

MELANGES PEDAGOGIQUES 1988

**ASSESSING METACOGNITIVE ABILITY**

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**RESUME**

Peut-on évaluer des apprenants de langue en utilisant des outils qui pourraient s'appliquer à des enseignants en formation ?

La discussion qui est rapportée ici examine deux tentatives dans ce sens et la raison de ce choix méthodologique est analysée.

## FOREWORD

The following discussion weighs the pros and cons of a mode of assessment adopted for the English language course in two institutional frameworks in Nancy, the "Maîtrise d'Informatique Appliquée à la Gestion" (MIAGe) and the "Diplôme d'Etudes Supérieures Spécialisées (DESS), Droit des Affaires et Fiscalité".

The learning of English at the MIAGe is organised by Harvey Moulden (H.M.) and by Michael Rees (M.R.) for the DESS. Both systems are based on self-direction (e.g. Moulden, 1984) as the major modus operandi. The discussion is chaired by Richard DUDA (R.D.).

R.D. - In the course of your English classes you two gentlemen have tried ways of assessing your students of English which look like something one could use with students who are specialising in the teaching of English, not necessarily in the learning of English (see Annex). Modes of assessment, then, that are not - to my knowledge - often used with actual students of English. Could you try to describe the rationale behind the procedure you adopted ?

H.M. - Yes. I think there are three reasons. The first reason has to do with time. The second reason concerns what happens to my students when they get out of University and into the world of work. And the third reason is what you might call an ethical reason.

But before I go into any more detail on that I should, perhaps, correct what may be a misapprehension. I seem to be being accused here of treating students of a language like student teachers of that language, inasmuch as I'm assessing them along the sort of lines you could well imagine potential teachers of language being assessed. I should say that, in actual fact, out of the 20 points which are awarded to my students, only 5 are awarded for this "Theory of self-directed language learning" paper you've got in mind. So only 5 points out of a possible 20 are being given in this way and the remaining 15 points are given for performance in English.

Now back to the three reasons. The time reason first. These "Computers in Management" students are with me for only 30 hours in their first year and only 24 hours in their second and final year. There are 50 of them in each year and as far as English is concerned they are a pretty mixed bag. In first year this year, for example, there were 8 students whose performance in deciphering written computer English was what you might call catastrophic. Another 5 to 8 students were pretty poor at it too. Others again were O.K. on reading computing literature but hopeless at listening comprehension. And so on and so forth, up to the handful of folk who could handle any task - whether in comprehension or expression - reasonably well. So the students have got different levels in the four skills and they've all got different individual problem profiles, different individual personalities and learning styles and what have you and in the space of 54 hours I don't think I could possibly do the right thing by every one of them in a classical teacher-directed lockstep system. I couldn't possibly at one and the same time bring the 7 or 8 catastrophic reading comprehension cases up to professional standards and at the same time work on everybody else's reading and listening and speaking problems. So in a situation like this, what can you do ? You could say, "Well, do your best and they'll carry on afterwards". But then the question is HOW are they going to carry on afterwards ? I think in the majority of cases they are going to find themselves applying to language schools and evening classes and so on.

R.D. - Before you go on to the second reason, that is, what happens after they've left and they are no longer under your wing so to speak, can we ask Mike if time is a reason that he would take into account.

M.R. - Definitely. We have the D.E.S.S. law students for one year from November to June, but they are away on a six week training period in February/March so time is definitely a factor in choosing this system. It is unrealistic to hope to bring the students to a much higher level of English within that very short time, especially as there is a six week break where their level in English drops, so we don't expect a huge improvement in level. Another reason for choosing such a system was that the objectives of the students are very varied. Some of them know exactly what careers they want to pursue, whereas some of them have absolutely no idea and are doing the course as a means of staving off unemployment. Among those who do know what sort of career they want, some want to become legal advisers, some accountants, some want to work in legal departments in companies ; so a taught course could never provide any specialist language input to meet the objectives they may have at the beginning of the course, during the course if they suddenly decide what they want to do or change their minds, and in a future job.

