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MEMOIRE DE MAITRISE

Topic : The use of Communicative Language Teaching (CLT) method in English Language Teaching (ELT) in Senegal: The case of Thierno M. Sall Grammar School of Fatick.

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DEDICATION

I dedicate this work

- *To my mother **NDÈYE COUMBA DJOP**, a woman who inspires me infinite pride.*
- *To my father **MAKANG KONTE** who always encourages me to go ahead in my studies.*
- *To my grandmother **FATOU KOUNDJA**, my best adviser.*
- *To my brothers and sisters for their support.*

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INTRODUCTION

Communicative Language Teaching (CLT) is a teaching approach which has gained interest in recent years. Unlike the other teaching methods (Reading Method, Audiolingual Method, Grammar Translation Method...), CLT emphasizes the appropriateness of language use in all the contexts of communication. That is to say, the knowledge of the type of language to be used in any social context or situation. This knowledge is also referred to as 'communicative competence'. If we know that the main aim of teaching a language is to allow communication, the importance of such a method becomes therefore very obvious.

Given this situation, we have thought it fruitful and interesting to work on "the use of **Communicative Language Teaching (CLT)** method in **English Language Teaching (ELT)** in Senegal: the case of Thierno M. SALL **Grammar School** of Fatick". Fatick is a town located in the central area of Senegal. It is 155 kilometers far from Dakar.

The question the research seeks to answer is to know if the use of CLT method in ELT can *really* help the Senegalese students, who are learning English as a second language, develop their communicative competence in the written medium of communication. In other terms, will CLT prove to be very effective as a method in developing the Senegalese student's communicative competence in written discourse? For this a field work is necessary.

The population involved in the study are of course the students of T.M.S Grammar school of Fatick, namely those of 3^o.

In order to collect the data, we used different tools: lessons, exercises, a written test and questionnaires to be completed by the students. The practical part of the work was carried out with the collaboration of an English teacher. After an analysis of the results, it was possible to answer the question.

The work is divided into four chapters. We will deal with the CLT methodology in Chapter One. Our aim in this chapter is the presentation of CLT and its methodological perspectives. Chapter Two deals first with the teacher and CLT. We also present the review of related literature or the works previously carried out in the same field. In Chapter Three we give a description of the fieldwork. We show how we managed to collect the necessary data by means of questionnaires and a written test. The data analysis constitutes one part of this chapter too. Finally, Chapter Four tackles the findings and suggestions.

CHAPTER ONE: THE CLT METHODOLOGY

A. Presentation of CLT

Communicative Language Teaching has in recent years become a fashionable term to cover a variety of developments in syllabus design and, to a lesser extent, in the methodology of teaching foreign languages. As mentioned in the introduction, CLT is an effective approach to make students develop communicative competence. Becoming communicatively competent does not simply entail having the ability for spontaneous self-expression. While it includes having grammatical knowledge of the system; it also extends into a more abstract domain: knowledge of the appropriateness of language use. Merely knowing how to produce a grammatically correct sentence is not enough. A communicatively competent person must also know how to produce an appropriate, natural, and socially acceptable utterance in all contexts of communication.

The origins of CLT are to be found in the changes in the English language teaching tradition dating from the late 1960s.

At that time, applied linguists emphasized a new fundamental dimension of language that was inadequately addressed in current approaches to language teaching, i.e. the functional and communicative potential of language. They saw the need to focus in language teaching on communicative competence rather than on mere mastery of structure.

Scholars who advocated this view of language (e.g. Christopher Candlin and Henry Widdowson) drew on the work of British functional linguists (e.g. John Firth, M.A.K. Halliday), the American work in sociolinguistics (e.g. Dell Hymes, John Gumperz, and William Labov), as well as the work in philosophy (e.g. John Austin and John Searle).

Nowadays, both American and British proponents see CLT as an approach that aims:

- a) To make communicative competence the goal of language teaching.
- b) To develop procedures for the teaching of the four language skills (speaking-writing-listening-reading) that acknowledge the interdependence of language and communication.

