

ORAL TESTS HANDBOOK

PREPARATION MATERIAL
FOR ORAL TESTING OF
ENGLISH AND MALTESE

END OF YEAR 6

**DIRETTORAT GĦAL
KWALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA**



**DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA**

This handbook is the property of the Directorate for Quality and Standards in Education.

**The work was commissioned by Prof. Grace Grima, Director General, DQSE
in preparation for the introduction of the oral component
in the National End of Primary Examination
to be introduced in June 2010.**

**This handbook was compiled by Dr Doreen Spiteri and Raymond Facciol
in collaboration with
David Agius Muscat, Antoinette Debattista, Anthony Sammut and Mary Anne Spiteri.**

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sessions during the scholastic year 2009-2010 and who provided valuable insights in
the decision-making processes related to this important component of language
assessment.**

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in the preparation of this resource and to the technical team responsible for the
recordings.**

**This online resource is to be regarded as work-in-progress and will be updated as
necessary as we collectively build up our local experience in the implementation
process.**

It is managed by Roseanne Xerri at the eLearning Centre.

INTRODUCTION

RATIONALE AND BACKGROUND GENERAL GUIDELINES ORAL TEST PAPER CONTENTS

RATIONALE AND BACKGROUND

1. Why are Oral tests for Maltese and English being introduced only now?
Oral skills are fundamental to language learning, particularly in the primary school years; however they have been regrettably neglected in favour of reading and writing to the effect that classroom work on oral skills has been virtually absent. The situation was compounded by the fact that for various reasons, the Junior Lyceum examination and the Common Entrance Examination did not test students' abilities to speak and understand Maltese and English. This inevitably shaped the teaching that took place in the lead up to these examinations.
Why introduce oral tests now?

2. The Curriculum Review has addressed the issues surrounding the early selection of students for secondary school and the removal of the Junior Lyceum examination is followed by an enhancement of the National End of Primary Examination which will function as a benchmark examination. To this end, from 2011, the NEPE will include the testing of oral skills in Maltese and English thereby giving credit to all the four language skills and representing what the students are able to do in Maltese and English. The Oral tests complement the oral component in the syllabi of the preceding years.
Preparation

3. Preparation started in October 2009 when a team consisting of Ray Facciol, Melanie Vella Sammut and Ruth Bonello visited all the classes teaching Years 4 and 6 in Maltese State Schools, meeting teachers and giving demonstrations of various activities and strategies to enhance oral skills. At the same time, in-service training started with the same years targeted, and by the end of the scholastic year 2009-2010 all teachers had received 12 hours of training in classroom strategies.
Teacher preparation for oral tests

In addition, a team led by Dr Doreen Spiteri, Educational Consultant, together with Education Officers Ray Facciol, David Agius Muscat, and Antoinette Debattista organized two training sessions for Year 6 teachers. These were held in May and June 2010 during which the introduction of the oral tests was discussed. Teachers were

familiarized with oral test materials that are used in international examinations and shown proposed test materials constructed locally to better reflect the local educational context. Teachers' opinions on a number of issues relating to the testing of languages, in particular the testing of oral skills, were solicited through a questionnaire. These views informed the final format of the oral test papers which are being presented in this document.

4. The Oral tests were piloted with Year 6 students in three schools – two State schools and one Independent school. The students were not coached in any way for the tests, and yet they did not find the tasks problematic though clearly performance on the test differed among students. *Piloting of test materials*

5. In most language tests, the four language skills are accorded equal weighting, however, the formal testing of oral skills locally represents a novel situation, something of a milestone in the recognition of oral skills as an integral part of language ability. In a context where reading and writing have enjoyed a privileged status, the speaking and listening skills have had to struggle for their rightful place and their inclusion alongside reading and writing could not but be contentious. Having surveyed teachers' opinions on this it has been decided that the reading and writing parts of the Year 6 examination will share 60% of the marks while the listening and speaking make up the other 40%. *Weighting of the four skills in the test papers*

GENERAL GUIDELINES

1. Language testing is about testing students' ability to use the language. *What are we testing?*
The Oral Tests focus on learners' ability to speak in English and Maltese on every day topics. The topics that students are required to talk about are drawn from the materials in use in schools and from the kind of experiences that students of that age can be expected to be familiar with either through actual experience or through vicarious experience from the media and books. We are therefore interested in the students' range of vocabulary, their ability to form sentences, to use a variety of grammatical structures, to ask questions correctly and interact in a contextually meaningful and appropriate way.
2. The oral tests are designed to be carried out by two teachers whose role will be that of Assessor and Interlocutor respectively (refer to p.11 for seating arrangements) who will assess two students in the same test. The Interlocutor will conduct the Oral Test and will also be making a mental judgement of the students' performance. The full assessment will be carried out by the Assessor whose role during the test is to listen carefully and apply the Rating Scale (pp 29, 30) to assess the students' spoken language. The Assessor may take notes when necessary as these help in assigning marks on the different criteria. At the end of each test the Interlocutor will give an impression mark and this will be noted on the Marks Sheet along. Before assigning the total mark, the Assessor and the Interlocutor should briefly exchange views on the students' performance. *Roles of Interlocutors and Assessors*
3. Interlocutors should ensure that they are in possession of a watch or a similar device to manage the time well and to check the time discretely during the test.
4. While carrying out the Oral Tests, Interlocutors are encouraged to give students confidence and put them at their ease. This should not be confused with giving students unfair advantage. This has to do with creating the right conditions so that students are able to show how *Put students at ease*

well they can speak English and Maltese.

5. Interlocutors should not code-mix during the Oral Tests and should be sensitive to certain utterances such as 'Thank you', 'OK', 'Iva' and other responses when carrying out the tests.

6. For teachers it is natural to react to students' use of language by confirming or questioning or correcting. In a testing situation however, we should remain neutral. We should resist praising and saying 'Good' or 'Prosit' and instead use neutral language such as 'Ehe', 'Yes', 'Iva'. It is best to encourage by nodding and when necessary rephrasing the prompt. The simplification of the prompt should be however noted by the Assessor as it indicates some difficulty on the student's part in understanding what is required and achieving the task. Also, it is natural for teachers to correct inaccurate language but in an examination situation, this must not happen. For example, in one of the filmed tests a student mistakenly refers to a 'football stadium' shown in the picture as a 'playground'; the Interlocutor does not react. In another filmed Maltese test, one of the students is unable to say 'zebbbug' for 'olives' and again the Interlocutor makes no comment.

Testing not teaching

7. We must see our role in this context as examiners and assessors; we are no longer in the role of teachers. This will be initially difficult however, if we are mentally prepared for this, it will help guide our reactions during the oral tests.

8. Most of the time should be taken up with student talk. This is particularly important during the Inverted Interview task where the Interlocutor **responds** to students' questions. See transcript on page 53 for an example.

Student talk

9. Interlocutors should be guided by the test materials so that standardization is achieved across the schools conducting the tests. This will make for better time management too. There are, however, instances when the Interlocutor can prompt the students by saying 'What else...?' and this is perfectly acceptable.

Follow the test materials

- | | | |
|-----|---|---|
| 10. | The Interlocutor should allow students a few seconds' think time as they formulate a response and if the student continues to hesitate, the prompt / question should be reformulated and simplified. If the student experiences difficulty and is unable to carry out the task, the Interlocutor should make no reaction and move on to the next stage without passing judgement. | <i>Student thinking time</i> |
| 11. | In cases where students show very limited linguistic competence in either English or Maltese, and are unable to carry out the tasks, the Interlocutor should gently bring the test to a close without putting undue pressure on the student. This does not relate to issues relating to physical or mental impediments for which other conditions may apply. | <i>Student difficulty</i> |
| 12. | If at the end of the oral test students ask for feedback on their performance, both Interlocutor and Assessor should avoid giving any information whatsoever and add that the students will be receiving the result at a later date. | <i>Do not give feedback to students</i> |
-

ORAL TEST PAPER CONTENTS

Each oral test is composed of the following parts:

TASK 1	1 minute	Warmer - <i>Thejjija</i>
TASK 2	3 minutes	Interview - <i>Intervista</i>
TASK 3	3 minutes	Tasks 3 and 4 will consist of two tasks set from the following:
		a. <i>Single Picture Task</i> - <i>Stampa Wahda</i>
		b. <i>Thematic Picture Task</i> - <i>Stampi dwar Tema</i>
TASK 4	3 minutes	c. <i>Inverted Interview Task</i> - <i>Staqsini Int</i>
		d. <i>Compare and Contrast</i> - <i>Qabbel</i>
		e. <i>Picture Story Task</i> - <i>Stampa Storja</i>

- On the following pages the teacher can find two examples of a complete oral test, one for English and one for Maltese (shaded in grey).
- In the English specimen paper the tasks chosen for Task 3 and Task 4 are the *Inverted Interview* and the *Compare and Contrast*.
- The Maltese specimen paper contains the *Thematic Picture Task* and the *Picture Story Task* for Task 3 and 4 respectively.
- In addition to the Sample Test Papers, users of this Handbook can find ten more test tasks exemplifying tasks a. to e. in the table above.
- In this way, users of the Handbook can find at least one example of each of the different tasks.
- In addition, there are guidelines for each task on the facing page. These guidelines are intended to give information on the purpose of the task and on how to conduct that part of the Oral Test. The guidelines appear only for the English test paper and they apply equally to the Maltese test paper.

- The Criteria for Assessment describe the criteria against which students' oral performance will be assessed. The two marks in the last criterion are tied to Tasks 3 and 4, and are intended to be specific to the tasks set for that test session. The other criteria will still apply to these tasks.
- Depending on the task set, the following describes what the Assessors should look out for, while the particular tasks are being carried out, if these marks are to be awarded.

Single Picture - hypothesizing / taħdit ipotetiku (i.e. kapači jitkellem fuq sitwazzjoni/jiet ipotetiċi)

Picture Story - organization of speech / organizzazzjoni tat-taħdit (i.e. kapači jithaddet f'ordni kronoloġiku)

Compare and Contrast - use of appropriate qualifiers to describe points of comparison and contrast / attenzjoni għad-dettalji tal-istampi (i.e. kapači josserva d-dettalji u jikkummenta dwarhom)

Inverted Interview - question formation / it-tfassil tal-mistoqsijiet (i.e. kapači jistaqsi mistoqsijiet f'lokhom u f'waqthom)

Thematic Picture - substantiating opinion / it-tiżiħ tal-opinjoni (i.e. kapači jsaħħaħ l-opinjoni/jiet li jipprovdi)

**SAMPLE ORAL TEST PAPER
AND
GUIDELINES**

ENGLISH

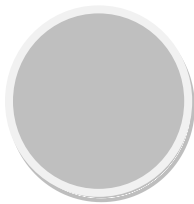
Guidelines to Task 1 – Warmer

The Warmer is not assessed. The questions are simple and teachers can easily prepare students to answer them well. The purpose of the Warmer is to put the students at ease and make them feel comfortable so that they perform at their best.

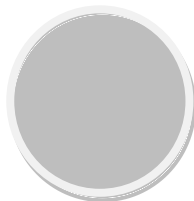
We suggest the following seating arrangement. The desk/table should be placed off-centre so that the setup is less formal and we move away from an intimidating interview situation. As always, the reason is so that the learners feel at ease. Make sure that both students can see the test materials when these are placed on the table.



Assessor / Assessur



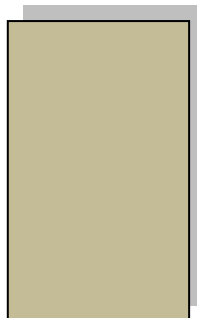
Interlocutor / Interlokutur



Student A



Student B



TASK 1 - WARMER

1 MINUTE - NOT ASSESSED

Each numbered question has two questions – one question for each Student.

1A To Student A: Good morning , can you spell your name for me please?

1B To Student B: Good morning , can you spell your name for me please?

2A To Student A: Where do you live? What is your address?

2B To Student B: How old are you? Which month of the year do you like best? Why?

3A To Student A: How do you get to school in the morning? Do you walk or do you come by bus? What do you usually see on the way to school? (Prompt: School children? Adults? Shops? Market?)

3B To Student B: Talk to me about your favourite room in the house. Why is it your favourite room? What else makes it your favourite room?

4A To Student A: What do you plan to do today after school?

4B To Student B: What did you do yesterday after school?

Guidelines to Task 2 – Interview

1. The topics will change from one year to the other and will include a selection from the following:
 - Weather
 - Free time and entertainment
 - Places
 - School activities
 - School Life
 - Helping at Home
 - Sports
 - Food and Drink
 - You and Others
 - Pets and Animals
 - The environment/preserving our world
2. New topics may be introduced and these will be communicated to teachers.
3. If students run dry, or give a limited answer to a question, a gentle prodding might have the effect of producing more language. For example, during pilot testing of the test materials, a student related why she likes summer using only a few words. The repetition by the Interlocutor of the question ‘What else do you like doing in summer’ produced more language.

TASK 2 - INTERVIEW

3 MINUTES TOTAL

Interlocutor asks questions on one topic per student at a time as indicated below.

TO STUDENT A:

The Interlocutor says: "I'm going to ask you some questions about the weather".

1. What is the weather like today? Describe today's weather for me.
2. What clothes do we wear in warm weather? And what clothes do we wear in cold weather?
3. Do you prefer summertime or winter time? Why? Why don't you like summer/winter?

TO STUDENT B:

The Interlocutor says: "I'm going to ask you some questions about free time and entertainment".

1. Do you like the weekends? What do you do during the weekend?
2. Is there anything you hate doing during the weekend?
3. How do you spend your free time? Do you have any hobbies? What do you like about this hobby? Is there a new hobby you would like to start? Why would you like to start that?

TO STUDENT A:

The Interlocutor says: "I'm going to ask you some questions about places".

1. What sort of places do tourists usually like to visit when in Malta?
2. Tell me about a place that you have been to. Maybe somewhere you went with your family? Describe this place to me; tell me what you like about it.
3. Is there a place that you'd really like to go to? Tell me about it. Why would you like to go there?

TO STUDENT B

The Interlocutor says: "I'm going to ask you some questions about school activities".

1. Describe a school outing that you have been on. (Prompt: when, where, what).
2. Describe the school sports day / Christmas concert / book fair / any other school activity.
3. Have you ever taken part in a competition or project? Describe your experience. Were other schools involved?

Guidelines to Task 3 - Inverted Interview

1. This task needs to be handled carefully so that the Interlocutor's prompts do not put words into students' mouths thereby invalidating the exercise. Teachers should refer to the transcripts of the oral tests for an example of how this can be done.
2. Interlocutors should direct the prompts to each of the two students in turn so that both students participate equally.
3. The picture shown on the test paper is for the Interlocutor's use. The students will be shown a larger picture which the Interlocutor will place on the desk in front of them.

TASK 3 - INVERTED INTERVIEW.

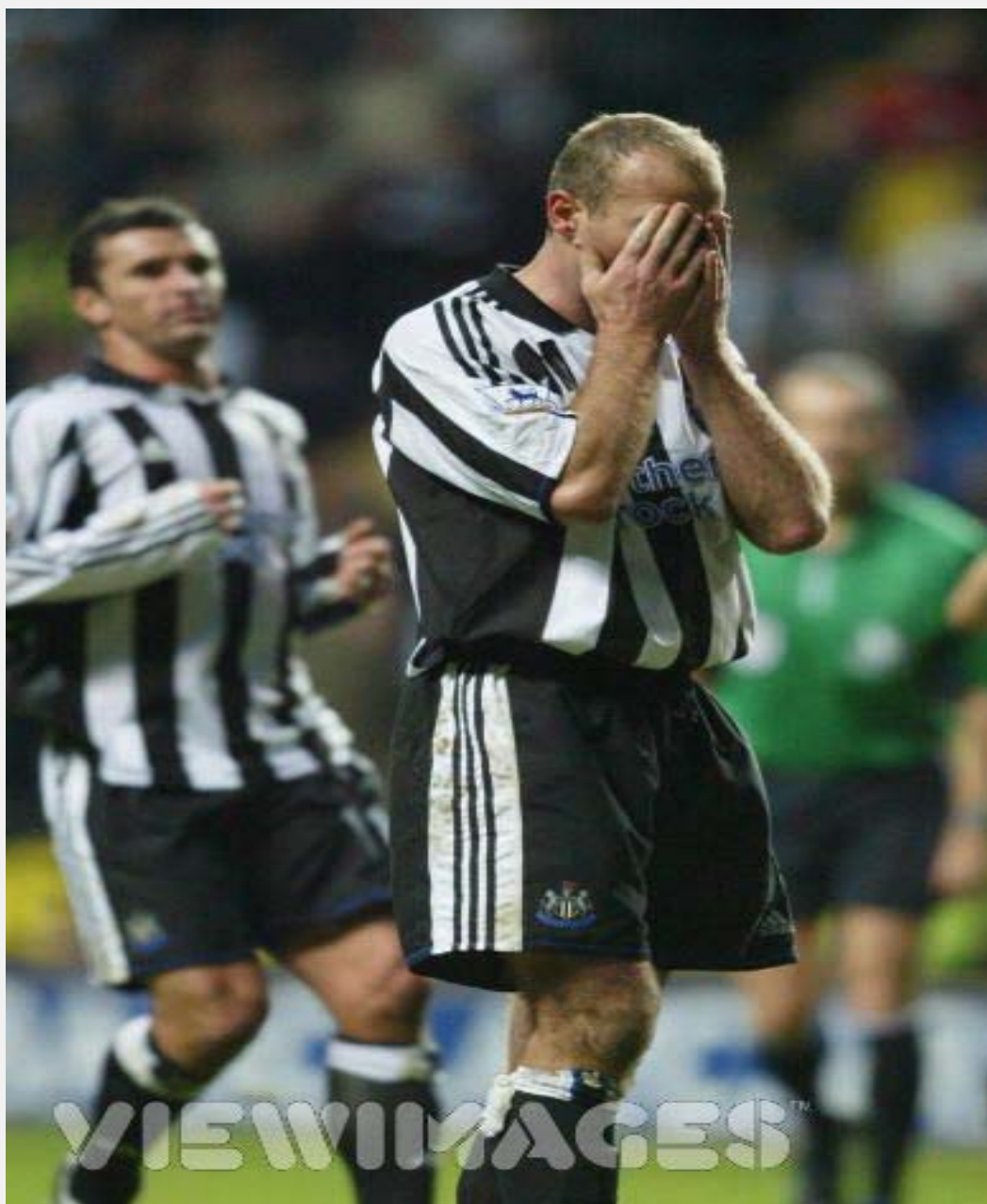
3 MINUTES TOTAL

The Interlocutor tells the students while placing the picture in front of them: "I want you to look at this picture. Now, I know the footballers in the picture. You can ask me questions about them and I will answer. Have you understood? Would you like to know about them? Ask me about.....:"

Interlocutor prompts each student to ask a question in turn.