R.D. - So even if more time were allotted to either of these two sets of students, would you still consider using that kind of assessment ? Harvey, say you had 200 hours and two or three more teachers to do the job ?

H.M. - Yes. I would still want to be training these students to learn English without a teacher, which would probably imply part of the assessment being done in that way. And the reason is this. What is going to happen to these people when they leave University if they need or want to do something about their deficiencies in English ? I think what they are going to do, normally, is apply to a language school or local university, in which case they are going to find themselves back in a classroom with 10 or 20 people with different needs to theirs - unless they've got the money to go the kind of language school that specialises in tailored one-to-one-jobs. But whatever they do, my theory is that, firstly, they are going to spend a lot of money and, secondly, they probably aren't going to get exactly what they want. The reason why they probably won't get exactly what they want (assuming they find the course time and venue convenient and congenial) is, again, that the teacher will, in general, be making everyone do the same thing at the same time and that the chances of the programme permanently matching each learner's specific problems and personality are slim.

M.R. - Another reason, in my experience, is that people who have left a teaching establishment rarely have a consistent need for English apart from the very few people who use English every day. The majority use English occasionally and often they realise they are going to need it two or three days before they are going to use it and that is far too late to do something about it. So what people tend to do is go on

courses which are often just refresher courses. But what if your sudden need for English comes just before you've planned your next refresher course ?

H.M. - Another thing is the people who don't want to go to language classes. They don't like being in a classroom with a teacher and a lot of other folk for various reasons.

R.D. - We've only been referring to English up to now but would you say that your endeavours to make them think about the learning of English could result in a possible spin-off towards other languages ?

M.R. - I've no real experience of that, but I think the concepts we are trying to get over are certainly applicable to other languages.

H.M. - Yes. I think what we're trying to do would be transferable to a lot of language learning.

R.D. - We have spoken about Harvey's second point, that is, what happens after the students have left the institution. But Harvey also mentioned something ethical...

H.M. - Yes. We're trying to help people discover more efficient and more pleasant ways of learning English, which I suppose is an ethical aspiration in itself, but we are also trying to encourage them to think for themselves and act for themselves and to get more fun out of life and to be less dependent on others or exploited by others... breaking the monopoly of vested interests in the dishing out of knowledge and hoping any changes in learners' attitudes will rub off in other spheres of life really. This is starting to sound a bit ambitious and grandiose...

M.R. - A proverb says, "Give a man a fish and you'll feed him for a day - teach him how to fish and he'll feed himself for life." I see it as the same sort of thing.

H.M. - Yes. Yes.

R.D. - Coming back to another ethical point, you are convinced that because you have so little time on your hands when you actually had your students to look after, you cannot in a sense teach them very much English. Do you tell them so in so many words ? Do you tell the students, "I'm not here to teach you any English. I don't think I'll be able to help you learn a lot of English." How explicit are you on that issue ?

M.R. - As explicit as possible. During the first session we ask the students what careers they envisage and what sort of English they think might go with that career, so that after we've had a "tour de table" they can see that the types of English they will need in the future are very different and that we can't possibly hope to cover all those in a class situation.

R.D. - And then do you go on to tell them that you are more interested in developing their ability to learn English, not necessarily their level of English. Is that the next step ?

M.R. - That's right. Yes.

R.D. - And how do they react to that ? What kind of feedback have you had ?

M.R. - Well, the first session is with everybody together where we try and explain what our perception of learning to learn is. We try to provoke some discussion on that, but in general the reaction is "Jh ?" It takes people some time to realise what we are on about. It can range from between 3, 4, 5 up to 6 interview sessions before people start to cotton on. The first interviews can be very frustrating because of that.

R.D. - For the students or for the teachers ?

M.R. - For the students yes.

R.D. - And what about the teacher ? The helper ?

M.R. - It can be difficult, because here you are trying to explain this idea to somebody who you can see has problems understanding you. It's very tempting to give up but generally, after a time, people see what we're on about.

