- i) Go to a local cafe or restaurant                      ii) Go to a fast food outlet

(b) You need some bread and cheese. Do you

- i) Go to the local shops                      ii) Go to a self service supermarket

(c) You are listening to the radio. Do you

- i) Sample local stations                      ii) Try to find a station using your own language

(d) The cinema is showing a new film in the local language. Do you

- i) Go straight in                      ii) Do something else instead

(e) The station bookstall has local newspapers but also one or two in your own language. Do you

- i) Buy the local paper                      ii) Buy the one in your own language  
iii) Buy both

(f) You have an opportunity to watch TV. Would you prefer to

- i) Sample local TV stations                      ii) Find a satellite station in your own language

(g) You are with a group of friends going to a local show/museum/football match. Do you volunteer to be the one to buy the tickets ?

- i) Yes                      ii) No

Please turn over



23. If asked, would you be able to explain the following grammatical terms, or give an example? Please **circle** those you could **explain**, and **underline** those for which you could give an **example**. If you can give both an example and an explanation, **circle** the term **and underline** it.

subject	direct object	indirect object
case	gender	tense
aspect	passive	indicative
imperative	transitive	subjunctive
infinitive	participle	gerund
preposition	conjunction	relative pronoun
article	determiner	predicate

24. Which of the following types of exercise have you done (a) in class (b) as a test? Please put X by all appropriate answers:

	In class	As a test
Essay writing in the target language		
Summary or precis in English		
Summary or precis in the target language		
Listening comprehension		
Reading comprehension		
Conversation with native speaker		
Translation from English to target language		
Translation from target language to English		
Dictation		

Thank you for taking the time to complete this questionnaire

This questionnaire has been adapted, with permission, from that used in a  
UK-European study conducted by  
Professor J. Coleman of the University of Portsmouth

**APPENDIX 12: LETTER INTRODUCING THE C-TEST AND  
STUDENT QUESTIONNAIRE**

Department of General  
and Applied Linguistics  
The University of Waikato  
Private Bag 3105  
Hamilton, New Zealand

Telephone 64-7-838  
4932  
Facsimile 64-7-838  
4932  
Email  
linguistics@waikato.ac.nz



The  
University  
of Waikato  
Te Whare Wānanga  
o Waikato

3 September 1999

Dear Colleague,

I am a former Head of Languages in NZ Schools and former President of the New Zealand Association of Languages Teachers, currently engaged in a PhD research project looking at a range of issues relating to second language learning opportunities in New Zealand secondary schools and tertiary institutions.

Like many language professionals in New Zealand, I am concerned about the decline in numbers of students undertaking second language studies in New Zealand. I hope that my research will stimulate discussion and will go some way to providing language professional with the data they need in their attempts to preserve and extend language learning opportunities in this country.

The final section of my research involves surveying and testing as many secondary and tertiary students of French, German, and Spanish as possible. This part of the study has three major objectives:

- i) to identify any common background characteristics among second language learners;
- ii) to identify those factors which promote second language study at secondary and tertiary level;
- iii) to establish a national profile of the overall levels of proficiency of New Zealand language students.

I would like to ask you and other members of your department to assist with this research by administering a language test (which will take no more than 30 minutes) and asking to students complete a survey which will profile the test takers. Although the language test is unsuitable for elementary and pre-intermediate level learners, it would also be very useful to have survey results from these students, in order to identify their reasons for undertaking initial language study at tertiary level.

Copies of the test and survey sheets will be provided for you. You will not be expected to do any marking or any further administration relating to the test or survey. A reply-paid envelope will be provided for the return of the tests and surveys to the researcher. It will be possible to make data from the tests and surveys available to individual departments, but in the final overall report no individual or individual institution will be identified or

identifiable in any way. A release form will be attached to each survey and test form in order to satisfy the demands of the New Zealand privacy act. **At this stage, I envisage that the testing and surveying would take place (at times to be decided by you) in early 2000, to be completed by 31 March 2000.**

I am aware that this is yet another burden to place on already busy colleagues and regrettably, I have no budget to provide incentives for either students or departments to be involved. I hope, however, that you that will view this as a small opportunity for some practical research into language learning in New Zealand secondary and tertiary institutions and I also hope that the results may be of benefit to languages departments in secondary schools and tertiary institutions in terms of future developments and strategic planning.

I would ask you to complete and return the attached response form indicating whether or not you are prepared to be involved with this project and giving me some idea of the numbers of students who could potentially be involved at each level. There is a reply-paid envelope provided. I would be grateful to receive your responses before October 24 1999. If you should need any further information, I am happy to be contacted at the addresses below.

Diane Johnson  
Department of General and Applied Linguistics  
University of Waikato  
Private Bag 3105  
Hamilton

Tel: 07 8562889 Extn 6999  
email: [dianej@waikato.ac.nz](mailto:dianej@waikato.ac.nz)

Best wishes,

Diane Johnson

# Reply Form

Second Language Learning Opportunities  
in  
New Zealand Secondary and Tertiary Institutions

**University:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Contact person:** \_\_\_\_\_

**Contact address:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Telephone:** \_\_\_\_\_

**Email address:** \_\_\_\_\_

**Section One:** (Please tick one box)

Yes, we will participate in the research project.