- The place
- The event
- The relationship between these people
- His feelings at this moment (**Interlocutor points to footballer covering face**)
- The moments just before the picture was taken
- What the other players told him
- The final result of the game
- What his family said to him after the game
- The footballer: His hobbies
 His free time
 His family
 His home
- My opinion of the sport you can see in this picture
- Is there anything else you wish to ask me about this picture?





The enlarged picture will be shown to the Students

Guidelines to Task 4 - Compare and Contrast

1. In this task, the use of prompting is especially useful so that students are encouraged to produce more language. For example, when students are asked to describe how the pictures are different (or similar) the Interlocutor should prompt by saying 'Can you mention any other differences / similarities?'
2. The same strategy can be applied to the other prompts. For example when students are asked 'How does the man in the second picture spend his day?' those students who give a limited answer can be encouraged with a 'What else does he do?'

TASK 4 – COMPARE AND CONTRAST.

3 MINUTES TOTAL

Interlocutor says: "Look carefully at these two pictures and I will ask you both some questions about them".

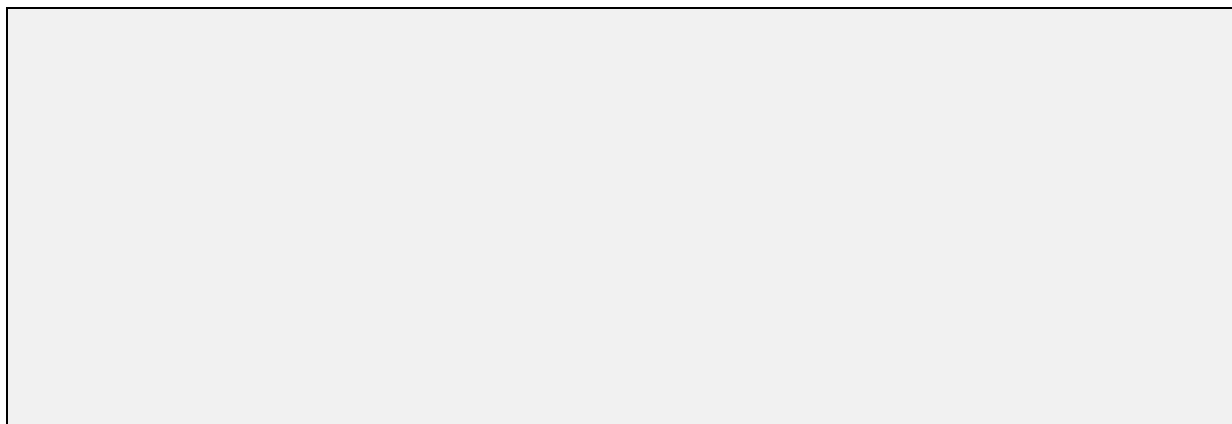
1A To Student A: Tell me how they are different

1B To Student B: Tell me how they are similar.

- 2A To Student A:**
- a. Where does the woman work, do you think? What does she do?
 - b. What sort of problems might she face when doing her job?
 - c. Would you like to do that job? Why? Why not?
 - d. What would you like to be when you grown up? Why?

- 2B To Student B:**
- a. How does the man in the second picture spend his day?
 - b. What sort of problems might he face when doing his job?
 - c. Would you like to do that job? Why? Why not?
 - d. Is there a job you would definitely not do when you grown up? Why?







The enlarged pictures will be shown to the Student

END OF TEST

KARTA MUDELL TAL-ORALI

MALTI

L-EWWEL TAHRIG: IT-THEJJIJA

MINUTA - MHUX ASSESSJAT

L-Interlokutur jistaqsi dawn il-mistoqsijiet fl-ordni li jidhru.

1A Lil Student A: Bongu, fi x'hin wasalt l-iskola dalgħodu?

1B Lil Student B: Bongu.....fi x'hin tispicča l-iskola llum?

2A Lil Student A: X'għamilt ilbieraħ filgħaxija? Għaliex?

2B Lil Student B: X'biħsiebek tagħmel illum wara l-iskola? Għaliex?

3A Lil Student A: Kif tasal l-iskola filgħodu? Bil-mixi? X'tara inti u ġej/ġejja?

3B Lil Student B: Għandek kamra favorita fid-dar? Liema hi? Għaliex? X'hemm fiha?

4A Lil Student A: Tippreferi l-iskola jew id-dar? Għaliex?

4B Lil Student B: Jogħġbok ir-raħal fejn tgħix jew tippreferi tgħix xi mkien ieħor? Għaliex?

5A Lil Student A: Tippreferi l-iskola jew id-dar? Għaliex?

5B Lil Student B: Tippreferi x-xitwa jew is-sajf? Għaliex?

IT-TIENI TAĦRIĠ: L-INTERVISTA

3 MINUTI

L-Interlokutur jistaqsi dawn il-mistoqsijiet fl-ordni li jidhru.

Lil Student A: X'inhija d-data llum? Agħtini l-jum, ix-xahar u s-sena.

Lil Student B: Meta twelidt? Agħtini l-jum, ix-xahar u s-sena.

L-Interlokutur jagħżel l-arloġġi 1, 2 u 3 u filwaqt li jipponta lejhom isaqsi:

Lil Student A: F'ares lejn dawn l-arloġġi. X'hin qed jimmarkaw jekk jogħġbok?

L-Interlokutur jagħżel l-arloġġi 4, 5 u 6 u filwaqt li jipponta lejhom isaqsi:

Lil Student B: F'ares lejn dawn l-arloġġi. X'hin qed jimmarkaw jekk jogħġbok?

L-Interlokutur jgħid lil Student A: “Se nistaqsi xi mistoqsijiet dwar il-vaganzi.”

0. X'bihsiebek tagħmel la nibdew il-vaganzi?
1. Se timmissjaha l-iskola? [*Kemm jekk iva, kemm jekk le*] Għaliex?
2. Hemm xi haġa li tixtieq tagħmel u forsi hija ftit diffiċli għax għadek żgħir/a? Spjegali.
3. Fil-vaganzi tiltaqa' ma' sħabek tal-klassi? Din togħġbok jew le? Għaliex?

L-Interlokutur jgħid lil Student B: “Se nistaqsi xi mistoqsijiet dwar il-ħbieb.”

1. Għidli xi haġa dwar l-ikbar ħabib/a tiegħek.
2. [*Jekk ma tkunx ssemmiet diġà*] Kif tqattgħu l-hin flimkien?
3. Semmili xi haġa li tħobbuha t-tnejn. Għaliex?
4. Spjegali għaliex tmur tajjeb ħafna miegħu/magħha.

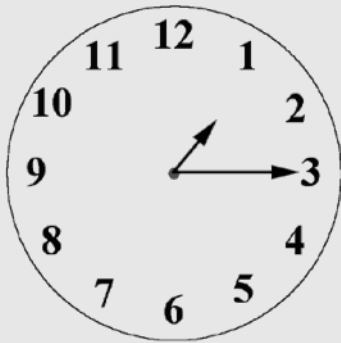
L-Interlokutur jgħid lil Student A: “Se nistaqsi xi mistoqsijiet dwar it-temp.”

1. X'temp hu llum? Iddeskrivili t-temp kif inhu llum.
2. Inti tippreferi s-sajf jew ix-xitwa? Għaliex?
3. X'nilbsu fis-sajf u x'nilbsu fix-xitwa? Tista' żżidli xi haġa oħra? X'aktar?
4. Inti fis-sajf tiekol u tixrob l-istess affarijiet li tiegħu fix-xitwa? Spjegali.

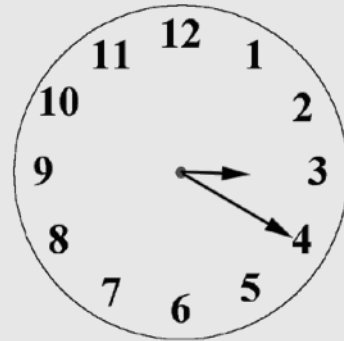
L-Interlokutur jgħid lil Student B: “Se nistaqsi xi mistoqsijiet dwar kif tqatta' l-hin liberu tiegħek barra l-iskola.

1. Kellimni ftit fuq il-passatemp tiegħek.
2. Xi kemm jeħodlok ħin? Għaliex?
3. Għaliex għażilt dan il-passatemp?
4. Kieku kellek tibdlu, x'tagħżel u għaliex?

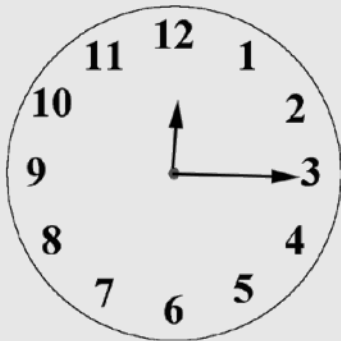
X'hin hu jekk jogħġbok?



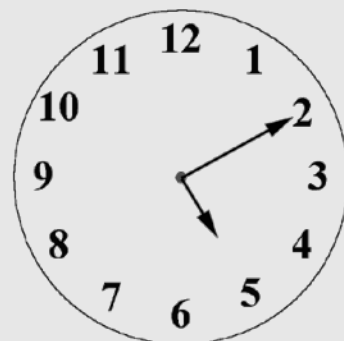
1.



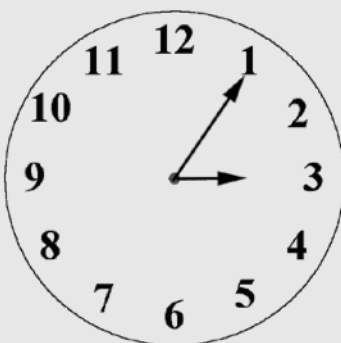
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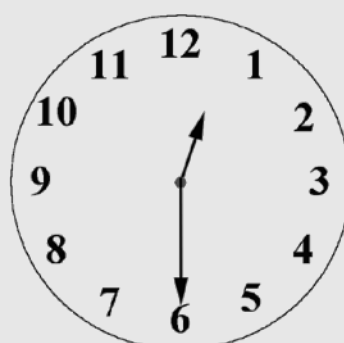
3.



4.



5.



6.

Gwida għat-Taħriġ – Stampa Storja.

1. Fil-preparazzjoni għal dan it-taħriġ, l-għalliema għandhom jinkoraġġixxu t-tfal biex kemm jista' jkun:
 - josservaw sew l-istampi
 - jiddiskrivu sew u jgħallmu fit-tul
 - jgħaqqdu d-diskors flimkien b'mod koeżiv
2. Meta l-istudenti jirrakkontaw l-istorja fi ftit kliem wisq, l-Interlokutur għandu jmur lura għal stampa jew iżjed u jistieden l-istudent jiftaħ fuqha. Dan għandu jsir fil-limitu tal-ħin stabbilit.

IT-TIELET TA'HRIG: L-ISTAMPA STORJA

3 MINUTI

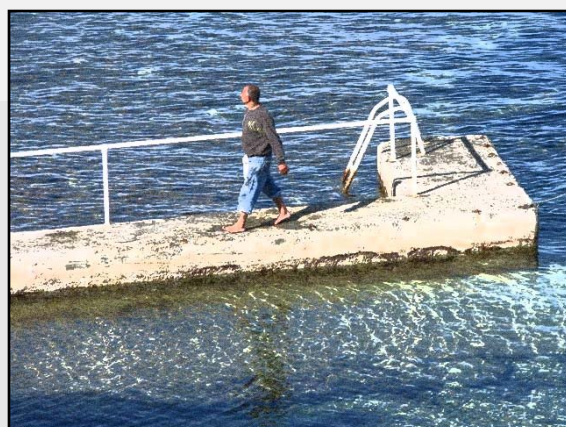
L-Interlokutur jgħid:

Jien se nurikom kull wieħed sett ta' stampi li jaqmlu storja. Li tridu tagħmlu huwa li tiflu sew dawn l - istampi u imbagħad tgħiduli fi kliemkom l-istorja u tiddekrivu fid-dettal x'qed taraw.

Lil Student A: Se nagħti l-ewwel sett ta' stampi lilek. Lil Student B, tiegħek nagħtihomlok wara.

Lil Student A: Tista' tibda billi tiddeskrivi: "Mela darba / Is -Sibt li għadda /Il-gimgha l-oħra ..." Għandek madwar minuta.

L-istudent għandu jidmug mill -anqas minuta jikkellew fuq dawn l-istampi. Jekk l-istudent jgħid, L - Interlokutur jista' jipponta lejw stampa partikulari u jgħidli: "Ara, spjegali iktar fuq din".



IT-TIELET TAHRIG: L-ISTAMPA STORJA (Ikompli Student B)

L-Interlokutur jgħid lil Student B:

Dawn huma s-sett ta' stampi tiegħek. Għidli l-istorja u ddeskrivi sew x'qed tara. Tista' tibda billi tgħid: *'Mela darba... /jew Is-sena li għaddiet ...'*

L-istudent għandu jidm mill-anqas minuta jitkellem fuq dawn l-istampi. Jekk l-istudent jeħel, L-Interlokutur jista' jippona lejn stampa partikulari u jgħidlu: *"Issa, spjegali iktar fuq din"*.



1.



2.



3.



4.

IR-RABA' TAHRIG: L-ISTAMPA DWAR TEMA

3 MINUTI

L-Interlokutur jgħid:

L-Interlokutur jgħid: “*Ħarsu lejn l-istampa l-kbira. Turi żewġ persuni ħdejn il-bahar*”.

“Ħarsu lejn l-istampi ż-żgħar ta’ taħt”.

“Liema minn dawn għandhom x’jaqsmu ma’ din l-istampa ta’ nies qed iqattgħu gurnata l-bahar? U għaliex?”

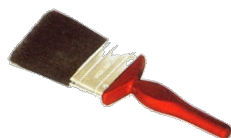
“Liema minn dawn m’għandhomx x’jaqsmu? U għaliex le?”

L-Interlokutur jistieden lil Student A biex jagħżel stampa u jitkellem dwarha, imbagħad idur fuq Student B u jistaqsih/a jagħmel l-istess.

F’każ li l-istudenti jeħlu, l-Interlokutur għandu jippona hu jew hi lejn stampi li l-istudenti jkunu għadhom ma tkellmex dwarhom u jgħid, “*U din għandha x’taqsam?*”

Ara l-paġna li jmiss għall-istampi.

Ġurnata l-Baħar



TMIEM TAL-KARTA

ADDITIONAL SAMPLE TEST TASKS

TASKS 3 AND 4

ENGLISH

On the following pages, users of this Handbook can find examples of each of the five types of tasks that will be used for Tests Tasks 3 and 4. There are ten examples in all, five for each language.

- **Single Picture Task**
- **Thematic Picture Task**
- **Inverted Interview Task**
- **Compare and Contrast**
- **Picture Story Task**

Task – Single Picture

Interlocutor says: “Look at this picture; then we are going to talk about it. Have you understood?”

Interlocutor allows the students around 5 seconds to look at the picture. The Interlocutor should ask the questions to the two students in turn so that both students participate equally until the 3 minutes assigned for this task have passed.