R.D. - Your students are younger, aren't they, Harvey. How do they react ? What kind of feedback have you had about this mode of assessment and the general rationale behind it, that is, the concern for learning ability rather than actual language skills ?

H.M. - I've been at it now for nearly ten years, and until recently the reaction to the general philosophy of what I was doing was favourable. Each year the reaction was the same. About 70 % said they thought they were making more progress in English this way, 25 % or so said they felt progress was the same with or the without teacher direction and 5 % who thought they would have made more progress under teacher direction but not that much more. This went on for years and years until two years ago when suddenly the proportions were reversed and the situation over the last two years has been that only a third of the students say they think they make more progress in English in the self-directed mode and two thirds say they think they make less.

R.D. - How do you account for that ?

H.M. - Well, quite suddenly we're getting a different kind of student. They've become more "scolaire" as the French say. That's the way they strike me, anyway, but I'm not alone in this impression because teachers in the technical disciplines have complained about the drop in drive, initiative and maturity. So now the way I do things is in a state of flux. I'm trying to adapt my efforts to the new kind of student. As to the way my students have reacted to not being assessed on the basis of their performance in

English, again, for 8 years nobody complained, but then two years ago the fun started. At that time students were assessed on their ability to work reasonably hard on a personal learning project and, in so doing, to make a bit of progress and improve their learning techniques. I must say that I quite sympathised with some of the complaints which were made. For example, it didn't seem fair that somebody who had spent 7 years or so learning English and had attained a quite decent level should get 5 out of 20. This actually happened to a student who had done practically no work. He was quite peeved and you could understand his not having bothered to play the game when he was already pretty good at English. There were also complaints that I wasn't being objective in my assessment of how much work people had done and of its quality in terms of careful organisation, monitoring and adjustment. I think there may have been a few cases of injustice but on the whole I feel I wasn't far off the mark.

R.D. - Is that to say that stronger students who have probably been successful in the traditional classroom situation are less appreciative of self-directed skills and the investigation of learning skills ?

H.M. - No. I don't think so. I've never noticed any correlation of that sort. But the new type of student didn't, in the majority of cases, appreciate the approach. They didn't like, for instance, the fact that they had to choose for themselves what they wanted to do in English. They would have preferred that I told them what objectives they had to work on. They didn't like the feeling of floundering around for weeks trying to find out what might be a useful or interesting project for them personally. They didn't like the fact that they were faced with a choice of materials and techniques and that they'd got to discover which were the right ones for them. And they absolutely hated trying to assess their progress for themselves because (they said - and I agree) it's difficult. What they really wanted was for me to tell them week by week exactly what they had to do and then, when they'd finished, for me to come along and tell them how well they'd done it. This, I think, is what the French mean by being "scolaire".

R.D. - Have you experienced anything similar, Mike, with your own students ?

M.R. - Yes, with the more advanced students. Regarding new techniques and new strategies that they find, the more advanced learners generally tend to come up with fewer than compared to the beginners. I think one of the reasons for this is that while they were at school they probably had a certain amount of individualisation of learning, like "Go away and read this text and come and do an exposé on it" which is individualisation of a sort, so when they come into our sort of scheme they tend to see the work as similar. We get a lot of students who go away and choose to read articles and they stay in quite a limited framework whereas the beginners, because they've never done that, because they were beginners, try all sorts of different things and seem to have fewer complexes about it. But having said that, in the advanced class this year, we've got two groups of students who are extreme opposites. One group is very unwilling to try anything new. They've their method which they think is a good method of working. I've tried to say to them, "O.K. You've found a good method. How

about finding another method and working on different materials so you can increase your techniques and strategies." They are very loathe to do that. However the other group - that's all they want to do. They come and explain to me what they've done and why. We have a chat about that. But what they're really interested in is starting a discussion about what new method and technique they can use for next time.

R.D. - So it's the one-track minders as against the polychrones or whatever. It's another instance of that classical distinction.