No, we are unable to participate in the research project.

If you answered **YES** to **Section One**, please continue over the page.

**Section Two:**

If you answered **YES** to the above section, please include approximate numbers in each of the boxes below. This is to allow adequate copies of the C-Tests and questionnaire forms to be sent to you early next year.

Elementary students.  
(Questionnaire only)

First year students.  
(Students who have 4 or 5 years of the L2 or equivalent.)

Second year students.  
(Students who have Stage 1 of the L2 or equivalent)

Third year students.  
(Students who have Stage 2 of the L2 or equivalent.)

Graduate students.  
(Students who have an undergraduate degree in the L2 or equivalent)

Please return the completed **Reply Form** to:

**Diane Johnson**  
Department of General and Applied Linguistics  
University of Waikato  
Private Bag 3105  
Hamilton

Tel: (07) 8562889 Extn: 6999

Thank you for your response.

**Department of General and Applied  
Linguistics**

The University of Waikato  
Private Bag 3105  
Hamilton, New Zealand

Telephone 64-7-838 4932  
Facsimile 64-7-838 4932  
Email linguistics@waikato.ac.nz



**The  
University  
of Waikato**  
*Te Whare Wānanga  
o Waikato*

24 February 2000

Dear ,

Thank you for agreeing to participate in the research project looking at the background and proficiency levels of modern foreign language learners in New Zealand Tertiary Institutes.

I am now sending you, ready for administration the numbers of questionnaires and C-tests indicated on your return sheet last year. I am aware that these numbers were indicative only and that there may be some changes. I'd be happy to send you more if you need them.

I'd be grateful if the questionnaires and C-tests could be done, at a time convenient to you, early in March. This will enable me to mark them and do the statistical work on them before the end of March. I am hoping to report back to individual Departments early in April.

The students should simply complete the questionnaire (15 minutes) and then do the C-test (25 minutes). Students who are beginners or intermediate students (i.e. students in Beginner Level 2 classes) should only do the questionnaire and NOT the C-test. The test is too difficult for elementary and intermediate students and would only have the effect of creating negative backwash.

It would be really helpful if the test was not detached from the questionnaire so that the data recording is made easier, but I have added the protective measure of numbering the script and the questionnaire to be able to match the two in case they do become detached.

Please put both the completed and the uncompleted questionnaires and C-tests in the replied paid envelopes provided and return them to me.

Once again, I'm very grateful for your participation in this project and I hope the results will help to suggest some strategies to improve the overall situation of language learning in New Zealand.

Best wishes for the new academic year,

Diane Johnson  
Department of General and Applied Linguistics  
University of Waikato  
Private Bag  
Hamilton

Email: <dianej@waikato.ac.nz>

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**APPENDIX 13: ADDITIONAL TABLES RELATING TO  
RESPONSES TO STUDENT QUESTIONNAIRE**

**APPENDIX 13: ADDITIONAL TABLES RELATING TO RESPONSES TO  
STUDENT QUESTIONNAIRE**

*Table App 13.1 : Nationality of Students of German in New Zealand Universities by  
Number (double responses possible)*

	<b>Beginner</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>	<b>Total</b>
NZ	151	123	49	46	20	389
American	2	3				5
Australian	3	2	2			7
Austrian				1		1
Brazilian	2					2
British	7		2			9
Bulgarian	1					1
Canadian	1	1				2
Chinese	3					3
Croatian		1	1	1		3
Danish		1	1			2
Dutch		2	1	1	1	5
Fijian Indian	1					1
German		3		1		4
Greek					1	1
Iraqi	1					1
Italian				1		1
Japanese	4		1			5
Korean	5	1				6
Malaysian	4					4
Polish		1				1
Norwegian		1				1
Russian	1			1		2
Samoan	4					4
Singaporean		1				1
Serbian	1			1		2
Sri Lanken	1					1
Swiss	1					1
Swedish		1				1
Thai	1					1
Taiwanese	5	3	3	2		13

**Table App 13.2 : First Language of Mother of Students Studying German by Number**  
(multiple answers possible)

	<b>Beginner</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>	<b>Total</b>
English	148	123	47	46	17	381
Māori	1					1
Arabic	1					1
Bulgarian	1					1
Chinese	13	6	4	2	1	26
Croatian	1	1		1		3
Danish		1	1			2
Dutch	4	2	1	1	3	11
Fijian	1					1
German		3	1	2		6
Greek					1	1
Hindi	2	1				3
Hungarian		1				1
Irish				1		1
Japanese	4		1			5
Korean	3	2	1			6
Norwegian		1				1
Polish		1				1
Portugese	2					2
Punjabi	1					1
Russian	1			1		2
Samoan	3		1			4
Serbian				1		1
Sinhalese	1	1				2
Spanish	1					1
Thai	2	1				3