1. *Tell me what you can see in the picture.*
2. *Can you describe one of these persons for me? [... the other one ...]*
3. *How old do you think she is? [...the other one ...]*
4. *Where do you think they are? What are they doing there?*
5. *What do you think happened just before this picture was taken?*
6. *What do you think happened just after this picture was taken?*
7. *Is there something in particular you don't like about the picture? Why?*
8. *What was the first thing that you noticed when you saw this picture?*
9. *Do you think this picture was taken in Malta? Why?*
10. *When do you think this picture was taken? At what time of the day?*
11. *Can you try to guess at what time of the year it was taken? Why do you think so?*
12. *Who do you think took this photo?*
13. *You could put this picture in a photo album. But what else could you do with it, can you imagine another use for this picture?*
14. *If this picture was an advertisement, what would it be advertising?*
15. *Can you think of a title for this picture?*
16. *Do you wish to ask me anything about this photograph?*



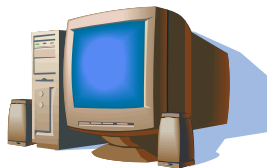
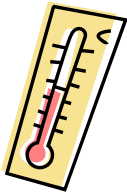
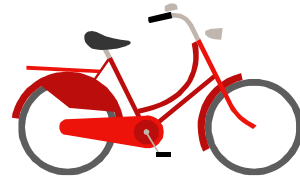
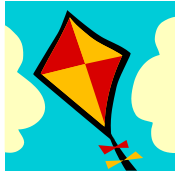
TASK – Thematic Picture

Interlocuter says: *Look at the large picture, it shows some people at a picnic. Look at the smaller pictures below. Which of these can you find at a picnic? Which of these are not usually found at a picnic?*

Interlocuter says to Student A *'Choose a picture and tell me if you would find it at a picnic and tell me why or why not'.*

Interlocuter then repeats the question to Student B and alternates between the two students so that both participate equally.

If a Student hesitates for too long and seems to be in difficulty, Interlocuter says:
Would you take this (point to one of the objects) with you to a picnic? Why? Why not?
Do we find this (point to one of the objects) in a picnic? Why? Why not?



Task - Inverted Interview

Interlocutor tells the students, 'I want you to look at this picture. Now, I know the people in the picture and you can ask me questions about them and I will answer. Have you understood? Would you like to know about them? Ask me about.....'

Interlocutor should alternate the prompts so that both Students participate equally.

- *The place*
- *What they are doing*
- *The occasion*
- *The food on their table*
- *The time of the year / the weather*
- *Their work*
- *Their hobbies*
- *Their relationship*
- *The fourth person*
- *The family of any person in the picture*
- *My (the Interlocutor's) opinion of this picture*



Task – Compare and Contrast

Interlocutor says: *“Look at these two pictures and I will ask you both some questions about them”.*

1A To Student A: Tell me how they are different

1B To Student B: Tell me how they are similar.

2A To Student A:

a) Do you think the boys are friends? Why

b) Why are the two boys fighting?

c) What do you think happened afterwards?

d) Have you ever had a fight with someone? What did you fight about? (If no, ask why not)

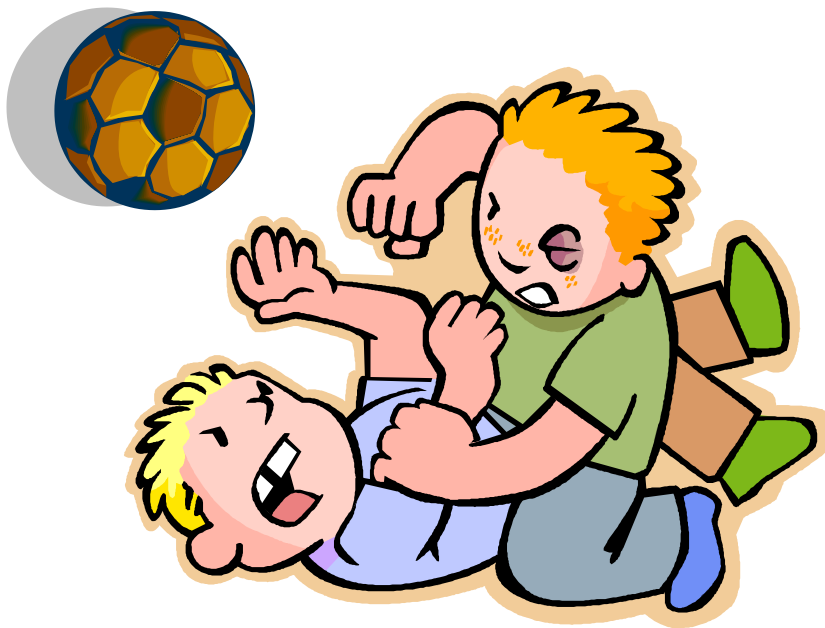
2B To Student B:

a) Where do you think these girls are? How do you know this?

b) Do you think they are friends? Why?

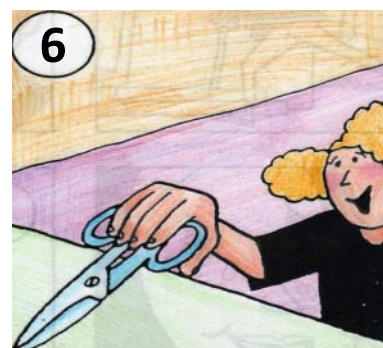
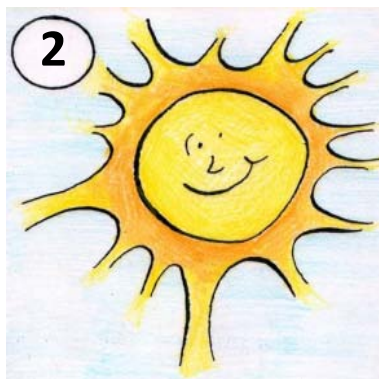
c) What do you think happened afterwards?

d) How do real friends behave with each other?



Task Picture Story

Interlocutor says: 'I'm going to show you a set of pictures each and I want you to tell me what happens in the story. Student A, here are your pictures, Student B, I'll give you your pictures later'.



CRITERIA FOR ASSESSMENT - ENGLISH ORAL SKILLS

Range of vocabulary (5 marks)		
0	1	2
Can name and use basic vocabulary and phrases related to everyday objects, activities, and people. Has knowledge of thematic word sets. Makes occasional use of another language.		Can use a wider range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.
Range of grammatical structure (5 marks)		
0	1	2
Can use basic grammatical structures and construct simple sentence structures.		Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.
Fluency and interaction (4 marks)		
0	1	2
Can interact in a simple way provided the Interlocutor is prepared to repeat or rephrase things as a slower rate of speech. Can ask and answer simple questions in areas of immediate need or on very familiar topics but cannot elaborate.		Can communicate and interact more fully and with greater ease in tasks requiring a simple and direct exchange of information on familiar topics and activities. Shows an ability to extend the interaction.
Task achievement (2 marks)		
1/2	1	2
Response is only partially relevant in spite of prompting and rephrasing.	Can understand the questions/instructions but needs some time/prompting to formulate a relevant response.	Can immediately understand the questions/instructions and response is relevant.
Pronunciation, intonation, and stress (2 marks)		
1/2	1	2
Speech characterized by mispronunciations that interfere with meaning, and intonation and stress are heavily influenced by the first language.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.
Task Specific (2 marks)		
These marks are pegged with Tasks 3 and 4 for each test session.		

HILJET ORALI FIL-MALTI

**KRITERJI GHALL-
EVALWAZZJONI**

IL-KRITERJI GHALL-VALUTAZZJONI TAL-MALTI MITKELLEM

Il-vokabularju (4 marki)		
0	1	2
Jinqeda biss bi kliem u frażijiet bażiċi fil-mod kif jesprimi ruħu . Idur għal kliem jew frażijiet b'lingwa oħra li mhix il-Malti.		Juża firxa wiesgħa ta' vokabularju li jkun addattat għas-sitwazzjoni partikolari tat-taħdit.
It-taħdit mexxej u l-interazzjoni (4 marki)		
0	1	2
Jaf ikompli ma' min qiegħed ikellmu , imma jkun jeħtieġ għajnuna kontinwa.		Jaf ikompli ma' min qiegħed ikellmu , bla skossi u mingħajr tbatija żejda.
Il-korrettezza grammatikali (4 marki)		
0	1	2
Jieħu żbalji morfologiċi u sintattiċi.		Jinqeda b'kostruzzjonijiet morfologiċi u sintattiċi korretti.
Ir-relevanza tad-diskors (3 marki)		
0	1	2
It-tweġibiet mhumiex relevanti minkejja l-għajnuna li jingħata.		Jifhem il-mistoqsijiet u/jew l-istruzzjonijiet u jwieġeb b'mod relevanti.
It-tlissin tal-kliem u l-intonazzjoni tad-diskors (3 marki)		
0	1	2
Il-kliem huwa mliessen b'mod żbaljat u b'influwenza ta' lingwa barranija fl-intonazzjoni.		Il-kliem huwa mliessen b'mod tajjeb u b'intonazzjoni korretta.
Taħriġ 3/4 (2 marki)		
Dawn il-marki jingħataw skont kriterju partikolari li jkun marbut mat-Taħriġ 3 u 4		

TESTING ENGLISH ORAL SKILLS

SAMPLE MARK SHEET

The following is a sample Mark Sheet that Assessors will use during the Oral Test to record marks for student performance.

Ideally, the Mark Sheet will be an Excel file in which marks can be inputting and the total produced automatically.

MARK SHEET ENGLISH		Range of vocabulary (/5)	Fluency and Interaction (/4)	Range of grammatical structures (/5)	Task Achievement (/2)	Pronunciation, Intonation and Stress (/2)	Task specific mark for Task 3 (/1)	Task specific mark for Task 4 (/1)	TOTAL /20
YEAR 6.3									
No.	Names of Students								
1.	Agius Jonathan	4	3½	3	1½	1	1	0	14
2.	Camilleri Samantha	3	4	3	2	0	0	1	13
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									

Each page will contain the marks of one class.

**ASSESSJAR
TAL-HILJET ORALI
FIL-MALTI**

**MUDELL TAL-PAĠNA
TAR-RIŻULTAT**

Din hija mudell tal-marki li jingabru waqt it-Test Orali mill-Assessur u l-Interlokutur.

Idejalment, il-folja tkun *Excel file* li jkun jista' jintela direttament fuq il-kompjuter u jagħti t-total mill-ewwel. Ikun jonqos biss li dan jiġi stampat.

MARKI II-MALTI		Vokabularju (5)	L-istruttura grammatikali (5)	Id-diskors mexxej u l-interazzjoni (4)	It-twettiq ta' dak li ji (2)	Il-pronunzja u l-intonazzjoni (2)	Marka speċjali (1)	Marka speċjali (1)	TOTAL (/ 20)
Sena 6.3									
No.	Ismijiet tal-istudenti								
1.	Agius Jonathan	4	3½	3	1½	1	X	13	14
2.	Camilleri Samantha	3	4	3	2	0	X	12	14
3.									
4.									
5.									
6.									

Kull folja jingabar fiha r-riżultat ta' klassi waħda.

TRANSCRIPTS OF ORAL TESTS AND COMMENTARIES

TRASKRIZZJONIJIET TA' TESTIJIET ORALI U KUMMENTARJI

In the following pages users of this Handbook will find the following transcripts and commentaries:

1. Complete Oral Test English (Pearl and Deborah).
2. Complete Oral Test English (Mary and Jane)
3. Complete Oral Test Maltese (Mary u Jane)
4. Complete Oral Test Maltese (Stephanie u Miguel)
5. Comparison of performance on the same Compare and Contrast Task by two different pairs of students - Maltese.
6. Comparison of performance on the same Compare and Contrast Task by two different pairs of students - English.

1. Pearl and Deborah

TASK 1 – WARMER – NOT ASSESSED – 1 MINUTE

<i>Interlocutor:</i>	Good morning Pearl.	Notice tone is warm and welcoming; the intention is to put Ss at their ease.
<i>Pearl:</i>	Good morning.	These questions take a few seconds; they are obviously very easy to answer and that is the intention – to ask Ss something they can answer and so they build confidence for the rest of the test.
<i>Interlocutor:</i>	Can you spell your name for me, please?	
<i>Pearl:</i>	P-E-A-R-L.	
<i>Interlocutor:</i>	And good morning Deborah. Can you spell your name for me, please?	
<i>Deborah:</i>	D-E-B-O-R-A-H.	
<i>Interlocutor:</i>	Thank you. Deborah, when is your birthday?	
<i>Deborah:</i>	On the 23 rd September.	
<i>Interlocutor:</i>	And...do you know anyone else born in September?	
<i>Deborah:</i>	Emm... my uncle.	
<i>Interlocutor:</i>	O.K. Thank you. And Pearl, talk to me about your favourite room.	
<i>Pearl:</i>	My favourite room is my bedroom emm... because emm...my bed is cosy and I have lots of stuff that I like in there.	Good. Not telegraphic, a little extended response.
<i>Interlocutor:</i>	Such as?	This question is not in the test material but the T felt that with some prodding she could get more language from the student.
<i>Pearl:</i>	Emm... toys, books	Better if the two nouns were linked with a conjunction.
<i>Interlocutor:</i>	O.K. and Deborah, how do you get to school in the morning?	
<i>Deborah:</i>	by foot.	Should be 'on' foot.
<i>Interlocutor:</i>	O.K. What do you see on your way to school?	
<i>Deborah:</i>	Emm... cars, shops	Again, more natural to say 'I see cars and shops...'
<i>Interlocutor:</i>	What sort of shops?	This is not in the test material but if this helps students to elaborate, it's fine.
<i>Deborah:</i>	Emm...stationery, supermarket	Omission of article: S. should have said 'a' stationery.
<i>Interlocutor:</i>	O.K. Do you see anything else as you're coming to school?	
<i>Deborah:</i>	No	
<i>Interlocutor:</i>	You see cars and you see shops and...	This is simply a repetition of what the S said

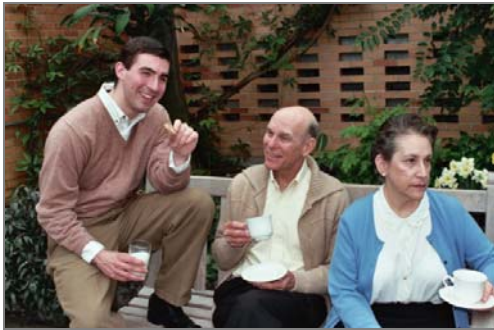
		earlier, her words, and the intonation of the T encourages a response.
	People.	
<i>Interlocutor:</i>	Where are the people going?	This is not in the test material but the T is prodding for more language.
<i>Deborah:</i>	to shops, to buy, to school....	'to shops' is wrong; 'to shop' or 'to the shops'
<i>Interlocutor:</i>	O.K. And the adults where are they going?	
<i>Deborah:</i>	They are going to school. Aww... they are accompanying their children to school.	
<i>Interlocutor:</i>	O.K. And Pearl, what do you plan to do after school today?	
<i>Pearl:</i>	Emm... I'm planning to watch T.V. and read some of my favourite books and maybe go to the park.	

TASK 2 – INTERVIEW – ASSESSED – 3 MINUTES

Note: This task has now been revised so that each student is asked questions about two different topics. Here, the questions on the same topic are asked to both students.