M.R. - I find there are two types. Those who performed well in the school system and those who have had some contact with English or who have "a natural gift for languages". Both groups are advanced but are quite separate. Maybe we're coming to the holistic/serialistic distinction.

R.D. - We're beginning to see that the approach that you are suggesting to your students would appeal more to a holistic type student insofar as that category exists, and possibly that you, Harvey, are getting more serialistic, one-track minded students. Would that be a fair assessment of them and a definition of "scolaire" possibly ? Or would that be going too far and possibly a more careful investigation of differences in style...

H.M. - I suspect that the chief concern of the students who complained of the lack of directivity in my course is to have the nature and order and duration of their learning activities specific for them. This might be done either in a serialistic way or in a holistic way or in some hybrid fashion... and I think they probably wouldn't bother much - initially anyway - how it was done so long as the planning and monitoring wasn't their responsibility.

M.R. - You said earlier that they might not have thought that they'd learned more English but they enjoyed doing it more this way.

H.M. - Did I ? I can't remember. Well I certainly should have. It's true !

M.R. - That is the case with our students too. 100 % of them enjoyed this method.

H.M. - You've got to be careful there because it might simply be that this kind of system throws the door wide open to all sorts of "abuses". The fact that teacher isn't there all the time to tell you what to do and get cross with you if you don't work.

M.R. - That's something you find out in interviews, isn't it ? Coming back to the question of assessment. On the D.E.S.S. course assessment is continuous. That means they are marked on every interview they have.

R.D. - They are told about this beforehand I suppose ?

M.R. - Yes. The student who comes and hasn't got very much to say for himself when

you start talking about the techniques she/he used and how she/he approached the material obviously hasn't done very much work. So we warn him/her he/she is getting low marks and that he/she should do something about it.

H.M. - After all the hullabaloo about unfair marking last year I switched from assessing the students on the basis of how much work they did and how well to a system where there were 15 points for their performance in English and 5 points for their ability to recall and use, in a theoretical way, the information they'd been given about self-directed learning. The idea there was that with 15 points out of 20 for language, the students who already had a reasonable level in English didn't need to work if they didn't want to but, on the other hand, the students who were weak in English would have to get their fingers out. But they still had a fighting chance of getting the pass mark of 8 if they paid careful attention to the self-directed learning components of the course. If they did they could get 4 or 5 on the theory paper and after that they'd only have to get 4 or 3 out of 15 for performance in English in order to scrape through. This way the people who might most benefit from self-directed learning skills were particularly encouraged to work at them.

R.D. - Coming back to the modes of assessment you have adopted, what skills would you say you are trying to get your students to demonstrate when they answer the questions you ask them in the assessment ? Mike ?

M.R. - That they can define relatively clearly the objectives they want to reach ; that they've a fairly good idea of where they can find materials that they might need ; that they've developed a range of techniques to deal with those materials. One big difference between Harvey's course and ours is we don't stress evaluation. I think the evaluation component of his course is much stronger than ours where evaluation tends to take place during the interviews. I'm perhaps a bit more cautious about evaluation than he is.

H.M. - Well, self assessment is my big preoccupation - my obsession even - because I do feel it is very important. A really crucial part of learning on your own is being capable of optimizing your learning system. It's all very well being self-directed, but what if you are learning in a terribly inefficient way, or not even learning at all ? It's something you've got to know. And how can you know if you don't assess your progress ? How can you improve working methods until you do it and find out ? That's why I insist a lot on this aspect of the learning process. People say, "You KNOW when something's doing you good." But I'm not sure these gut feelings are always right. If I say to my students, "Well, how are you getting on ? Have you made any progress ?", they're quite often evasive and if I press them they get a bit nettled and say, "Well I MUST have made some progress. I've been working for 6 weeks." And then when I sort of say, "Well, how about trying this just to see - would you agree doing this would show us if you have gone the way you wanted to ?", as often as not it turns out they haven't made much if any progress. Part of my course involves getting people to learn something - this year it was to learn a certain number of words using techniques of their own choice - and then a month or six weeks later I get them to test themselves



on what they remember and they're usually horrified by the results because they've forgotten practically everything. And this brings home the point that it is worth looking from time to time to see how you're getting on because it could be important.