**Table App 13.3: First Language of Father of Students Studying German by Number (multiple answers possible)**

	<b>Beginner</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>	<b>Total</b>
English	145	123	42	46	18	374
Māori	2		1			3
Arabic	1					1
Bulgarian	1					1
Chinese	12	4	4	2		22
Croatian		1		1		2
Czech		1				1
Danish		1	1			2
Dutch	4	2	2	1	3	12
German	3	3	2	3		11
Greek					1	1
Hindi	1					1
Hungarian		1				1
Italian			1			1
Japanese	4		1			5
Korean	5	2				7
Norwegian		1				1
Polish		1				1
Portugese	2					2
Russian	1					1
Samoan	4		1			5
Serbian	1		1			2
Sinhalese	1	1				2
Swiss Ger	2	1	2			5
Thai	1					1

**Table App 13.4: First language of Students Studying German by Percentage**  
(multiple answers possible)

	<b>Beginner</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>	<b>Total</b>
English	158	132	44	46	20	400
Māori	1		1			2
Arabic	1					1
Bulgarian	1					1
Chinese	10	6	3	2		21
Croatian	1	1				2
Danish		1				1
Dutch	1	1	1		2	5
German		1	4	1		6
Greek					1	1
Hindi	1					1
Hungarian		1				1
Italian			1			1
Japanese	5					5
Korean	5	2				7
Norwegian		1				1
Pidgin PNG	1					1
Polish		1				1
Portugese	2					2
Punjabi	1					1
Russian	1			1		2
Samoan	2		1			3
Serbian	1			1		2
Spanish	2					2
Swedish		1				1
Swiss Ger		1				1
Thai	1					1

*Table App 13.5: Expectations of Language Proficiency Application in Pre-Stage 1 New Zealand Learners of German (by percentage of response to each item)*

	less important	important	very important
<b>conversations</b>	8	27	<b>66</b>
<b>films and TV</b>	39	38	23
<b>literature</b>	25	39	36
<b>radio</b>	43	34	24
<b>academic discussion</b>	35	39	26
<b>letters</b>	24	20	<b>56</b>
<b>business</b>	31	34	35
<b>print media</b>	13	<b>48</b>	39
<b>making friends</b>	7	24	<b>69</b>
<b>phone calls</b>	22	34	44

*Table App 13.6: Expectations of Language Proficiency Application in Stage 1 New Zealand Learners of German (by percentage of response to each item)*

	less important	important	very important
<b>conversations</b>	1	25	<b>74</b>
<b>films and TV</b>	27	55	19
<b>literature</b>	20	<b>49</b>	31
<b>radio</b>	41	<b>47</b>	12
<b>academic discussion</b>	35	40	26
<b>letters</b>	15	36	<b>49</b>
<b>business</b>	31	34	35
<b>print media</b>	11	<b>51</b>	38
<b>making friends</b>	3	21	<b>76</b>
<b>phone calls</b>	20	40	40

*Table App 13.7: Expectations of language proficiency application in Stage II New Zealand learners of German (by percentage of response to each item)*

	<b>less important</b>	<b>important</b>	<b>very important</b>
<b>conversations</b>	8	30	<b>71</b>
<b>films and TV</b>	19	<b>51</b>	30
<b>literature</b>	19	<b>52</b>	29
<b>radio</b>	41	41	17
<b>academic discussion</b>	38	24	38
<b>letters</b>	9	<b>48</b>	43
<b>business</b>	38	29	33
<b>print media</b>	9	40	<b>51</b>
<b>making friends</b>	4	15	<b>80</b>
<b>phone calls</b>	24	39	37

*Table App 13.8: Expectations of Language Proficiency Application in Stage III New Zealand Learners of German (by percentage of response to each item)*

	<b>less important</b>	<b>important</b>	<b>very important</b>
<b>conversations</b>	2	25	<b>74</b>
<b>films and TV</b>	15	<b>58</b>	26
<b>literature</b>	21	<b>45</b>	34
<b>radio</b>	38	43	19
<b>academic discussion</b>	31	43	25
<b>letters</b>	4	<b>46</b>	<b>50</b>
<b>business</b>	30	40	30
<b>print media</b>	4	<b>54</b>	42
<b>making friends</b>	3	10	<b>87</b>
<b>phone calls</b>	17	34	<b>49</b>

**Table App 13.9: Expectations of Language Proficiency Application in Stage IV New Zealand Learners of German (by percentage of response to each item)**

	<b>less important</b>	<b>important</b>	<b>very important</b>
<b>conversations</b>	5	19	<b>76</b>
<b>films and TV</b>	5	38	<b>57</b>
<b>literature</b>	5	24	<b>71</b>
<b>radio</b>	20	<b>55</b>	25
<b>academic discussion</b>	27	41	32
<b>letters</b>	5	38	<b>57</b>
<b>business</b>	10	<b>52</b>	38
<b>print media</b>	0	43	<b>57</b>
<b>making friends</b>	10	24	<b>67</b>
<b>phone calls</b>	25	30	<b>45</b>

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**APPENDIX 4: SELECTION OF NEW ZEALAND LANGUAGE  
EXAMINATION PAPERS**