<i>Interlocutor:</i>	O.K. On your way to school today, while you were walking, what was the weather like today Deborah?	
<i>Deborah:</i>	It was sunny.	
<i>Interlocutor:</i>	Ehe, and was it cold?	T. has assessed if S knows 'cold'.....
<i>Deborah:</i>	No.	
<i>Interlocutor:</i>	What was it then?	
<i>Deborah:</i>	hot.and hot.
<i>Interlocutor:</i>	It was sunny and hot. O.K. [addressing Pearl] Do you prefer summertime of wintertime?	Repetition of what S said; this can be avoided so that the time is filled with S talk not T talk.
<i>Pearl:</i>	I prefer summertime.	
<i>Interlocutor:</i>	And why is that?	
<i>Pearl:</i>	because I like to swim... that's the thing!	
<i>Interlocutor:</i>	That's the thing! O.K. And you Deborah, how do you spend your free time?	
<i>Deborah:</i>	reading and watching T.V.	Notice the telegraphic responses.
<i>Interlocutor:</i>	Do you have any hobbies?	
<i>Deborah:</i>	Yes.	Again, it would be natural for a speaker to carry on saying what the hobbies are but the S needed prodding.
<i>Interlocutor:</i>	Which are they?	
<i>Deborah:</i>	dancing and reading	
<i>Interlocutor:</i>	O.K. How long have you been studying how to dance?	Slight breakdown in communication but it's normal and the S does well to ask for clarification. It would have been better had she
<i>Deborah:</i>	since... for the Junior Lyceum?	
<i>Interlocutor:</i>	No. for dancing, for you hobby, for dancing.	

		padded it out with ' <u>Do you mean</u> for the JL?'
<i>Deborah:</i>	No. I don't go to lessons.	
<i>Interlocutor:</i>	O.K. But you practise it as a hobby?	
<i>Deborah:</i>	[yes as gesture]	
<i>Interlocutor:</i>	O.K. Good. Emm...Pearl what's your favourite food?	
<i>Pearl:</i>	My favourite food emm... is fish and chips.	
<i>Interlocutor:</i>	Why do you like fish and chips?	
<i>Pearl:</i>	Emm... coz I like fish and it have...it's a cod and it has breadcrumbs	A problem with the third person singular
<i>Interlocutor:</i>	O.K. And you Deborah, if you are going to make a pizza what toppings would you put on it?	
<i>Deborah:</i>	Emm... cheese, mushrooms	More fluent users of a language would add ' <u>I'd put</u> cheese,.....
<i>Interlocutor:</i>	Anything else?	
<i>Deborah:</i>	(pause) corn...	
<i>Interlocutor:</i>	O.K. right. And you Pearl, if you are going to make a sandwich how would you fill it?	
<i>Pearl:</i>	Emm...butter, cheese, lettuce, ham.	Rather telegraphic
<i>Interlocutor:</i>	Ehe. O.K. Is there anything you would definitely not eat?	
<i>Pearl:</i>	[pause]	
<i>Interlocutor:</i>	Is there any food which you would definitely not eat?	
<i>Pearl:</i>	corn on the cob	
<i>Interlocutor:</i>	O.K. and what about you?	
<i>Deborah:</i>	Mmm...horse.	Horse is the animal and the T here acted too much like a T and elicited 'meat' from the S through the intonation.
<i>Interlocutor:</i>	You wouldn't eat horse...?	
<i>Deborah:</i>	Meat. Good. O.K. Right.	Again, this is a T moment. Try and avoid giving praise for correctness (Good).



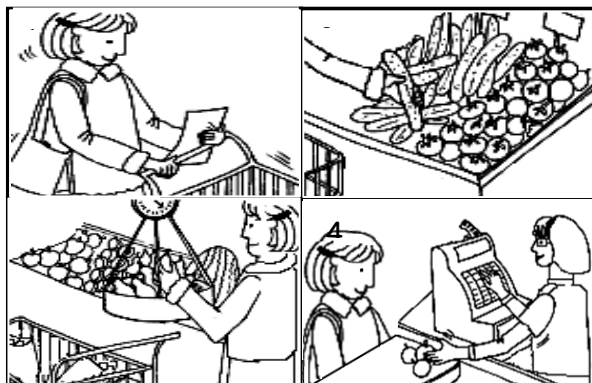
TASK 3 – INVERTED INTERVIEW

3 MINUTES

<i>Interlocutor:</i>	Now, I am going to show you a picture and this picture shows some people. Now, I took this photo myself and I know this family and I want you to ask me questions about them because I know them. And you can ask me anything you like. You can ask me about their age.	
<i>Pearl:</i>	Em... what is the boy drinking?	The S ignored the T's suggestion. No problem. Good question formation.
<i>Interlocutor:</i>	The boy is drinking a glass of milk.	
<i>Deborah:</i>	How old is the woman?	Good question formation.
<i>Interlocutor:</i>	The woman is 53 years old.	
<i>Pearl:</i>	Emm...are they happy or are they sad?	Good question formation.
<i>Interlocutor:</i>	I think they're quite happy.	
<i>Deborah:</i>	In which day they are spending their hobby? Aww... their time? On which day this photo is taken?	Difficulty with question formation 'they are' instead of 'are they' and 'this photo is taken' should be 'was this photo taken'. Apparent grammar error ' <u>in</u> which day' but it's a mistake because she then used it well.
<i>Interlocutor:</i>	That was a Sunday. Would you like to know about their hobbies? Pearl? The people's hobbies there? Would you like to know what they are?	
<i>Pearl:</i>	Yes.	
<i>Interlocutor:</i>	Ask me. Ask me.	
<i>Pearl:</i>	What are these people's hobbies?	Good question formation – T did not prompt her.
<i>Interlocutor:</i>	The gentleman in the middle loves watching car races.	T keeps answers short to allow more talking time for Ss..
<i>Pearl:</i>	And the woman?	
<i>Interlocutor:</i>	The woman likes...watching documentaries on travel.	
<i>Pearl:</i>	And the man?	
<i>Interlocutor:</i>	The man is also interested in car races like his father.	
<i>Deborah:</i>	Is the man their son?	

<i>Interlocutor:</i>	He is their son. Would you like to know about the family? Pearl?	The T's prompt is neutral – it does not put words into the S's mouth as the S's question below shows.
<i>Pearl:</i>	Are they a big family or they are small?	Partly correct question formation, partly incorrect..
<i>Interlocutor:</i>	No they're a small family. He has one sister.	
<i>Interlocutor:</i>	Would you like to know about their hobbies...their holidays? Deborah?	
<i>Deborah:</i>	How are they going to spend their summer holidays?	Good question formation.
<i>Interlocutor:</i>	Right! Well, the gentleman in the picture there (pointing) is going to spend his summer holidays in Gozo.	
<i>Deborah:</i>	And the woman?	
<i>Interlocutor:</i>	And the woman is not going anywhere this year.	The T preferred saying that the people in the picture were NOT going on holiday. This is a minor point but for Ss from families who do not take annual holidays abroad this makes them feel better.
<i>Pearl:</i>	Even the man?	
<i>Interlocutor:</i>	Yes, he's her husband. They're not going anywhere this year.	

<i>Pearl:</i>	Are they in their garden?	
<i>Interlocutor:</i>	Yes. That is their garden. That is their home. Would you like to know anything about their home? Deborah?	
<i>Deborah:</i>	In which country do they live?	Good question formation.
<i>Interlocutor:</i>	They live in Malta. Anything else you'd like to know about their house?	
<i>Pearl:</i>	Is it big or small?	Good question formation though limited language
<i>Interlocutor:</i>	No. It's not very big. It's a flat.	
<i>Deborah:</i>	How old is the man?	Correct.
<i>Interlocutor:</i>	The man is 57 years old.	
<i>Pearl:</i>	Emm... is it winter or is it summer?	Correct.
<i>Interlocutor:</i>	It's... autumn. I took the photo in autumn. Would you like to know why they are there?	
<i>Pearl:</i>	Yes.	
<i>Interlocutor:</i>	So, ask me about it?	
<i>Pearl:</i>	Why are they in their garden?	Correct.
<i>Interlocutor:</i>	It's because the son has come to visit them and they're having a few drinks together.	
<i>Interlocutor:</i>	Do you like to ask anything else?	

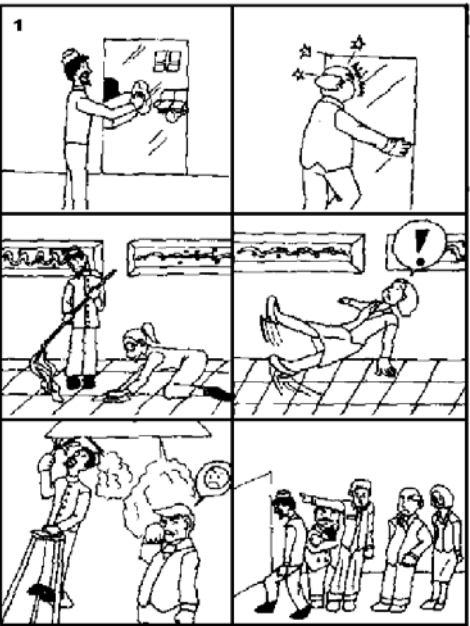


TASK 4

PICTURE STORY

3 MINUTES

	O.K. Now, I am going to show you a picture each and I want you to tell me the story. I'll start with you Pearl. This is a picture, this is a set of pictures which shows a girl going shopping. I want you to look at the pictures and tell me the story starting from the first one. Deborah, I'll give you your pictures very soon.	I. tells S what the main point of the picture story sequence is – 'a girl going shopping'.
Pearl:	Emm... there was a girl and she is read... she is as the shopping centre, at the supermarket and she is reading her list.	
Interlocutor:	Ehe.	Non-committal encouraging utterance.
Pearl:	and she went to pick some bread and then she went...	The I. pointed to the picture thinking that the girl will realize that the picture showed vegetables but the girl repeats 'bread'. This might be an avoidance strategy by the girl but it probably was a genuine inability to make out the picture.
Interlocutor:	(The Interlocutor pointed to the picture).	
Pearl:	bread.	
Interlocutor:	Ehe.	
Pearl:	and then she went to weigh the pear. And then, she went to ask the lady how much the bill is.	
Interlocutor:	O.K. And, what is she pushing here?	This prompt is intended to get some more language from the S because the level of detail was rather poor. Ss will need to be coached to describe the pictures in detail.
Pearl:	The cart.	Incorrect.
Interlocutor:	The cart. O.K. And, do you know what this is?	
Pearl:	where the lady writes the cost of the things.	Circumlocution. S should have said cash register or till.

<p><i>Interlocutor:</i></p>	<p>O.K. Thank you Pearl.</p> <p>Deborah, this is your set of pictures now. This is a story which shows accidents. O.K. Take a few seconds to look at the pictures.</p> <p>Would you like to start telling us the story of what happened to this man?</p>	
<p><i>Deborah:</i></p>	<p>There was a man and he was cleaning a window.</p>	<p>'A man' is correct but in fact he has a 'cleaner'.</p>
<p><i>Interlocutor:</i></p>	<p>Do you think he cleaned it well?</p>	<p>This was intended to help the S understand the next picture. It did not but this is not a big issue.</p>
<p><i>Deborah:</i></p>	<p>No.</p>	
<p><i>Interlocutor:</i></p>	<p>O.K.</p>	
<p><i>Deborah:</i></p>	<p>And there he..., there was a man and he went into the door. He didn't see it.</p>	<p>'went into the door' – incorrect – 'walked into the glass door'.</p>
<p><i>Interlocutor:</i></p>	<p>Why didn't he see it?</p>	
<p><i>Deborah:</i></p>	<p>because he was looking at the floor instead when he was walking. And, there was a woman, she was scrubbing the floor.</p>	<p>Good vocabulary – 'scrubbing'.</p>
<p><i>Interlocutor:</i></p>	<p>What is he (pointing) doing Deborah?</p>	
<p><i>Deborah:</i></p>	<p>He is washing the floor.</p>	
<p><i>Interlocutor:</i></p>	<p>Ehe. O.K.</p>	
<p><i>Deborah:</i></p>	<p>and maybe the girl left some water in the floor, on the floor and another girl stepped on it and fell on the floor.</p>	<p>S corrects herself – from 'in' to 'on' – this is very good. 'Fell on the floor' however, is not idiomatic.</p>
<p><i>Interlocutor:</i></p>	<p>Is this the lady who fell?</p>	
<p><i>Deborah:</i></p>	<p>Yes.</p>	
<p><i>Interlocutor:</i></p>	<p>How do you think she felt?</p>	
<p><i>Deborah:</i></p>	<p>She felt on her back.</p>	<p>The S might have misheard the question but the repetition of 'felt' in her reply shows she does not yet know how this verb is used.</p>
<p><i>Interlocutor:</i></p>	<p>O.K.</p>	

<i>Deborah:</i>	And the fifth picture shows there was a man, he was painting and another man was angry and he sent him back at, to home.	Again, S corrects herself 'at, to home' – good.
<i>Interlocutor:</i>	O.K. How would you feel if you were this man in the picture? The same one, when you are sent home?	This is not in the test materials but the Interlocutor needed to elicit more language from the Student.
<i>Deborah:</i>	I felt angry. I will feel angry.	Again, S corrects herself – good – but the tense is still not correct – 'would'.
<i>Interlocutor:</i>	Would you feel angry? Why would you feel angry?	
<i>Deborah:</i>	because I went to do my job and they sent me back home.	First half is unidiomatic but second half of sentence is.
<i>Interlocutor:</i>	O.K. And you Pearl is there a job that you'd like to do in life?	
<i>Pearl:</i>	Emm... I like to be a doctor.	
<i>Interlocutor:</i>	Ehe. Why is that?	
<i>Pearl:</i>	because I like to ex... emm... to see how body, how a body works.	
<i>Interlocutor:</i>	Any other reason why you want to be a doctor?	Intended to elicit some more language but.....
<i>Pearl:</i>	No	Monosyllabic answer.
<i>Interlocutor:</i>	O.K. Do you want to see how a body works Deborah?	
<i>Deborah:</i>	Yes	Monosyllabic answer. More natural to say, 'Yes, I would' or 'Yes, I'd love to'.
<i>Interlocutor:</i>	And what would you like to be when you are older?	
<i>Deborah:</i>	A teacher.	Same as above.
<i>Interlocutor:</i>	O.K. What would you like to teach?	
<i>Deborah:</i>	Maths.	Same as above – telegraphic response.
<i>Interlocutor:</i>	O.K. Thank you very much both of you. That's the end of the test now.	Interlocutor ends test by politely thanking Ss and signalling clearly that the test is over.

2. Mary and Jane

TASK 1 – WARMER – NOT ASSESSED – 1 MINUTE

<i>Interlocutor:</i>	Good morning, Mary. Good morning, Jane.	
<i>M & J:</i>	Good morning.	Ignore this mistake; the Ss were given false names and were not expected to be able to spell them.
<i>Interlocutor:</i>	Erm... can you spell your name for me, please?	
<i>Jane:</i>	G-... G-A-N-E.	
<i>Interlocutor:</i>	Can you spell your name for me, please?	
<i>Mary:</i>	M-A-R-Y.	
<i>Interlocutor:</i>	Thank you. When is your birthday, Mary?	
<i>Mary:</i>	17 th February.	

<i>Interlocutor:</i>	Do you know anyone else born in that month?	
<i>Mary:</i>	Erm... no.	The hesitation, the filler 'erm' is natural.
<i>Interlocutor:</i>	Erm... talk to me about your favourite room in the house.	
<i>Jane:</i>	Erm... in my room because I have... erm... games... and.... and my laptop and my TV and my books.	Notice S is not telegraphic; she links the nouns together.
<i>Interlocutor:</i>	How do you come to school in the morning?	
<i>Mary:</i>	Erm... I come to school by van.	
<i>Interlocutor:</i>	And what do you see on your way to school?	
<i>Mary:</i>	Erm... I see the places in Malta, a lot of cars 'cos the people go to work and a lot of buildings.	
<i>Interlocutor:</i>	Do you see any shops?	
<i>Mary:</i>	A few, yes.	Idiomatic use 'a few'.
<i>Interlocutor:</i>	Erm... what about you? Do you see anything else on your way to school?	
<i>Jane:</i>	Erm... I see sometimes my friends passing by... erm... erm... I see some... some bars and stuff and that's it.	
<i>Interlocutor:</i>	What do you plan to do today after school?	
<i>Jane:</i>	Go home, rest a bit and... erm... have... have lunch and then I'm gonna either go have a... start my homework and do some revision, watch some TV and then eat again dinner and go to bed.	An extended answer – good.
<i>Interlocutor:</i>	Ok. What about you, Mary? What did you do yesterday after school?	
<i>Mary:</i>	Erm... yesterday I had a Maltese private lesson and I studied.	

TASK 2 – INTERVIEW – ASSESSED – 3 MINUTES

<i>Interlocutor:</i>	Ok. Now... erm... I'm going to ask you some more questions. Erm... Jane, what is the weather like today?	
<i>Jane:</i>	Erm... today it's quite sunny... erm... and I like it – it's nice.	Idiomatic use of 'quite'.
<i>Interlocutor:</i>	Do you prefer summer or winter?	
<i>Mary:</i>	Erm... I like both, but if I... I would say summer.	Use of conditional – good.
<i>Interlocutor:</i>	Why?	
<i>Mary:</i>	Because I like... I like wearing summer clothes and most of my wardrobe is summer.	Idiomatic use of 'wardrobe'.
<i>Interlocutor:</i>	Ok. Erm... Jane, tell me about a place that you've been to... perhaps a place you've been to with your family...	
<i>Jane:</i>	Erm... erm... abroad?	
<i>Interlocutor:</i>	Yes, it could be.	
<i>Jane:</i>	Erm... I've been to Italy mostly... erm... it's nice... erm... I've been to America as well... erm... I've been to Spain... that's it.	We don't want a list of countries – that doesn't tell us much about S's ability to speak English, but the next question does.....