M.R. - Maybe one of the reasons for the difference in perspective between Harvey and myself is that he's trying to get people to learn on their own whereas in the D.E.S.S. system that isn't the main objective. We're not trying to get them to learn on their own but to increase their ability to learn, whether on their own, in a group, or whatever situation they find themselves in. I try to do the evaluations with them during the interviews. Maybe I'm concentrating more on objectives, techniques and materials rather than progress in English. Because if you're looking at the students making progress in a language, I think you have to have a very strong evaluation content, but if you're less concerned with progress and more with ability to learn then I find that the evaluation part can be dealt with within the interview situation.

H.M. - There's one thing I'd like to stick in, however. Earlier on we were talking about our major preoccupation being the learning process rather than how good people are at learning English and I think I should say here that regarding those 8 students who were appallingly bad at reading computer English I think it behoves me to make some kind of exception of those people next year. To do my damndest to make sure they do reach a reasonable standard in that field, even if it means imposing at least half of their programme of work on them. And if they don't reach a satisfactory standard by next June they'll have to work at it in the holidays and try again in September. I can't let people go out into the world of work if...

R.D. - Our commitment to the taxpayer, is that it ?

H.M. - Well, yes... amongst other things.

M.R. - You only have 54 hours with the students, but you do have them over two years and if you come out of a course with two years of English and you haven't made any progress, I think there's a problem. Even with the D.E.S.S., although we only have them for one year, people expect to make progress and one way we get round that is by having a class. Our system works on a three week cycle, where in three weeks people have two interviews and one class. The class is a way of getting over this problem of making progress.

H.M. - Why ? Do you think they can only make progress in the class then ?

M.R. - No, but some people prefer a class situation and say they find it more profitable than the interviews. I must say that the prime objective of the class is to treat things that are difficult to treat in the interview situation, i.e. oral expression. A lot of people say, "I would like more practice in speaking." And I think you can get more practice speaking within a class situation, or different types of exercises. Because in the one to one or two to one situation it's difficult to practice arguing, for example, whereas in a class situation you can set that up.

H.M. - Well, why can't you set that up outside of a class ? Is it that outside of a class you won't have interaction with a native speaker ?

R.D. - I think we're getting off the track here with the technical niceties of classroom work as against the potential of the interviews. Harvey, coming back to you, Mike tried to spell out the objectives and the skills he likes his students to try and demonstrate when he provides them with the question. Would you go along with him on those criteria, that is, objectives, strategies, techniques and materials, or would you like to suggest something else ? Because when you ask questions of the type that you ask, are you going for that kind of skill too ?

H.M. - Yes, but with the addition of skills in monitoring progress and adjusting the process as a function of what you see when you monitor progress.

R.D. - Thank you gentlemen.

#### REFERENCE BIBLIOGRAPHIQUE

MOULDEN, H. (1984) "Case studies in teacher-assisted self-directed learning of English". **Mélanges Pédagogiques C.R.A.P.E.L.**

## ANNEXE

### MIAGe I 87-88

Colle : Théorie de l'apprentissage de l'Anglais en autodirection.

Groupe A : jeudi 16 h - 18 h

- 1 a - Décrivez brièvement 4 techniques pour apprendre des mots anglais pour les reconnaître lors de la lecture.  
  