For some, CLT means little more than an integration of grammatical and functional teaching. Littlewood, quoted by Richards and Rodgers,¹ states the following: "One of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language". For others, it means using procedures where learners work in pairs or groups employing available language resources in problem-solving tasks.

¹ Richards, Jack & Rodgers, Theodore *Approaches and Methods in Language Teaching*, 1986, p. 66.

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¹ Richards, Jack & Rodgers, Theodore *Approaches and Methods in Language Teaching*, 1986, p. 66.

Anthony P.R. Howatt, still quoted by Richards and Rodgers,² distinguishes between a “strong” and a “weak” version of CLT. The “weak” version stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching. The “strong” version on the other hand advances the claim that language is acquired through communication so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself.

Common to all version of CLT, however, is a theory of language teaching that starts from a communicative model of language and language use and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and techniques.

B. Methodological perspectives

1. CLT, an educational activity

Language teaching is considered as a technical operation. This view of language teaching as a purely technical operation with no broader educational overtones needs however to be treated with suspicion. By emphasizing the learner’s active role, CLT forces teachers to ask what kind of classroom activity will most satisfactorily enable the

² Richards, Jack & Rodgers, Theodore, *Ibid.*

learner himself to act as an unconscious analyzer of the language data presented to him.

When teachers, representing an educational system, seek to intervene in learning, as they do by definition when they teach, they need to be able to justify themselves on two main points. First, they need to be able to show that what is being taught is desirable, directly or indirectly, for the good of society. Second, they need to show that the procedures being used relate explicitly to pupils as they actually are, to the teaching situation as it actually is, and to the desired objectives.

One pressure leads foreign language teachers to restrict the scope of their courses to elements related to particular needs, while another causes them to increase emphasis on the indivisibility of language into separate aspects for code and personality. Whatever the pressure is, a communicative methodology would start from communication, with exercises which constitute communication challenges for students. As they attempt the exercises, students would have to stretch their linguistic capabilities to perform the given tasks, and would be given subsequent teaching, which could be of a traditional form, where they clearly perceive themselves to need to improve, to establish communication adequately in relation to the task. Therefore, CLT instead of being a purely technical operation aims at an educational perspective.

2. Language learning through communication

It has been accepted for many years that “communication” is the proper aim for language teaching. However, it does seem generally accepted that global language teaching has not led to a satisfactory level of communicative skill in the vast majority of cases. Inspection of textbooks suggests that this failure could be blamed on the apparent failure to insure that communicative skill is adequately represented in language courses. Textbooks and national syllabuses present an analysis of language rather than of communicative skill.

“Communication” has become fully accepted as an essential and major component of language teaching, but it has not yet been given more than a token place. A logical extension of the argument would suggest that if communication is THE aim, then it should be THE major element. This fact urged Richard Allwright, quoted by Brumfit and Johnson ³, to ask two major questions:

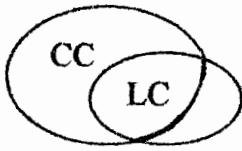
1. Are we teaching LANGUAGE (for communication)?

or

2. Are we teaching COMMUNICATION (via language)?

³ Brumfit, C and Johnson, Keith, *The Communicative Approach to Language Teaching*. (1976: p. 167).

The two are not directly incompatible of course, but there is a logical relationship between them that demands attention. To make the point more clearly, Allwright drew the following diagram⁴.



CC: Communicative competence

LC: Linguistic competence.

Figure 1: The relationship between CC and LC.

The diagram implies that some areas of LC are essentially irrelevant to CC, but that in general, LC is a part of CC. This relationship implies, in turn, that teaching comprehensively for LC will necessarily leave a large area of CC untouched, whereas teaching equally comprehensively for CC will necessarily cater for all but a small part of LC. If this way of specifying the relationship is generally correct, then if we really have communication as the major aim of language teaching, we would be well advised to focus on communicative skills in the knowledge that this will necessarily involve developing most areas of LC rather than focus on linguistic skills and risk failing to deal with a major part of what constitutes CC.

⁴ See Brumfit, C and Johnson, Keith, *Ibid.* p. 168.