<i>Interlocutor:</i>	Erm... tell me about Spain.	
<i>Jane:</i>	Erm... it was really nice there, there were loads of fruit and a lot of groceries and it's really... it has nice weather. It's nice.	Repetition of 'nice' shows some limitation but good use of 'loads of'.
<i>Interlocutor:</i>	Erm... what is your favourite food, Mary?	
<i>Mary:</i>	Erm... I like fruit.	
<i>Interlocutor:</i>	Can you... erm... tell me which are your favourite toppings for a pizza?	
<i>Mary:</i>	Erm... I don't really like pizza.	The Interlocutor thinks of an alternative question that still achieves the aim.
<i>Interlocutor:</i>	Do you eat sandwiches?	
<i>Mary:</i>	Yes.	
<i>Interlocutor:</i>	Erm... what would you fill a sandwich with?	
<i>Mary:</i>	Erm... ham.	
<i>Interlocutor:</i>	Ok. Erm... is there any food that you definitely don't like?	
<i>Mary:</i>	Spinach.	
<i>Interlocutor:</i>	Why?	The prompt 'why' resulted in more language – 'doesn't really taste good'.
<i>Mary:</i>	Because I don't really like... I just think it doesn't really taste good.	
<i>Interlocutor:</i>	Let's talk about school now. Erm... what do you like best about your school?	
<i>Jane:</i>	Erm... the canteen 'cos it's really cool and there are the tables to sit in, I like the teachers – they are very nice teachers and it's a really nice school. I like it.	There's the repetition of 'nice' again, but the use of 'cool' helps the S's performance. Notice mistake 'sit in' instead of 'sit at'.
<i>Interlocutor:</i>	What would you change if you were to change anything about your school?	
<i>Jane:</i>	Erm... wear casual every day.	Unidiomatic combination of 'wear' and 'casual', but still shows knowledge of 'casual'
<i>Interlocutor:</i>	Erm... tell me about your friends.	
<i>Mary:</i>	Erm... I think that they're really... erm... kind and I feel that I can trust them and I think that they care a lot for me.	Good; an extended, correct response.
	What sort of things do you do with your friends?	
<i>Mary:</i>	Erm... I chat with them, I play with them and every day I learn new things about them that I didn't know before.	Good; an extended, correct response.

TASK 3

INVERED INTERVIEW

3 minutes



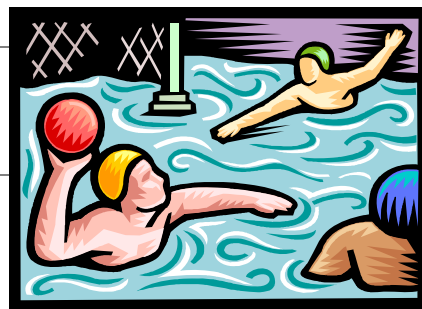
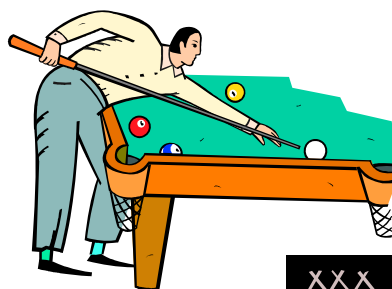
<i>Interlocutor:</i>	Ok. Now it's your turn to ask me questions. I'm going to show you a picture. I want you to take a good look at it. It's a picture I've taken and I know the person in that picture. So, you can ask me anything about him.	
<i>Jane:</i>	What is he really doing?	Ss very quick to start asking questions – formed correctly.
<i>Interlocutor:</i>	He was studying and then he felt tired and had a nap. Your turn, Mary.	Interlocutor invites the other S to ask questions so that both Ss participate.
<i>Mary:</i>	Erm... did he have a break when he was studying?	
<i>Interlocutor:</i>	Yes, and he ate a pizza.	Interlocutor's answers short – good.
<i>Jane:</i>	Erm... was he tired... very tired there?	
<i>Interlocutor:</i>	Yes, because he woke up very early.	
<i>Mary:</i>	Did he have a lot of things during the day to do?	
<i>Interlocutor:</i>	Yes, he had to study his Maths, his English and his History. Would you like to ask about his family?	Subjects list could have been omitted. The following prompt serves the purpose well.
<i>Jane:</i>	Erm... do you think they really care for him? 'Cos if he had a really long day today, they should have given him something to sleep you know... some time to sleep. He looks really tired.	Good extended response from S showing a range of vocabulary and range of tenses.
<i>Interlocutor:</i>	Yes, they're very busy people. His parents are at work.	
<i>Mary:</i>	Erm... does he have a lot of friends?	S asks this unprompted – great when this happens, when not, the Interlocutor suggests as happens with 'hobbies' below.
<i>Interlocutor:</i>	He has some friends but they're all studying for their exams. Erm... would you like to ask about his hobbies?	
<i>Jane:</i>	Erm... he likes... does he... does he really like pizza... like...? He ate all that pizza...?	Notice how S self-corrects: she was going to use a sentence formation then switched to question form but again lapses into sentence form to ask a question.
<i>Interlocutor:</i>	Yes, he did.	Short answer – good.
<i>Mary:</i>	Erm is... erm is he good at computers?	Idiomatic – good.
<i>Interlocutor:</i>	Yes, he uses the computer every day.	
<i>Mary:</i>	To study?	
<i>Interlocutor:</i>	To study, to do his research...	
<i>Jane:</i>	What are one of his hobbies?	

<i>Interlocutor:</i>	He enjoys swimming in summer and football during the winter. He plays football during winter.	
<i>Mary:</i>	Erm...	S not sure what to ask next so Interlocutor prompts.
<i>Interlocutor:</i>	Would you like to ask about the weather... in this picture here?	
<i>Mary:</i>	Is it... erm... sunny outside?	
<i>Interlocutor:</i>	Yes, it is, and it's a very hot day.	
<i>Jane:</i>	Erm... does he have A/C inside? Is it warm... or very hot?	
<i>Interlocutor:</i>	No, he does not have an air conditioner.	
<i>Mary:</i>	Erm... so one of the reasons why he is sleeping is kind of because he is tired.	S takes a real interest in picture and is concerned about the boy.
<i>Interlocutor:</i>	Yes... erm... and as I've said, he's woken up very early.	
<i>Jane:</i>	This is his room?	Wrong question form.

TASK 4

COMPARE AND CONTRAST

3 minutes



<i>Interlocutor:</i>	It's his study. Ok, now we're going to do a different exercise. I'm going to show you two pictures this time. I want you to look at them. Tell me, Mary, how are they different? How are these two pictures different?	
<i>Mary:</i>	Erm... the one at the bottom is people playing in the water and there are a lot, and the one on top there is only one person and she is playing a different game and not in the water.	Good vocabulary – 'bottom one'
<i>Interlocutor:</i>	Erm... Jane, how are they similar?	
<i>Jane:</i>	They are similar 'cos they are both sports and they are like... this is more sporty in the water and that's more sporty in the winter... kind of.	
<i>Interlocutor:</i>	Ok. Erm... where is the first sport practised?	
<i>Mary:</i>	Excuse me?	Good knowledge of repair language.

<i>Interlocutor:</i>	Where is the first sport practised?	Interlocutor senses that the question is not clear but the help given is too much and it is the Interlocutor who is producing the vocabulary not the S.
<i>Mary:</i>	Erm...	
<i>Interlocutor:</i>	Do you think it's practiced outside... or... or inside?	
<i>Mary:</i>	What do you mean?	
<i>Interlocutor:</i>	Erm... is it an indoor sport?	
<i>Mary:</i>	Erm... indoor but it can be played outside as well.	
<i>Interlocutor:</i>	Ok. And what about the second one?	
<i>Jane:</i>	Erm... the second one is more summer... erm... it's very erm... hard to play erm... polo in the water, 'cos... 'cos erm... in water then it's cold and they might have to and they might have to jump out of the water... up... and...	Quite a bit of hesitation, not fluent, and not idiomatic use of 'is more summer'.
<i>Interlocutor:</i>	Ok. In which of the two sports is it more possible to get hurt, Mary?	
<i>Mary:</i>	Erm... I think it's more possible to get hurt in the bottom sport.	The S has avoided saying 'water polo' because she probably does not know it, and says 'the bottom sport' instead.
<i>Interlocutor:</i>	Why?	
<i>Mary:</i>	Because... erm... they are playing in the water and so things can happen...	
<i>Interlocutor:</i>	Such as?	Good prompt to encourage more language.
<i>Mary:</i>	Erm... the... it seems there is a ball in the picture. Somebody can hit it at someone, but as well maybe they can drown if they do not know how to swim.	Quite good, fluent. Assessor should ignore the fact that someone who can't swim would not be playing water polo – what we are after is language not general knowledge.
<i>Interlocutor:</i>	Ok. Jane... erm... can you describe another sport that is dangerous?	
<i>Jane:</i>	Erm... erm... rugby because they stay jumping on each other and it's quite rough.	Notice the 'stay jumping' which is unidiomatic but S was able to mention a sport and used 'rough'.
<i>Interlocutor:</i>	Ok... erm... what sort of sport do you wish to practice, Mary?	
<i>Mary:</i>	I like... I would like to practice running... because... erm... I like it, I think it's fun and I think that I'm good at it.	Good. Correct and fluent.
<i>Interlocutor:</i>	What about you, Jane?	
<i>Jane:</i>	I would like to practice tennis 'cos it's fun and you jump around and it's suitable.... you know.	Has she copied the other student? Maybe. It's best to ask a different question like 'Which sport would you NOT practise?'
<i>Interlocutor:</i>	Ok, thank you. That's the end of the test.	Interlocutor thanks Ss politely and signals clearly that the test is over.
M & J:	Thank you.	

3. Stephanie u Miguel

TAĦRIĠ 1 – IT-THEJJIJA – MHUX ASSESSJATA - MINUTA

<i>L-interlokutor:</i>	Stephanie, Miguel ... kif inti Stephanie?	
<i>Stephanie:</i>	Tajba.	
<i>L-interlokutor:</i>	U inti Miguel?	
<i>Miguel:</i>	Tajjed grazzi.	
<i>L-interlokutor:</i>	Emm .. narak daqsxejn ... għalfejn tħossok tajba? ... Eh ... isa ... (<i>Stephanie ma twegibx imma tagħmel espressjoni ta' tbissima imma li ma tafx tesprimiha</i>) (<i>lil Miguel</i>) Inti kalm, orrajt, rilassat? (<i>lil Stephanie</i>) Stephanie, għidli daqsxejn x'għamilt ilbieraħ.	
<i>Stephanie:</i>	Emm, lgħabt ma' sħabi, kilt, emm ... rajt it-television, qgħadt fuq il-kompjuter, boq, irqadt (<i>kelma indistinta</i>).	<i>L-uzu tal-kelma 'boq' huwa barra minn postu f'dal kuntest.</i>
<i>L-interlokutor:</i>	(<i>Lil Miguel</i>) X'hin tispiċċa minn hawn ... għandek ideja x'se tagħmel?	
<i>Miguel:</i>	Ma nafx.	
<i>L-interlokutor:</i>	Imma ġeneralment x'tagħmel issa kif tmur d-dar?	<i>L-interlokutor bidel id-domanda għal wahda generali biex l-istudent isib x'għid.</i>
<i>Miguel:</i>	Noqgħod nilgħab naqra wii forsi ...	
<i>L-interlokutor:</i>	Ehe ... aktar ... kemm hin, kemm se ddum tilgħab?	
<i>Miguel:</i>	Forsi tlett kwarti ...	
<i>L-interlokutor:</i>	Għandek ħsieb toħroġ jew hekk?	
<i>Miguel:</i>	Le.	<i>It-twegibiet xotti ta' Miguel juru kemm hi importanti din it-thejija.</i>
<i>L-interlokutor:</i>	Stephanie, għandek kamra favorita tiegħek partikolari d-dar?	
<i>Stephanie:</i>	Il-kamra tiegħi.	
<i>L-interlokutor:</i>	Għaliex?	
<i>Stephanie:</i>	Għax fejn norqod!	
<i>L-interlokutor:</i>	Għax fejn torqod imma hemm xi haġa partikolari li din veru tħossok komda fiha?	<i>Nipprovaw nevitaw din ir-repetizzjoni ta' dak li jkun għadu kif qal l-istudent: din hija Prattika li tiġi mid-drawwiet tal-klassi. Waqt it-test l-Interlokutor irid jibza' għall-hin.</i>
<i>Stephanie:</i>	Le, ma nafx.	
<i>L-interlokutor:</i>	Meta tagħlaq sninek, Miguel?	
<i>Miguel:</i>	Fi Frar, twenty fourth	<i>Il-codeswitch fejn jidhru n-numri se tkun komuni ħafna. Ukoll, Miguel jesprimi d-data f'mod daqsxejn stramb.</i>
<i>L-interlokutor:</i>	Fl-erbgha u ghoxrin ta' Frar. Taf lil xi hadd ieħor li	<i>L-Interlokutor qed jagħmilha ta' għalliem billi</i>

	jaghlaq žmienu fl-istess xahar bhalek?	<i>ikkorega – nevitawha din.</i>
<i>Miguel :</i>	Le, lil hadd ma naf.	<i>Miguel jibqa' jirrispondi fix-xott.</i>

<i>L-interlokutur:</i>	Ma tafx. (<i>lil Stephanie</i>) Emm Stephanie, għid... kellimni fuq it temp li qed jagħmel illum.	
<i>Stephanie:</i>	Ġurnata sabiha, bix-xemx, mhux imsaħħab	<i>Stephanie fil-fatt tiftaħfit-twegiba imma forsi tista' tgħaqqad ahjar minflok tpoġġi frażijiet flimkien.</i>
<i>L-interlokutur:</i>	... Mhux imsaħħba ... It-temp: x'tippreferi s-sajf jew ix-xitwa, Miguel?	
<i>Miguel:</i>	Aktar is-sajf għax ma jkollix skola u nkun nista' ngħum.	<i>Miguel jagħti twegiba bit-tishih tar-raġuni għaliex.</i>
<i>L-interlokutur:</i>	Ma jkollokx skola u tkun tista' ... ehe. Emm ... fis-sajf kif tqattgħu il-hin .?	<i>Ripetizzjoni li ahjar nevitaw.</i>
<i>Miguel:</i>	Ngħumu, immur għand in-nanna, ... insuq ir-rotta ...	
<i>L-interlokutur:</i>	U ... u inti Stephanie għandek xi passatemp li tista' tkellimna ftit fuqu?	
<i>Stephanie:</i>	Ngħum ...	
<i>L-interlokutur:</i>	Tgħum ... iżda ... kompli kompli	<i>Hawnhekk l-interlokutur qata' d-diskors ta' Stephanie għax din kienet biss qed taħseb kif tkompli.</i>
<i>Stephanie:</i>	Nilgħab ma' sħabi, noħroġ il-bandli, boq ma nafx aktar.	<i>Terġa' l-użu ta' « boq »</i>
<i>L-interlokutur:</i>	U li kieku kellek taqbad xi passatemp iehor għandek ideja x'taqbad?	
<i>Stephanie:</i>	(Pawza) Il-ganutell.	
<i>L-interlokutur:</i>	Il-ganutell ! ... Għaliex?	<i>"Għaliex?" tiftaħ id-diskors.</i>
<i>Stephanie:</i>	Għax joghgbuni hafna affarijiet bħal dawn	
<i>L-interlokutur:</i>	Għax joghgbuk l-affarijiet li jagħmlu ...	