b - Commentez l'assertion suivante : "On n'a pas besoin de connaître tous les mots dans un texte pour le comprendre."
- 2 Décrivez quelques techniques d'entraînement :
  - à la compréhension orale globale
  - à la compréhension orale détaillée

qu'on peut utiliser pour compléter les activités d'entraînement "classiques" (écrire un résumé/faire une transcription).
- 3 Un apprenant compte améliorer la rapidité et le degré de sa compréhension d'articles d'informatique longs. Comment pourrait-il s'y prendre pour évaluer ses progrès ? Un autre apprenant souhaite passer moins de temps dans le dictionnaire lorsqu'il utilise des notices techniques et a l'intention d'œuvrer vaillamment sur ce problème. Que pourrait-il faire pour évaluer ses éventuels progrès ?
- 4 Un apprenant qui cherche à améliorer sa compréhension orale détaillée dispose de 30 h. pour le faire. Commenter, du point de vue de leur efficacité potentielle, les 4 programmes de travail ci-dessous :
  - a - 20 h . transcription d'enregistrements ; 8 h. sur des transcriptions "à trous" ; 2 h. à la fin pour évaluer les progrès.
  - b - 10 h. transcription d'enregistrements ; 5 h. travail sur vocabulaire ; 3 h. sur des transcriptions à trous ; 3 h. écoute d'enregistrements en suivant sur la transcription ; 9 h. évaluation des progrès (toutes les 9 h.) et révision.
  - c - 30 h. transcription d'enregistrements
  - d - comme en b ci-dessus mais en trinome avec deux partenaires du même niveau que l'apprenant

5 Traitez l'un des 2 sujets suivants :

- la lutte contre la monotonie et la saturation en cours d'Anglais à la MIAGe : quels moyens ? (Il s'agit, bien évidemment, de la partie du cours qui n'est pas dirigé par votre professeur)
- l'utilité, dans un apprentissage d'Anglais autodirigé, de planifier à l'avance (quand ?) le travail qu'on compte faire

**MIAGe I 87-88**

**Colle : Théorie de l'apprentissage de l'Anglais en auto-direction  
Groupe B (Lundi 14 h - 16 h)**

- 1
  - a - Qu'est-ce qu'il ne faut pas faire en essayant de comprendre rapidement l'essentiel d'un article de plusieurs pages ?
  - b - Donnez un algorithme qui (dans bon nombre de cas au moins) permet de comprendre rapidement l'essentiel d'un tel article.
  - c - Si vous voyez des limites à l'efficacité de l'algorithme que vous avez donné, signalez-les et proposez une (des) modification(s) qui les prendraient en compte.
- 2 Quels conseils donneriez-vous à une personne qui aurait besoin de comprendre à un niveau relativement détaillé des programmes captés à la radio anglaise (conditions d'écoute très favorable) portant sur des sujets style "Informatique et Société":
  - a - si elle était capable de comprendre environ 8 mots sur 10 ?
  - b - si elle était capable de comprendre environ 3 mots sur 10 ?
- 3
  - a - Listez les choses qu'il faut pouvoir faire et les choses qu'il faut éviter de faire lorsqu'on cherche à comprendre l'Anglais parlé de manière globale.
  - b - Quels sont les éléments constitutifs majeurs d'un programme de travail en Anglais ? Quelle peut être l'utilité de chaque élément ? Quels facteurs peuvent influencer le poids accordé à chaque élément ?
- 4 Soit un apprenant d'Anglais ayant pour objectif de faire des progrès dans le domaine de la compréhension globale des "grands titres" des informations à la radio anglaise et, en même temps, de faire des progrès en vocabulaire.

Comment pourrait-il s'organiser pour évaluer ses progrès :

a - à la fin de 3 mois de travail

b - tous les 15 jours

\*\* On donne, en début d'informations, les grands titres (une ou deux phrases pour chacun des titres). Après, les grands titres sont développés un par un. Notre apprenant n'écoute que cette première partie des informations.