A case can be made, therefore, for reorienting language teaching towards communicative practice, not just because the eventual product's aim is communication, but because communication practice can be expected to develop linguistic skills.

3. Some communicative approaches

Several linguists dealt with different approaches of CLT. The communicative approach in language teaching starts from a theory of language as communication. Hymes, quoted by Richards and Rodgers,⁵ finds that the goal of language teaching is to develop what is referred to as 'communicative competence', a term he introduced in the mid 1960s. Hymes' theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community.

Another theorist cited by Richards and Rodgers⁶ for his view on the communicative nature of language is Henry Widdowson. He focused on the communicative acts underlying the ability to use language for different purposes.

⁵ Richards, Jack and Rodgers, Theodore, *op. cit.*, p. 69-70.

⁶ *Ibid.*, p. 71.

A more recent but related analysis of communicative competence is found in Canale and Swain⁷ in which four dimensions of communicative competence are identified:

1. Grammatical competence: it is the domain of grammatical and lexical capacity.
2. Sociolinguistic competence: it refers to an understanding of the social context in which communication takes place.
3. Discourse competence: it refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse of text.
4. Strategic competence: it refers to the coping strategies that communicators employ to initiate, terminate maintain, repair and redirect communication.

There are several approaches but there seems however to be in practice two broad ones. One is characterized by the rigorous specification of communicative needs typical of much ESP (English for Specific Purposes) work, but often coupled with a methodology which is not significantly unlike traditional methodology. The other proposes methodological procedures that are quite often revolutionary, but equally often remain uncommitted on questions of syllabus design.

⁷ *Ibid.*

4. Some communicative processes

In dealing with the communicative processes we must at first consider Keith Johnson's set of possible simple interactions:

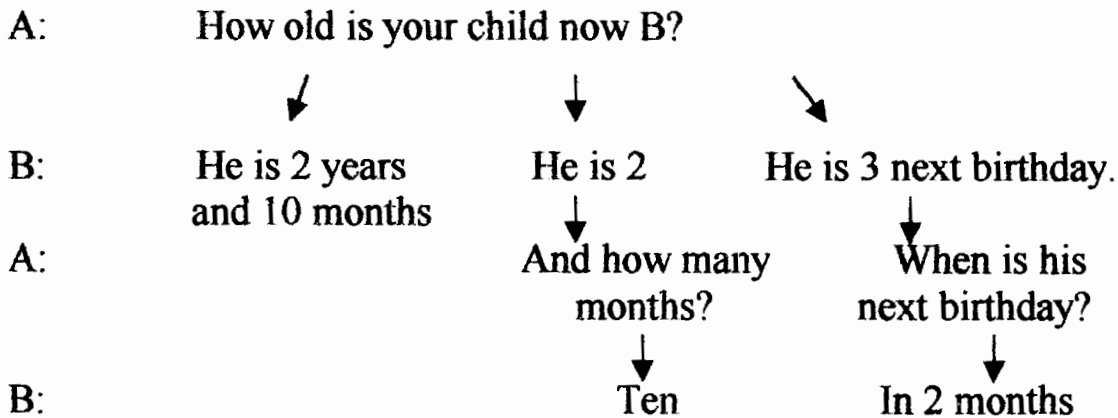


Figure 1:⁸ Three simple communicative processes

These three possible interactions are the three processes which A must undertake if he is to fulfill his role as interactant. The process is one of evolution whereby some indication of the current outcome is compared against some internal "target criterion" or "speaker aim" so that certain kinds of 'discrepancy' or 'mismatch' would evoke activity calculated to reduce that discrepancy.

A. *compares* then what he is told with what he wants to know, *identifies* any mismatch and them - as a third process - *formulates* his next utterance. The three interactions considered earlier in the "asking how old the child is" situation constitute only a small part of the total possible number which the interactants could have followed.

⁸ Brumfit, C and Johnson, Keith, op. cit., p. 198.

If interactions are to continue in a natural way, the formulation of utterances and the processes which precede it must of course be made extremely quickly - within 'real time'. The ability to do this is what is generally meant by fluency in a language. In other words, fluency is the fact of speaking a particular language easily and correctly with no hesitation.