TAĦRIĠ 2 – L-INTERVISTA

<i>L-interlokutur:</i>	Ara, ejja nitkellmu daqsxejn fuq ... fuq l-isport, tajjeb ? (<i>Lil Stephanie</i>) Inti semmejt li thobb tgħum, hux veru? U inti ? (<i>Lil Miguel</i>)	
<i>Miguel :</i>	Inħobb nilgħab il-football	
<i>L-interlokutur:</i>	Inti tilgħab il-football ... emm ... fit-tim tal-football, għidli... immaġina qisni jiena ma naf xejn fuq il-football ... għidli xi haġa dwaru l-logħba tal-football.	<i>Irridu noqogħdu attenti aħna wkoll għall-grammatika tagħna.</i>
<i>Miguel :</i>	Trid tkun eleven players u trid tipprova tilgħab biex tirbaħ ...	<i>Miguel jibda tajjeb imma ma jkomplix jiddeskrivi l-logħba sew. Ninnutaw il-codeswitch: "eleven".</i>
<i>L-interlokutur:</i>	Ehe ... u x'jigri jgħifieri fil-logħba? Min jilgħab? Min jirbaħ?	
<i>Miguel :</i>	Min jirbah ikun rebah.	<i>Miguel ma jifhimx. Imma t-tort jista' jkun tal-interlokutur li minflok jistaqsi mistoqsija waħda qiegħed iwaddab waħda fuq waħda. Qiegħed ukoll jitbiegħed mill-iscript.</i>

<i>L-interlokutur:</i>	Imma jieħdu xi ħaġa magħhom ... per eżempju ... u jilbsu ...	<i>L-interlokutur minflok jiċċara jaqbad linja oħra.</i>
<i>Miguel :</i>	Jekk ikun tournament jieħdu xi medalja jew xi tazza.	<i>Miguel ma jkunx attent għall-ħjiel li qed jingħata, għalkemm dan il-ħjiel seta' kien vag.</i>
<i>L-interlokutur:</i>	Orrajt. Inti (<i>Lil Stephanie</i>) tgħum biex tgħum, biss? Ġieli ħsibt li tgħum bħala sport?	
<i>Stephanie:</i>	Le.	
<i>L-interlokutur:</i>	Le? Assolutament jiġifieri taqta' qalbek minnha l-ħaġa? Ma tinteressax? Hemm xi sport ieħor? Sport imma, li kieku kellek tagħzel tagħzel lilu?	<i>L-istess osservazzjoni: ħafna mistoqsijiet f'xulxin li ma jgħinix lit-tifla taħseb. Fil-fatt, it-tifla kienet qed tikkomunika b'għajnejha (non-verbali) għal kull mistoqsija, imma dan, għall-iskop tat-test, ma jiswiena xejn. Jekk nistaqsu mistoqsija nistennew it-twegiba: hawnhekk għandna ħames mistoqsijiet wara xulxin u Stephanie se twieġeb biss l-aħħar waħda.</i>
<i>Stephanie:</i>	It-tennis.	
<i>L-interlokutur:</i>	Kieku tagħzel it-tennis. Għaliex?	<i>Nistghu nevitaw nirrepetu r-risposti tal-istudenti.</i>
<i>Stephanie:</i>	Buqq! Ma nafx.	<i>"Buqq"- kelma informali wisq ghas-sitwazzjoni.</i>
<i>L-interlokutur:</i>	Għax għandek grazzja miegħu, ma' l-isport biss hekk? U inti Miguel?	
<i>Miguel:</i>	Jien kieku swimming nagħzel għax inħobb ngħum ħafna.	<i>Codeswitch. It-tifel jaf żgur il-kelma "L-għawm".</i>
<i>L-interlokutur:</i>	Int tagħzel swimming. Imma swimming sempliċiment tmur il-baħar jew tgħum bħala sport?	<i>L-interlokutur ikompli bil-codeswitch.</i>
<i>Miguel:</i>	Ngħum bħala sports.	
<i>L-interlokutur:</i>	Tgħum bħala sport. Eija nitkellmu daqsxejn fuq l-isport, fuq l-edukazzjoni. (<i>Lil Stephanie</i>) Mill-ġurnata tiegħek ġewwa l-iskola x'tieħu pjaċir tagħmel?	<i>Tinbidel it-tema.</i>
<i>Stephanie:</i>	Bħalissa qed nagħmel ħaf... il-crafts, qed nagħmlu ħafna crafts, u meta nagħmlu l-lesson tal-maths.	<i>Filwaqt illi l-kelma "crafts" forsi hija l-unika li nużaw fil-verita fl-iskola, il-kelma « maths » setgħet ġiet evitata u nużat "Il-matematika".</i>
<i>L-interlokutur:</i>	Jiġifieri jogħġbok il-maths partikolarment. Inti Miguel, x'tgħidli?	<i>L-interlokutur ukoll ikompli bil-kelma « maths ».</i>
<i>Stephanie:</i>	Eee ... inħobb ir-religion ...	<i>Codeswitch.</i>
<i>L-interlokutur:</i>	Ehe ... jiġifieri għidli maths u qed tagħmel ħafna crafts ... x'ma jogħġbokx, x'ma tiħux pjaċir tagħmel?	<i>F'dan il-każ, iż-żewġ mistoqsijiet wara xulxin huma sinonimi, mhux bħall-każ li semmejna aktar 'il fuq. Imma f'sens ieħor irridu nibzġu għall-ħin.</i>
<i>Stephanie:</i>	Is-social studies.	<i>Codeswitch.</i>
<i>L-interlokutur:</i>	Ma jogħġbokx is-social studies. Għaliex?	<i>L-istess kumment fuq il-codeswitch.</i>
<i>Stephanie:</i>	Għax diffiċli.	
<i>L-interlokutur:</i>	Għax tħossu diffiċli. ... Miguel?	<i>Kien hemm opportunita' li Stephanie tintalab</i>

		<i>tispjega ruħha.</i>
<i>Miguel:</i>	Jien ma jogħgobnix il-maths ghax thaddem ħafna rasek.	
<i>L-interlokutur:</i>	Ma jogħgbokx il-maths ghax ...?	<i>Ripetizzjoni li fl-aħħar mill-aħħar tidher li saret għalxejn.</i>
<i>Miguel:</i>	Ghax il-hin kollu trid toqgħod taħseb.	
<i>L-interlokutur:</i>	Ghax trid toqgħod taħseb ... imma allura fis-suġġetti l-oħra ma taħsibx li trid taħseb?	<i>Uhud mid-domandi tal-Interlokutur mhumieq mnizzla fil-karta tal-ezami. Noqogħdu attenti li din ma tigrix b'mod eccessiv.</i>
<i>Miguel:</i>	Imma mhux daqs kemm taħseb fil-maths.	
<i>L-interlokutur:</i>	Orrajt. OK. Stephanie, fil-klassi kif tħossok li tmur ma' shabek inti?	
<i>Stephanie:</i>	Tajjeb.	
<i>L-interlokutur:</i>	Tajjeb ... emm ...taħseb li ideja tajba li meta tkun fil-klassi taħdem ma' haddieħor jew tippreferi taħdem waħdek?	
<i>Stephanie:</i>	Le, naħseb ma' haddieħor tkun aħjar.	
<i>L-interlokutur:</i>	Inti, Miguel, x'tgħidli fuq din l-istess ħaġa? Kif taraha din?	<i>Id-domandi għandhom ikunu differenti għaz-zewg student nkella jirrepetu lil xulxin. Għalhekk tajjeb inzommu mal-mistoqsijiet fil-karta tal-ezami.</i>
<i>Miguel:</i>	Aħjar ma haddieħor ghax tkun ... titgħallem teamwork.	<i>It-tifel imdorri jisma' din il-kelma u ma jużax xi ħaġa bħal "taħdem ma' haddieħor"</i>
<i>L-interlokutur:</i>	Inti tippreferi wkoll taħdem ma' haddieħor. Gieli mortu xi skola oħra?	
<i>Miguel:</i>	Ehe.	
<i>L-interlokutur:</i>	Stephanie?	
<i>Stephanie:</i>	Morna naraw l-skola tal-penfriends.	<i>Din il-kelma aktarx ma titqiesx bħala codeswitch.</i>
<i>L-interlokutur:</i>	Mortu taraw skola ta' penfriends. Laqtitkom xi ħaġa? Inti mort ukoll Miguel?	
<i>Miguel:</i>	Iva.	
<i>L-interlokutur:</i>	X'laqtek fiha din l-iskola?	
<i>Miguel:</i>	Kbira ħafna.	
<i>L-interlokutur:</i>	Laqtitek ghax kbira ... ehe ... x'kien hemm iktar?	<i>Għal darb'ohra, l-Interlokutur jirrepeti dak li qalet l-istudenta. Nevitawha din.</i>
<i>Miguel:</i>	Ħafna klassijiet.	<i>Miguel jibqa' jwieġeb, imma fix-xott.</i>
<i>L-interlokutur:</i>	Ehe ... Stephanie, kieku kellek tibdel xi ħaġa minn dan li għandek hawnhekk fl-iskola, x'tibdel?	
<i>Stephanie:</i>	Ma nafx.	
<i>L-interlokutur:</i>	Ma tafx ... ma tafx ghax ma tibdilx jew ghax ma tiġikx f'moħħok ideja?	
<i>Stephanie:</i>	Ghax ma nibdilx.	
<i>L-interlokutur:</i>	Ghax ma tibdel xejn minnha kif inhi.	
	<i>(Lil Miguel)</i> Kieku kelli ngħidlek ... kieku kellek inti bħala job taqbad taħdem tgħallem kif tolqtoq din ... dan ix-xogħol? Togħgbok ix-xogħol?	<i>Is-sintassi tal-interlokutur tista' tkun diretta aktar. Ninnutaw il-codeswitch li seta' jiġi evitat (« job ») u l-iżball grammatikali.</i>

<i>Miguel:</i>	Le ma jogħgobnix.	
<i>L-interlokutur:</i>	Ma jogħgbokx għaliex?	
<i>Miguel:</i>	Għax ma tantx nieħu pjaċir eżempju noqgħod ngħallem u hekk, aktar nieħu pjaċir nitgħallem minn ngħallem.	<i>F'okkażjoni rari li Miguel itawwal is-sentenza, ninnutaw li hemm x'itejjeb: l-użu ta' "eżempju" minflok "per eżempju" (jew "ngħidu aħna"), l-użu ta' "u hekk".</i>
<i>L-interlokutur:</i>	U inti, Stephanie?	
<i>Stephanie:</i>	Nieħu gost naħseb.	
<i>L-interlokutur:</i>	Taħseb illi kieku toghgbok?	

TAHRIĠ 3 – L-ISTAMPA DWAR TEMA

[dan it-tahriġ inbidel kemmxejn biex ikun jiftiehem ahjar mill-istudenti. Ara pagni ohrajn fejn tajna eżempji.]

<i>L-interlokutor:</i>	Ara, ha nurikom stampa jiena ... nixtieqkom din tharsu lejha ... stampa centrali u mbagħad hemm hafna affarijiet ohra. Issa li rrid mingħandkom huwa li se nipprovaw nitkellmu fuq l-oġġetti ... jiġifieri tgħidli, isma' dana iva dana le, dan għandek bżonnu, sewwa. Mela, qegħdin nitkellmu fuq rigal tal-Milied, sewwa?	<i>Minkejja li l-ispeġja tidher twila, fil-fatt Stephanie ma tifhimx. Jista' jkun li għax l-ewwel darba li qed tagħmel dan it-tahriġ, jista' jkun li ma kienet tilfet il-koncentrazzjoni ... imma jista' jkun ukoll illi t-tifla kienet aljenata thares lejn l-istampi. Tajjeb ukoll li l-Interlokutor izomm mal-istruzzjonijiet fil-karta tal-oral ghax dawn huma cari.</i>
<i>L-interlokutor:</i>	Stephanie inti kieku x'thoss li huwa utli u għandek bżonn minn dawn l-affarijiet? Semmili oġġett u tkellem fuqu u mbagħad ngħaddu għand Miguel.	
<i>Stephanie:</i>	Nahseb il-Christmas Tree jien.	
<i>L-interlokutor:</i>	Emm ... kif torbot il-Christmas tree biex tagħmel ir-rigal?	
<i>Stephanie:</i>	Emm ... ma nafx ...	
<i>L-interlokutor:</i>	Qed nitkellmu fuq li tgeżwru, li tagħmlu.	
<i>Stephanie:</i>	Imma l-Christmas Tree xi haġa tal-Milied, għandha x'taqsam mal-Milied. Hafna nies jużawha biex ižejnu d-dar tagħhom	<i>Uzu tal-Ingiliz.</i>
<i>L-interlokutor:</i>	Miguel, mill-oġġetti li hemm għidli ... dan iva ... dan le ... Ha nagħtik eżempju. Miguel, din il-haġa hija importanti għal rigal tal-Milied? Tassoċjaha?	<i>L-interlokutor idur fuq Miguel biex ma jhallihx jistenna imma wkoll biex Stephanie jkollha spjega mit-tweġiba ta' Miguel.</i>
<i>Miguel:</i>	Ija.	<i>Suppost iwieġeb "iva"</i>
<i>L-interlokutor:</i>	Qed tinduna x'inhija ... qed tagħrafha x'inhija?	
<i>Miguel:</i>	Žigella.	<i>It-tifel ma jafx il-kelma sew.</i>
<i>L-interlokutor:</i>	Huwa ċ-ċoff taż-żigarella ... ehe, x'tahseb?	
<i>Miguel:</i>	Le mhux ... (pawża) ... mhux ... għax hemm waħda diġa.	<i>Hawnhekk nindunaw illi lanqas Miguel ma fehem sew x'qed jiġi mitlub minnu: it-tifel qed jara l-istampa tal-oġġett lest u mhux qed jaħseb fil-process involut imma fil-prodott finali. Fil-fatt kienu ġew preparati żewġ tipi ta' mudelli għal dan it-tahriġ: mudell li jinvolvi "process" (bħal dan) u mudell li jinvolvi sitwazzjoni (familja qegħdin hdejn il-baħar).</i>
<i>L-interlokutor:</i>	Orrajt, imma inti u tagħmel rigal tal-Milied tahseb li hi haġa li hija bżonnjuża?	
<i>Miguel:</i>	Iva.	<i>Din id-darba t-tifel jippronunzja sew.</i>
<i>L-interlokutor:</i>	Iva, orrajt.	
	Issa Stephanie, tini oġġett inti.	
<i>Stephanie:</i>	Emm ... nahseb l-imqass ... għax ...	
<i>L-interlokutor:</i>	L-imqass għaliex?	
<i>Stephanie:</i>	Għax biex tirrappja l-present irid ikollok imqass.	<i>Žgur li wieħed jista' jargumenta li "tirrappja" hija l-</i>

		<i>kelma li qed tintuża fil-Malti kurrenti imma teżisti l-kelma “tgeżwer”. Kieku t-tifla għażlet din ta’ l-aħħar kienet tkun qed turi użu aħjar ta’ vokabularju. Il-kelma “present” ma jmisshix intużat.: dan il-codeswitch żgur irid jiġi penalizzat.</i>
<i>L-interlokutor:</i>	Ikollok imqass.	
<i>Stephanie:</i>	Ir-riga forsi ...	
<i>L-interlokutor:</i>	Ir-riga ... emm .. f’liema sens? Spjegali.	
<i>Stephanie:</i>	(Pawża twila) Ma nafx.	
<i>L-interlokutor:</i>	Għaliex gietek f’moħħok ir-riga ... kif ir-riga?	
<i>Stephanie:</i>	Biex forsi tkejjel?	
<i>L-interlokutor:</i>	Biex forsi tkejjel ... Stephanie ħa naqbad oġġett jiena ... dan, per eżempju, (juri d-deterġent) ... taħseb li huwa ...	
<i>Stephanie:</i>	Ma naħsibx li huwa utli biex tirrappja present għax biex taħsel il-ħwejjegħ.	<i>Filwaqt li s-sentenza hija tajba mhix perfetta. Suppost intuża pronom (“dak”).</i>
<i>L-interlokutor:</i>	Emm Miguel, ha nissuġġerilek xi ħaġa oħra. Dan l-oġġett ... taħseb li hu importanti? (juri t-tape)	
<i>Miguel:</i>	Tajjeb, biex tagħlaq ir-wrapping.	<i>Miguel juri li fehem. Il-kelma « wrapping » hija codeswitch.</i>
<i>L-interlokutor:</i>	Orrajt, orrajt, ok, tajjeb ħafna. Stephanie ħa nerga’ nissuġġerilek oġġett u rridek taħseb ... dan (juri spanner)	<i>Nevitaw li ngħidu “tajjeb ħafna”. Dan huwa rifless naturali ta’ għalliem imma hawnhekk mhux il-mument li nagħtu feedback.</i>
<i>Stephanie:</i>	Ma naħsibx li huwa tajjeb biex tirrappja l-prezent għax xi ħaġa tal-għodda!	<i>Stephanie terġa’ tibni sentenza imma bl-istess struttura difettuża: “DAK huwa xi ħaġa tal-għodda!”</i>
<i>L-interlokutor:</i>	Ehe, x’inhuwa dak propju?	
<i>Stephanie:</i>	Emm, ma nafx.	
<i>L-interlokutor:</i>	U iva all right, imma għalfejn nużawh?	
<i>Stephanie:</i>	Biex tirranġa xi ħaġa fil-karozza.	
<i>L-interlokutor:</i>	Biex tirranġa xi ħaġa fil-karozza. (Lil Miguel) Miguel, qed emm ... nara lil dan l-oġġett jiena (juri l-karta tat-tgeżwir tar-rigali)... huwa ħafna tipi ta’ ...	
<i>Miguel:</i>	Files.	<i>Miguel jaħseb li l-karti kuluriti tat-tgeżwir tar-rigali huma files.</i>
<i>L-interlokutor:</i>	Ehe ... emm le, mhuwiex. Stephanie tista’ tgħinna f’it inti?	
<i>Stephanie:</i>	Emm ... jiena naħseb li dik hija wrapping paper u għandek bżonnha biex tagħmel ir-rigal.	<i>Issa Stephanie tuża l-kelma “rigal”, imma ma tużax « karti biex tgeżwer »</i>
<i>L-interlokutor:</i>	Taqbel inti Miguel ?	
<i>Miguel:</i>	Iva.	
<i>L-interlokutor:</i>	Aghżilli oġġett li ma għandek bżonnu assolutament xejn.	
<i>Miguel:</i>	It-te.	
<i>L-interlokutor:</i>	Għaliex ?	
<i>Miguel:</i>	It-te jieħdu (ma jintfehemx)	
<i>L-interlokutor:</i>	Orrajt. (Lil Stephanie) Tista’ tagħzel oġġett illi forsi issib	