### **MIAGe I 87-88**

#### **Colle : Théorie de l'apprentissage de l'Anglais en autodirection. Groupe C (lundi 16 h - 18 h)**

- 1 Décrivez les techniques disponibles pour apprendre des mots anglais (objectifs lecture ou expression écrite).
- 2 Décrivez les diverses manières dont on peut exploiter, dans le cadre d'un apprentissage d'Anglais autodirigé, un enregistrement en anglais plus sa transcription en anglais.
- 3 Esquissez un programme de travail pour l'apprenant suivant :  

Objectif : Compréhension globale de conférences d'Informatique  
Niveau actuel : Comprend un mot sur 3  
Niveau à atteindre : Compréhension globale à 90 %  
Problèmes : Panique. Manque de vocabulaire non technique. Arrive mal à découper les sons en mots.  
Matériel disponible : Dictionnaires et manuels de grammaire divers et variés. Enregistrements (transcrits) de conférences d'Informatique. Notices/articles d'Informatique. Radio anglaise. Cours d'Informatique "parlée". Divers cours style "Mr and Mrs Brown." Cassettes chanson G.B./US, Humour Britannique, Politique, etc., etc. dont certaines transcrites.  
Temps disponible : 2 h par semaine pendant 12 semaines.
- 4 Un apprenant souhaite améliorer sa compréhension orale détaillée. Comment pourrait-il s'y prendre pour évaluer ses progrès à la fin de 6 mois de travail à raison de 4 heures par semaine ?
- 5 Traitez l'un des sujets suivants :
  - l'utilité, dans un apprentissage d'Anglais autodirigé, de conserver des traces détaillées du travail qu'on a fait
  - l'utilité, d'emmener la boîte de cassettes avec soi quand on quitte la salle de cours pour aller travailler ailleurs (on imagine, pour le cas présent, que la boîte contient toutes les cassettes qui devraient s'y trouver)

- 5 Les assertions suivantes ont été faites à propos des avantages du travail à 3 ou 4 au cours d'Anglais de cette année :

"chacun s'enrichit des connaissances des autres"  
"aide mutuelle permettant une progression de tous"  
"meilleure compréhension par recoupement"  
"on peut se faire expliquer certaines choses"

Pourrait-il y avoir un revers à cette médaille ? Expliquez votre réponse. Eventuellement... suggestions pour une (des) solution(s) de compromis réalisable(s) dans le monde réel (MIAGe de Nancy).

#### MIAGe II 87-88

#### Colle : Théorie de l'Anglais en autodirection

- 1 Traiter l'un des 2 sujets :

- 1.1 Décrire quelques techniques d'entraînement :

- à la compréhension orale globale  
- à la compréhension orale détaillée

- 1.2 qu'on peut utiliser pour compléter les techniques "classiques" (écrire un résumé/faire une transcription).

- 1.2 Maximiser la compréhension orale globale : à faire et à ne pas faire.

- 2 Quels conseils donneriez-vous à un camarade Miagiste devant réussir l'épreuve suivante, censée évaluer la capacité à comprendre l'anglais parlé de manière détaillée :

"Le candidat fera une traduction libre (mais complète quant aux détails) d'un court extrait (1 minute) d'un enregistrement sur cassette d'un programme radio traitant au niveau "grand public" d'un sujet d'informatique. Pour ce faire il disposera de 20 minutes pour travailler sur l'extrait et 15 minutes pour compléter ou faire sa traduction."

3 Traiter 3.1 ou 3.2

3.1 Traiter l'un des sujets suivants :

- comment trouver un sujet de conversation lorsqu'on s'entraîne à parler anglais en petit groupe
- comment s'exercer à parler anglais quand on est tout seul
- comment apprendre du vocabulaire pour l'expression orale en anglais
- comment faire pour activer (pour l'expression orale) ses connaissances de grammaire et vocabulaire anglais
- comment faire pour acquérir des expressions dont on peut se servir lors de communications téléphoniques en anglais

3.2 Lister les problèmes communément rencontrés en expression orale. En choisir un et expliquer comment on peut travailler dessus.

**D.E.S.S. Droits des Affaires et Fiscalité**

**EVALUATION**

You work for a conseiller juridique, and are in charge of advising a Texan who wishes to set up a company in France. You have to advise him on all legal problems. He does not speak French and is arriving in two months. What would you do to prepare yourself for his visit ?