CHAPTER TWO: THE TEACHER AND THE COMMUNICATIVE METHOD

A. Teaching the communicative use of English

The majority of the learners in the selected population are deficient in the ability to actually use the English language in normal communication, whether in the spoken or the written mode. In the spoken mode, the students hesitate a lot in the production of their words and their speech undergo some blocks. As for the written mode, the learners make many errors in grammar, spelling, punctuation etc.

Therefore, we decided to design and organize an English course. This English course should aim at developing two kinds of ability: the first has to do with the understanding of written discourse, and the second with the communicativeness in written discourse including sociolinguistic and grammatical cohesion of the text.

1. In discourse

In discourse, language should be presented in such a way as to reveal its character as communication. In Widdowson's⁹ view, if a teacher is to design an English course of Science for his students, he assumes firstly that the learners have acquired some competence in the manipulation of the language system. Secondly, he also assumes that they already have a knowledge of basic Science. These two kinds of knowledge have existed in separation: it is the teacher's task to relate

⁹ *Ibid.*, p. 122.



them. He does this by composing passages on common topic in basic Science and presenting them in such a way as to develop in the student an awareness of the ways in which the language system is used to express scientific facts and concepts.

His intention is to make linguistic forms as discrete as possible and at the same time to make their communicative function as obvious as possible.

Now, we shift our emphasis from discourse to text.

2. In text

At a certain time, the learners reach a stage in their studies when they may no longer be able to benefit from the oral type of teaching. Then it is up to the teacher to devise situations which call for genuine written communication; so that students can express themselves in a natural way in response to a real need. But this is not always easy. Creative writing has been advocated, but its usefulness is limited in that it tends to produce an intensively personal style, in fact a type of literature which has little or no social function.

What the learner needs, especially in a second language (L2) situation, is a form of exercise which will help him/her to achieve a synthesis of many disparate grammatical and lexical elements in the form of a coherent composition of his own. One problem in achieving this type of synthesis in the classroom is to find the right combination of freedom and control: enough control to ensure that the student's composition does not degenerate into a mass of mistakes, and enough freedom for the student to exercise his/her own judgment and thereby to learn something instead of merely copying.

B. CLT activities

Since language must be learnt and taught for communication, classroom activities must be lifestyle to make it easy for students to transfer into society. What is said in class must not be broken away with reality, removed from society. What we are dealing with in a classroom should prepare the students for future life.

The range of exercise types and activities compatible with a communicative approach is unlimited. The exercises should enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of information and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

Littlewood, quoted by Richards and Rodgers¹⁰ distinguishes between “functional communicative activities” and “social interaction activities” as major activity types in CLT. Functional communication activities include such tasks as learners comparing sets of pictures and noting similarities and differences; discovering missing features in a map or picture, or how to complete a map; following directions; and solving problems from shared clues. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates.

C. The role of the teacher in CLT

The advent of CLT has brought great changes in the teacher’s role. And several roles are assumed for them. The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. It is the teacher’s responsibility to organize the classroom as a setting for communication and communicative activities.

Guidelines for classroom practice suggest that during an activity the teacher monitors, encourages, suppresses the inclination to supply gaps in lexis, grammar, and strategy but notes such gaps for later commentary and communicative practice. The second role is to act as an independent participant within the learning-teaching group. These roles

¹⁰ Richards, Jack, and Rodgers, Theodore., *op. cit.*, p. 76.

imply a set of secondary roles for the teacher; first as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities.

Other roles assumed for teachers are needs analyst, counselor, instructor, referee, supervisor, classroom manager, input giver... The teacher's role is essential to efficient learning.

D. Review of related literature

Dealing with the previous works - and their relationship with ours - as to our field of investigation is what is expected in this part. CLT works were available only at the Dakar Teacher Training School (Ecole Normale Supérieure). The documents consist of unpublished works, especially M.A. dissertations. The two most prominent are:

1. Supplementing a structural course by the use of communicative activities, by Seydou N. Sow

In the academic year 1984-85, a trainee teacher Seydou N. Sow wrote on the topic mentioned above. In his work, he proposed the combination of the CLAD (Centre de Linguistique Appliquée de Dakar) method with the communicative method. That is to say, supplementing a structural course by the use of communicative activities. First, he tried a

description of the CLAD course and its shortcomings, then a description of the communicative course as a course in which the learning/teaching process is learner centered. Finally, he presented a set of communicative activities.