	użu għalih li ma semmejtux jiena.	
Stephanie:	Użu biex tirrappja l-present ?	
L-interlokutor:	Ehe, li huwa utli.	
Stephanie:	Emm ... naħseb il-basket għax il-persuna mhux ha ttiha l-present hekk ... ittihula f'basket hu ?	
L-interlokutor:	Eee ... ittihula tpoġġih f'basket.	
L-interlokutor:	Emm ... ha nispiċċaw Miguel ... emm ... dan l-oġġett taħseb li huwa importanti? (<i>juri l-ġobon</i>)	
Miguel:	Biex tieklu tajjeb.	<i>Miguel ma jweġibx għal dak li hu mistoqsi.</i>
L-interlokutor:	Biex tieklu tajjeb ... imma ma' dak li qed nagħmlu bħalissa ?	
Miguel:	Le.	
L-interlokutor:	Le. Għaliex ? Naf li forsi tinstema ħafifa. Għaliex imma ? Għidli.	
Miguel:	Għax ... għax il-ġobon mhux tajjeb għal present.	<i>Miguel jispjega b'uzu barra minn postu tal-kelma « tajjeb ». « Il-ġobon ma għandux x'jaqsam mar-rigal. » jew « Il-ġobon ma għandekx bżonnu ... »</i>
L-interlokutor:	Orrajt, ok.	
L-interlokutor:	Issa ħa nagħtikom stampi illi minnhom nixtieq jiena illi noħroġ storja ... Sewwa ? ... Harsu daqsxejn lejhom ... (<i>pawża</i>) Sewwa? Min jixtieq jibda? Tista' tibdiha Miguel?	<i>Meta kienu qed isiru dawn l-orali, bdiet tingħata storja waħda liż-żewġ kandidati. Il-mudell inbidel, u ttiehdet deċiżjoni li l-istudenti ma jaħdmux it-tnejn fuq l-istess sensiela ta' stampi.</i>
Miguel:	Emm ... dan. (<i>mhux ċar</i>)	
L-interlokutor:	Emm le. Ibda minn din l-istampa ħalli nipprovaw ngħaddu l-istorja ... u nipprovaw nibnuha l-istorja. Qieghed taraha qisek quddiem għajnejk l-istorja Miguel?	<i>Għalkemm ma jinftehemx, minn kliem l-interlokutor nindunaw li Miguel kien ikkumenta fuq xi ħaġa li kienet aktar 'il quddiem fir-rakkont.</i>
Miguel::	Iva.	
L-interlokutor:	Orrajt, ibdihieli.	
Miguel:	Emm ... xi hadd se jsiefer, qed jipprepara l-bagalji u l-ħwejjeg ... ġo fihom.	<i>Ir-rakkont joħroġ batut ħafna. Kemm fejn għandu x'jaqsam id-dettal (« xi hadd »), kif ukoll bħala teknika u bħala lingwa.</i>
L-interlokutor:	Kompli Stephanie.	
Stephanie:	Emm ... ipplanaw li jmorru post fejn il-baħar ... għax hawnhekk fl-istampi qed juruna li ħadu affarijiet tal-baħar ...	
L-interlokutor:	U mbagħad Miguel x'gara?	
Miguel:	Marru bħala familja ... għax erbgħa ...	<i>Ir-rakkont huwa żlugat u ġej bl-iskossi.</i>
L-interlokutor:	Iva, ok.	
Miguel:	U siefru bl-ajruplan.	
L-interlokutor:	Tajjeb, ok.	
L-interlokutor:	Stephanie, x'ittini? Tista' tgħidli daqsxejn iktar dwar il-mawra bl-ajruplan?	

<i>Stephanie:</i>	Marru post ... emm ... trid tivvjaġġja bl-ajruplan bilfors ma tistax ... per eżempju ahna biex immorru Għawdex ma għandniex bżonn ajruplan.	<i>Stephanie titlaq mill-istil tar-rakkont u tidhol fl-argumentattiv.</i>
<i>L-interlokutur:</i>	Imma qed ngħidu storja jiġifieri tini fatti wara xulxin inkompli nirrakkontawha. Jiġifieri per eżempju ġurnata minnhom x'għamlu? Ġabru l-affarijiet u ... ?	<i>L-interlokutur jinduna li l-istorja sejra ħażin u jerga' jdur lejn il-bidu. Meta t-tfal jingħataw hjiel li nassoċjawh mal-bidu ta' storja (« Darba / Ġurnata minnhom / ... ») imorru aħjar kif jidher hawn taħt.</i>
<i>Stephanie:</i>	U siefru ...	
	U siefru ... marru l-airport biex jaqdbu l-ajruplan. U mbagħad waslu d-destinazzjoni li xtaqu jmorru ...	
<i>L-interlokutur:</i>	Tajjeb. Komplu Miguel.	<i>Nevitaw li ngħidu "Tajjeb". Forsi jekk ngħidu "Sewwa", ma għandniex l-istess sens ta' evalwazzjoni imma tisser « Iva » jew (terġa' aħjar minn "sewwa") nużaw "mela".</i>
<i>Miguel:</i>	U minn hemmhekk marru l-baħar, qagħdu fuq ir-ramel jilagħbu.	<i>Issa anke Miguel qed jagħti l-istil tar-rakkont.</i>
<i>L-interlokutur:</i>	Ehe, emm ... ipprova aghlaqha l-istorja Stephanie.	
<i>Stephanie:</i>	Nahseb li ħadu gost.	
<i>L-interlokutur:</i>	Ehe ... fost affarijiet oħra ... biex ħadu gost?	
<i>Stephanie:</i>	Għax kien hemm ... qagħdu jgħumu ...?	
<i>L-interlokutur:</i>	Tahseb inzerat temp sabiħ?	
<i>Stephanie:</i>	Ehe.	
<i>L-interlokutur:</i>	Ok, grazzi.	<i>Egħluq aħjar ikun "Mela hekk spiċċajna t-test. Grazzi"</i>

3. Jane u Mary

TAHRIĠ 1 – IT-THEJJIJA – MHUX ASSESSJATA - MINUTA

<i>Interlokutur:</i>	Ha nibdew, Mary u Jane. Ser nibdew dan it-test... test qasir ħafna, ser nitkellmu bil-Malti, se nsaqsihom xi mistoqsijiet zgħar, ser nurikom xi stampi u nitkellmu flimkien. Sewwa? Mela... Jane, kif inti llum?	Introduzzjoni kemmxejn twila għax l-istudenti ma kienux familjari ma' dawn it-testijiet.
<i>Jane:</i>	Tajba.	
<i>Interlokutur:</i>	U għaliex tħossok tajba? Gara xi ħaġa? ... hekk...?	
<i>Jane:</i>	Għax il-lum jum xemxi ħafna u nħobb is-Sajf.	Twegiba sħiħa u rilevanti.
<i>Interlokutur:</i>	Tajjeb. Erm... u inti, Mary, kif inti llum?	


Mary:	Tajjeb grazzi. Tajjeb ħafna.	
Interlokutur:	U għaliex?	
Mary:	Erm... għax... erm... għax qed immur tajjeb ħafna fl-iskola...	L-ezittazzjoni hija naturali. Uzu idjomatiku 'imur tajjeb'.
Interlokutur:	Ehe...	
Mary:	Il-lum... u llum ħarġet ġurnata sabiħa u ser noqogħdu nilagħbu wkoll.	Uzu idjomatiku ta' 'ħarġet ġurnata'.
Interlokutur:	Ehe... X'beħsiebek tagħmel il-lum wara l-iskola, Jane?	
Jane:	Meta mmur id-dar ninħasel, immur nistrieħ f'it, u mbagħad nibda x-xogħol tiegħi tal-iskola, u mbagħad forsi nirvedu f'it.	Diskors mexxej, vokabolarju tajjeb. Risposta dettaljata.
Interlokutur:	U inti, Mary, kif tasal l-iskola ġeneralment filgħodu?	
Mary:	Jien nasal l-iskola mal-mummy... twassalni l-mummy, imbagħad twassal lil oħti ż-żgħira u tmur għax-xogħol.	Setgħet uzat 'ommi' jew 'il-mama'.
Interlokutur:	Tajjeb... issa erm... ħa nkomplu nitkellmu f'it fuq l-iskola. Ok? Inti, Jane, x'hin tqum ġeneralment għall-iskola?	
Jane:	Is-soltu nqum fis-fis-sitta w nofs.	
Interlokutur:	Ehe... u inti?	
Mary:	Bħalha... fis-sitta u nofs.	Ir-repetizzjoni tal-Interlokutur – 'Fis-sitta w nofs' - aħjar ma ssirx.
Interlokutur:	Fis-sitta w nofs. U fi x'hin tibda l-iskola?	
Jane:	Fit-tmienja, t-tmienja u nofs.	
Interlokutur:	Ehe. Għandek tul għall-iskola inti, biex tiġi mid-dar għal hawnhekk?	
Mary:	Le. Nasal hawnhekk f'għaxar minuti, kwarta...	Malti idjomatiku – tajjeb.
Interlokutur:	Inti, Jane, x'tagħmel qabel l-iskola?	
Jane:	Erm... indur f'it biex inqum, imbagħad ninħasel, nilbes għall-iskola, niċċekkja kolloxx... niċċekkja li għandi kolloxx lest u niehu kolazzjoni u mmur lejn l-iskola.	Id-diskors huwa magħqud u estiż. L-istudenta uzat il-kelma 'kolazzjon' – tajjeb ħafna - minflok 'breakfast'.
Interlokutur:	Tajjeb. U inti, Mary, xi ġgħib miegħek għall-ħin tal-brejk?	Nevitaw li nagħtu gudizzju – aħjar nuzaw 'mela'.
Mary:	Erm... ingħib ħobż, xi ħaġa żgħira taċ-ċikkulata u ngħib ilma.	L-uzu ta' 'xi ħaġa żgħira' huwa idjomatiku.
Interlokutur:	Aha... ok. Jogħġbok il-ħin tal-brejk, inti, Jane?	
Jane:	Iva.	
Interlokutur:	Għaliex?	Jekk ma nistaqsux 'għaliex' ħafna student jixxottaw.

Jane:	Għax irridu brejk żgħir mill-lezzjonijiet għax xi kultant nghejjew.	Risposta koerenti.
Interlokutur:	Ehe... U inti, Mary, jogħgħbok il-hin tal-break?	
Mary:	Ija għax nistgħu niltaqgħu mal-ħbieb tagħna li m'humieq fil-klassi tagħna u nistgħu noqogħdu nilagħbu wkoll.	Sentenza koerenti u estiża.

TAHRIĠ 2 – L-INTERVISTA -


Interlokutur:	Tajjeb. Mela ha nitkellmu ftit fuq il-ħbieb issa. Orrajt? Semmili xi ħbieb minn tiegħek, Jane, li għandek inti.	Din il-mistoqsija inbidlet għax rajna li l-istudenti kienu qed jagħtuna lista ta' ismijiet u ma nkunu qed nassessjaw xejn b'hekk.
Jane:	Għandi Elena... erm... Sarah u għandi xi ftit mill-ħbieb tiegħi mhux fl-iskola.	
Interlokutur:	Ok... u fejn qegħdin dawn allura?	Ahjar nevitaw kliem bħal OK, u nużaw 'mela'.
Jane:	Erm... ma nafx f'liem skola jmorru ...	
Interlokutur:	Sewwa ...	Din is-sekwenza turi interazzjoni tajba.
Jane:	Imma niltaqgħu wara l-hin tal-iskola.	
Interlokutur:	Tajjeb. U inti Mary, kieku kellek issemmini l-ikbar ħbieb tiegħek, min ikunu?	Hawnhekk ukoll; din il-mistoqsija inbidlet għax rajna li l-istudenti kienu qed jagħtuna lista ta' ismijiet u ma nkunu qed nassessjaw xejn b'hekk.
Mary:	Erm... Shana, Katrina, Lara... erm... u ukoll erm... tifla oħra li tiġi... niltaqa' magħha wara l-iskola fl-ghawm, jismha Nicole.	Uzu ta' 'ghawm' – tajjeb.
Interlokutur:	Issa għidli xi haġa dwar... inti semmejt Shana. Hekk... għidli xi haġa dwarha.	
Mary:	Erm... Shana tifla ħelwa, tifla kwieta ħafna, tgħinni ħafna fix-xogħol. Ukoll, jekk ikollna bżonn xi haġa inċemplu lil xulxin u kull darba ngħinu lil xulxin u kull darba nkunu hemm għal xulxin ukoll.	Tibda tajjeb ħafna iżda tispicċa b'influenza sintattika mill-Ingliż – 'inkunu hemm għal xulxin ukoll' – 'we are there for each other'.
Interlokutur:	Tajjeb. Issa inti Jane, semmejtli il-ħbieb tiegħek. Kif tqattgħu l-hin flimkien mal-ikbar ħbieb tiegħek generalment?	
Jane:	Erm... noqogħdu flimkien fil-break, u anke fil-lezzjonijiet xi kultant meta rridu naħdmu fi gruppi noqogħdu flimkien u ngħinu lil xulxin.	Sentenza koerenti li fiha l-istudenta evitat tgħid 'lessons' u qalet 'lezzjonijiet'. Hawnhekk wieħed jinnota wkoll l-użu ta' "naħdmu fi gruppi" meta fl-intervista ta' qabel Miguel qal "teamwork".





TAĦRIĠ 3 – STAQSINI INTI – 3 Minuti

<i>Interlokutur:</i>	Ok. Mela issa ħa ngħaddu għal xi ħaġa ohra. U din id-darba, minflok ħa nsaqsikom jiena, ħa ssaqsuni intom. Mela jiena ser nurikom... ser nurikom din l-istampa. Arawha f'it qabel. Issa jiena dak ir-ritratt jien ħadtu, allura naf kollox. Li tridu saqsu. Arawha f'it. Tistgħu tibdew. Li tridu saqsu, fuq per eżempju ir-raġel li hemm hemmhekk, jew jien naf... araw intom.	
<i>Jane:</i>	Erm... fejn hu dan il-post?	
<i>Interlokutur:</i>	Dak il-post qiegħed tas-Sliema.	Risposta qasira biex id-diskors jgħaddi lura għand l-istudenti.
<i>Mary:</i>	Erm... dak ir-raġel x'qed jagħmel bil-basktijiet?	Mistoqsija korretta u użu tal-Malti 'basktijiet' u mhux 'shopping bags'.
<i>Interlokutur:</i>	Dak huwa ir-raġel li jgħin fil-ħanut. Allura qiegħed jgħinhom biex jippakkjaw il-ħwejjeġ u mbagħad iwassalhom fil-karozza.	
<i>Mary:</i>	Ok.	
<i>Jane:</i>	Erm... x'tista' tixtri minn dak il-ħanut?	
<i>Intervistatur:</i>	Dak huwa ħanut kbir imma f'dan is-sular hawnhekk tista' tixtri l-ħwejjeġ. F'sulari oħrajn hemm affarijiet oħrajn x'tista' tixtri.	
<i>Mary:</i>	Kemm hemm sulari?	
<i>Interlokutur:</i>	B'kollox hemm erbgħa. U dan is-sular huwa tal-ħwejjeġ.	
<i>Jane:</i>	Erm... hemm il-ħwejjeġ għan-nisa jew l-irġiel?	
<i>Interlokutur:</i>	Hemm tan-nisa, hemm tal-irġiel u hemm anke tat-tfal.	
<i>Mary:</i>	Erm... is-sulari l-oħrajn tal-ħwejjeġ ukoll jew ta' xi ħaġa iehor?	
<i>Interlokutur:</i>	Skuzi...?	
<i>Mary:</i>	Is- sulari l-oħrajn tal-ħwejjeġ ukoll jew ta' xi ħaġa iehor?	
<i>Interlokutur:</i>	Le le fis-sulari l-oħrajn għandek affarijiet oħrajn imbagħad.	
<i>Mary:</i>	Ehe ...	
<i>Jane:</i>	Erm ... dawk in-nisa x'qed jixtru?	

<i>Interlokutur:</i>	In-nisa qegħdin jixtru l- <i>ħwejjeg</i> għaliex nhar is-Sibt li ġej dawk għandhom tiegħ tan-neputi tagħhom u issa qegħdin jixtru xi <i>ħaġa</i> biex ikunu... imorru puliti u b'xi <i>ħaġa</i> għdida.	Din setgħet tiqsar.
<i>Mary:</i>	Erm ... dak ir-raġel bl-abjad x'qed jagħmel?	
<i>Interlokutur:</i>	Dak ma tantx ġie tajjeb fir-ritratt u nsejt.	
<i>Jane:</i>	Erm... hemm <i>ħafna</i> qishom pupi. Erm... kemm hemm?	
<i>Interlokutur:</i>	B'kollox ... hemm <i>ħafna</i> ... ma qgħadtx ngħoddhom. Imma dawk kif taf, dawk huma manekkini li jużawhom biex jilbsu lbies illi jkun qed ibiegħhom imbagħad fil- <i>ħanut</i> . L-iktar lbies li jkun modern ...	Ir-rwol tal-Interlokutur mhux ta' għalliem u għandna nirreżistu li ngħallmu waqt l-eżami.
<i>Mary:</i>	Erm ...	
<i>Interlokutur:</i>	Per eżempju tistgħu issaqsuni xi <i>ħaġa</i> fuq dawk in-nisa. Dawk nafhom sew jien ... jekk jgħux minni per eżempju.	Nevitaw nagħtu <i>hjiel</i> ta' din ix-xorta – ' <i>jekk jgħux minni per eżempju</i> ' għax inkunu qed ipoġġu l-kliem f'halq l-istudenti.
<i>Mary:</i>	Inti fejn tarahom? Tafhom x'imkien? Fejn tafhom?	
<i>Interlokutur:</i>	Dawk huma z-zijiet tiegħi. Għalhekk nafhom sew.	
<i>Jane:</i>	Kemm għandhom <i>żmien</i> ?	
<i>Interlokutur:</i>	Waħda għandha <i>ħamsa</i> u erbghin u l-oħra għandha tlieta u erbghin.	L-Interlokutur għandu joqgħod attent li jagħti n-numri bil-Malti.
<i>Mary:</i>	Erm... fejn tiltaqa' magħhom inti?	
<i>Interlokutur:</i>	Ma tantx niltaqgħu, imma ġieli f'xi festa bħal f'xi tiegħ per eżempju, jew inkella fil-Milied ...	
<i>Jane:</i>	Erm... int għandek dawk iz-zijiet biss jew għandek iktar?	
<i>Interlokutur:</i>	Le, għandi oħrajn. Għandi zijiet tiegħi jgħixu l-Awstralja wkoll.	It-tieni bicca hija <i>żejda</i> fiċ-ċirkostanzi ... importanti li nagħtu aktar <i>ħin</i> lill-istudenti.
<i>Mary:</i>	Erm... xtraw xi <i>ħwejjeg</i> lit-tfal tagħhom, jekk għandhom it-tfal?	
<i>Interlokutur:</i>	Le, m'għandhomx.	
<i>Mary:</i>	Orrajt.	Aċċettabbli.
<i>Jane:</i>	Erm... fil- <i>ħanut</i> ... il- <i>ħwejjeg</i> huma għaljin jew irhas?	Użu tajjeb ta' vokabolarju.
<i>Interlokutur:</i>	Huma għaljin... huma għaljin...	

TAĦRIĠ 3 – STAMPA STORJA – 3 Minuti

<p><i>Interlokutur:</i></p>	<p>Mela ħalli ngħaddu issa għal xi ħaġa oħra. Erm... u issa ser nibda... ser nibda minn Jane. Imbagħad wara ngħaddi għalik, Mary. Ok? Ħa nurik din l-istorja. Qiegħda fi stampi. Sewwa? Araha daqsxejn sew. Allura issa inti li ser tagħmel huwa se tirrakkontali x'għara, x'għaddew minnu l-familja Borg dik id-darba li siefru u ibda "Mela darba..."</p>	
<p><i>Jane:</i></p>	<p>Mela darba l-familja Borg iddeċiedu... iddeċidew biex isiefru u sabu post hdejn il-baħar u ppakjaw kollox, kienu lesti u marru bl-ajruplan. Meta waslu hemm, qagħdu f'tit fuq il-baħar u vera ħadu gost għax kien hemm ir-ramel vera isfar, il-baħar blu skur...</p>	<p>L-istudenta qegħda tikkoregi lilha nnifisha – tajjeb. L-uzu tal-prepozizzjoni 'biex' f' 'iddeċidew biex isiefru' hija zbaljata bhal ma hi 'fuq il-baħar' minflok 'hdejn'.</p>
<p><i>Interlokutur:</i></p>	<p>Sewwa. Issa għidli xi ħaġa, hekk per eżempju fuq din l-istampa (jipponta). X'qiegħda tara hawnhekk?</p>	
<p><i>Jane:</i></p>	<p>Hemm ħafna ...</p>	
<p><i>Interlokutur:</i></p>	<p>X'taħseb li kien hemm fihom?</p>	
<p><i>Jane:</i></p>	<p>Hemm ħafna bagalji, probabbli għandhom il-malji tagħhom, xugaman, u probabbli meta jaslu hemm ha jilagħbu bil-ballun.</p>	<p>Sentenzi marbutin sew flimkien, diskors mexxej u sostnut.</p>

	   	
Mary:	Mela darba kien hemm... kien hemm raġel, li x-xogħol tiegħu huwa li jagħmel... jagħmel il-ħaxix biex jiekol u hekk, u mbagħad darba għamlet ix-xita u kiber kollu l-ħaxix u vera kien sabiħ, ibiegħu imbagħad. U mbagħad familja waħda xtraw minnu u l-ġurnata l-oħra għamlu l-ikla b'dak il-ħaxix li xtraw.	'Jagħmel il-ħaxix' mhux Malti korrett bhal ma mhuwiex 'l-ġurnata l-oħra' – 'the other day' u 'familja waħda' – 'a family'. Id-diskors mhux marbut sew flimkien u l-vokabolarju huwa limitat.
Interlokutur:	Tajjeb. Issa għidli xi haġa daqsxejn dwar din l-istampa hawnhekk, x'qiegħda tara.	L-Interlokutur jmur lura għall-istampi individwali bl-iskop li l-istudenta tiftaħ aktar l-istorja.
Mary:	Qed naraw familja... erm bit-tfal tagħhom: tifel u tifla... erm... jieklu erm... jieklu f'nofsinhar qisu l-Ħadd bħalma nagħmlu... u jiltaqgħu man-nanniet tagħhom.	L-istudenta setgħet tiddeskrivi x'hemm fuq il-mejda u tiddeskrivi n-nies – l-apparenza, l-età, iz-zmien tas-sena....
Interlokutur:	Ehe tajjeb. U fuq dan, x'tista' tgħidli fuq dan?	L-Interlokutur imur lura għall-istampi individwali bl-iskop li l-istudenta tiftaħ aktar l-istorja.
Mary:	Dak it-tifel qed jieħu gost ħafna jiekol. Qed jilbes erm... shirt... qmis roża... erm... roża bl-aħmar u qed jilbes jeans.	Influenza żbaljata mill-Ingliz – 'qed jilbes' – 'is wearing' minflok 'liebes'. Tajjeb li kkoregiet ruħha fuq l-użu tal-Ingliz 'shirt'. Il-kelma 'jeans' hija korretta għax m'għandiex kelma oħra flokha.
Interlokutur:	Taħseb li għandu guħ?	
Mary:	Ija, naħseb li għandu guħ.	
Interlokutur:	Intom għandkom guħ?	L-Interlokutur jagħlaq it-test b'mod cajtier.
Mary:	Ija, għandi ftit.	
Interlokutur:	Mela morru kulu... it-test spiċċa, grazzi... erm... u nistgħu nieqfu hawn.	
M & J:	Thank you.	Kellhom juzaw il-Malti.

Comparison of performance on same task by two different pairs of students.

Tqabbil ta' kif żvolġa l-istess taħriġ bi studenti differenti.

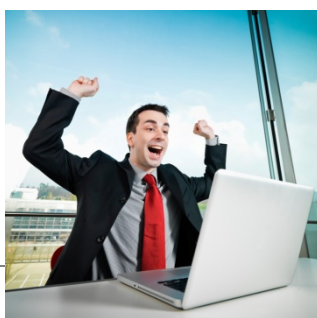
Taħriġ – QABBEL



5	Daniel u Heather		Margaret u Matthew
I:	Mela, Daniel u Heather, nilqagħkom, ħa nagħmlu test, em, idum qisu madwar għaxar minuti u fih se nsaqskom xi mistoqsijiet. Owkej? U l-ewwel li se nibdew huwa bit-taħriġ Qabbel. U hawnhekk se nurikom żewġ stampi. Ħarsu f'tit lejhom, imbagħad wara se nsaqskom xi mistoqsijiet fuqhom. U se jibda Daniel. Daniel, x'qed tara fl-ewwel stampa?	I:	Mela ħa nibdew dan it-test flimkien, ħa nsaqskom xi mistoqsijiet fih, it-test se jdum qisu madwar għaxar minuti. Owkej? U l-ewwel li se nibdew, em, bit-taħriġ jismu Qabbel. Ħa nurikom dawn l-istampi, Matthew u Margaret, ħarsu f'tit lejhom għalissa u se nsaqskom xi mistoqsijiet fuqhom. U se jibda Matthew billi jgħidli x'qiegħed jara fl-ewwel stampa.
D:	Em, żewġ min-nies jilagħbu xi logħba, forsi tal-karozzi jippruvaw jgħaddu 'l xulxin.	M:	Em, jilagħbu l-Playstation.
I:	Owkej. U inti Heather, x'qed tara f'din l-istampa?	I:	Owkej. Min qiegħed jilgħab?

<i>H:</i>	Em, tlett itfal, qed jilaghbu ċ-ċess.	<i>M:</i>	Raġel u mara.
<i>I:</i>	Owkej. D, em, x'għandhom komuni dawn iż-żewġ stampi?	<i>I:</i>	Orrajt. Issa, inti Margaret, em, fit-tieni stampa, x'qiegħda tara?
<i>D:</i>	It-tnejn qed jilaghbu logħba.	<i>Mg:</i>	Qed nara lit-tfal jilaghbu, em, kontra xulxin.
<i>I:</i>	Owkej. U inti, Heather, għidli f'it x'għandhom differenti dawn iż-żewġ stampi.	<i>I:</i>	Owkej. Matthew, għidli f'it, em, dawn iż-żewġ stampi, x'hemm komuni bejniethom?
<i>H:</i>	Li qed jilaghbu logħba differenti.	<i>M:</i>	Em, it-tnejn qed jilaghbu xi haġa.
<i>I:</i>	Mhm. Issa, D, liema taħseb li huwa l-aktar logħob li jilaghbu l-Maltin illum? Jekk hux dan jew dan. Li qed tara fl-istampa.	<i>I:</i>	Mhm. U Margaret, dawn iż-żewġ stampi, x'għandhom differenti?
<i>D:</i>	Nahseb l-ewwel stampa.	<i>Mg:</i>	Għax hawn fuq qed jilaghbu l-kbar u hawn fuq, fuq qed jilaghbu ż-żgħar.
<i>I:</i>	U għaliex?	<i>I:</i>	Owkej. M, liema taħseb illi, em, it-tfal illum il-gurnata l-iktar li jhobbu biex jilaghbu, f'Malta?
<i>D:</i>	Għax, e, diġitali u hekk.	<i>M:</i>	L-ewwel stampa.
<i>I:</i>	Owkej. U inti x'taħseb Heather?	<i>I:</i>	Din jew din?
<i>H:</i>	Ta' fuq.	<i>M:</i>	L-ewwel stampa. Din.
<i>I:</i>	U għaliex?	<i>I:</i>	U għaliex?
<i>H:</i>	Qisha iżjed tgħaddi l-ħin biha u xxxx tieħu gost.	<i>M:</i>	Għax saru aktar jilaghbu dawk l-affarijiet bħalha,
<i>I:</i>	Mhm. Owkej. Daniel, liema hija l-isbaħ stampa għalik, din jew din?	<i>I:</i>	Dawk l-affarijiet x'jiġifieri?
<i>D:</i>	It-tnejn.	<i>M:</i>	Bħala <i>Playstations</i> u hekk.
<i>I:</i>	It-tnejn? Għaliex?	<i>I:</i>	Sewwa.
<i>D:</i>	E, għax it-tnejn sbieħ xxx logħob jogħġbuni ħafna.	<i>M:</i>	Saru aktar iffissati fuqhom.
<i>I:</i>	Owkej. U inti, Heather, liema hija l-isbaħ stampa għalik?	<i>I:</i>	Sewwa. U inti, Margaret, x'taħseb? Liema, taħseb illi t-tfal l-iktar li jippreferu, din jew dil-logħba?
<i>H:</i>	It-tnejn ukoll għax it-tnejn li huma interessanti wkoll biex tilgħab.	<i>Mg:</i>	Il- <i>Playstation</i> ukoll.
		<i>I:</i>	Il- <i>Playstation</i> . U għaliex taħseb?
		<i>Mg:</i>	Em, għax ikun hemm per eżempju ħafna logħob fejn jagħżlu, u jkun qed jilgħab, per eżempju, jew, jien naf, kontra xulxin u hekk.
		<i>I:</i>	Mhm. Issa M, liema hija l-isbaħ stampa għalik minn dawn it-tnejn?
		<i>M:</i>	Din.
		<i>I:</i>	Għaliex?
		<i>M:</i>	Għax hemm tfal qishom magħqudin flimkien, jilaghbu.
		<i>I:</i>	Mhm. U inti Mg?
		<i>Mg:</i>	Din, għax qed iħabblu moħħhom ukoll fil-logħba u qed jieħdu pjaċir flimkien.

6. Task - COMPARE AND CONTRAST



<p><i>I:</i> First task is the COMPARE AND CONTRAST...task. We have three pictures which we'll be looking at (pause). Hmm...Daniela, I'd like you to tell me what's different in these pictures.</p>		<p><i>I:</i> The first task is a COMPARE AND CONTRAST. Ok, I'm going to show you some pictures and I want both of you to look at them. Yeah? Look at them carefully. And, Emanuela, tell me. How are these pictures different from each other?</p>	
<p><i>D:</i> Em...one of them is relaxing, the other one, em, is happy, the other one something wrong happened to him.</p>		<p><i>E:</i> There's a lot of different expressions.</p>	
<p><i>I:</i> Thank you. How are they similar? What's, what's the same in these pictures?</p>		<p><i>I:</i> Tell me more How is he feeling? (points at picture)</p>	
<p><i>M:</i> Hmm...(pause) They, they're like eh they're at work?</p>		<p><i>E:</i> Relaxed.</p>	
<p><i>I:</i> Ok. Can you describe this man's feeling?</p>		<p><i>I:</i> Ok. And, Gabriel, tell me how the pictures are similar.</p>	
<p><i>D:</i> Em...happy?</p>		<p><i>G:</i> Mm, they're doing the same thing?</p>	
<p><i>I:</i> Happy. And why do you think he's feeling happy?</p>		<p><i>I:</i> What are they doing?</p>	
<p><i>D:</i> Because he has a smile.</p>		<p><i>G:</i> On the laptop?</p>	
<p><i>I:</i> He has a smile. Would you like to work, em, on computers when you grow up?</p>		<p><i>I:</i> And what do you do on a laptop?</p>	
<p><i>M:</i> No, not that much, Not that much.</p>		<p><i>G:</i> Eh like play games or stuff?</p>	
<p><i>I:</i> Why not?</p>		<p><i>I:</i> Alright. How else are they the same? What about their clothes?</p>	
<p><i>M:</i> Eh, 'cause I prefer, em, working with my hands, kind of, not to using the computer.</p>		<p><i>G:</i> Mm, they're on job or something. They're in job or...</p>	
		<p><i>I:</i> Alright, ok. Back to you Emanuela. Can you describe the man's feelings here?</p>	
<p><i>I:</i> Ok, like what? what, what would you like to do?</p>		<p><i>E:</i> Happy.</p>	
<p><i>M:</i> Engineering, design.</p>		<p><i>I:</i> Yes. Why do you think he's feeling that way?</p>	

I:	That's good. And have you ever felt like... this person? (points to picture)	E:	He won something or he passed something.
D:	No, I don't think so.	I:	Mhmm. Ok. Gabriel, can you describe <i>this</i> man's feelings and why is he feeling that way?
I:	What happened immediately, what do you <i>think</i> happened immediately before this picture was taken?	G:	Sad because he lost or...
D:	Hmm...He's going ...he's going to check something ej. Like...	I:	What did he lose, do you think, Gabriel?
I:	And then?	G:	Like money or something.
D:	And then he...(shakes head)... he knew aw, I think that something happened to...wrong in his break.	I:	Money. Ok. Would you like to work in computers when you are older, Gabriel?
I:	Ok. Let's do a different task now.	G:	Yeah.
		I:	Why would you like to do that?
		G:	(Sighs)
		I:	Why do you find computers interesting?
		G:	Like, I like playing games and stuff.
		I:	Alright. Ok. Em, Emanuela? Have you ever felt like any one of these people?
		E:	Yes.
		I:	Which one and why? When?
		E:	This one (points at picture).
		I:	You felt like this person? How did you feel? (Pause) If you felt like this person, how did you feel?
		E:	Excited.
		I:	You felt excited and happy? Can you remember something that made you excited and happy?
		E:	I had passed a level... (mumbles)
		I:	You had passed? I can't hear you. Shout a bit.
		E:	I had passed a level of a game that was very hard. Ok. Thank you. And Gabriel, have you ever felt like <i>this</i> person?
		G:	Yes.
		I:	How is he feeling, do you think?
		G:	Eh, when I died on a game.