This work, in fact draws a parallel study of the structural course and the communicative one. Also, Sow stresses the complementarity between the communicative course and the structural one. These are the two main points which make this work different from ours because we only deal with CLT and its application.

2. Classroom application of the communicative approach, through *Go for English* textbooks in the first three levels of secondary education, by Ababacar Diaw

In 1994-95, Ababacar Diaw worked on that topic. In his work, Diaw defined the “communicative approach” as a way of teaching a language by laying the emphasis on the learner’s ability to make himself understood by every other user of this language, and to understand him. He also stresses the focus of CLT on fluency rather than accuracy. From his point of view the best way to see the effectiveness of a particular teaching method is through actual teaching situation.

He also dealt with three main questions:

- Why is the communicative approach still budding as for its classroom application?

- Why do teachers persist on the former methods of language teaching?
- What must be done to make the communicative approach an effective method in our classroom?

He tried to answer these questions by assessing a few teachers' efforts to apply the communicative approach through the *Go For English* which seems to be the most "communicative" textbook now available for our secondary schools.

This work is a very informative work and closer to ours. Although both works support one another, our work is a case study and doesn't take into account all the questions dealt with by Diaw.

CHAPTER THREE: THE FIELDWORK

So far, we have been dealing with the theory of CLT. The fieldwork (which is in fact the practical part of the work) includes three parts: the presentation of the research population, the description of the techniques used for data collection, and the analysis of the data.

Data collection techniques are the means that were used to gather the necessary information. For this, we used two tools: the questionnaire and the written test. Below is a description of the research population and the sampling procedures, and of the tools of data collection.

A. Research population and sampling

A glance at the topic permits us to assert that the Senegalese students of secondary school constitute the population involved in our study. In other words, they constitute the target population. We specified the students of secondary school because the teaching of English language in Senegal is introduced in the schools from the first level of secondary school. As we knew that time and means would not allow us to work with all the secondary schools in Senegal, we were compelled then to select a portion of this target population. Thus, we made up our mind to select the 3^e class, the fourth level of secondary school, and work with it. The students at this level have spent at least four years learning the English language. They were suspected, thus, to have a certain amount of knowledge in the English language.

We should point out that the fieldwork was carried out in Thierno M. Sall Grammar School located in Fatick, our hometown. One can find there two public grammar schools including Thierno M. Sall, and two private ones. Our choice to carry out the fieldwork in T.M.S. was guided by the fact that we had attended the same school during our academic secondary cycle from the first up to the fourth form. Therefore, the contact with the headmaster and the teachers was very easy. And, fortunately, the teacher who agreed to collaborate with us, namely Mr Ngor Diouf was our former teacher.

Mr Diouf is the teacher of the English courses in two 3^e classes. One of the classes had less than 50 students and the other 54 students. We decided then to work with the class which numbered 54 students, namely the 3^e M1a, to cover the figure 50 which was necessary for our sampling. These 54 students composed our accessible population. In other words, they constituted our sample. The sampling was an accidental one because limited to the students of one class.

Among the 54 students, there were 17 girls and 37 boys. As for their mother tongue, the majority of the students spoke Seereer. The Seereer speakers were followed in number by the Wolof speakers, the Pulaar speakers and finally the Diola speakers. This classification is quite understandable because the Seereer ethnic group constitutes the overwhelming majority of the population of Fatick.

B. Data collection

1. The questionnaire

As stated above, we used the questionnaire and particularly a closed one to facilitate our analysis. Copies of the questionnaire were distributed to the 54 students of the class. And they were asked to answer honestly the questions. 50 students out of the 54 handed in their copies, then we gathered the information we needed. We directed the questionnaire onto the students because they were regarded as the main participants in the work. The information given by the students combined with the results of the written test had to help us in the analysis.

2. The Written test

It is important to point out that before the test, the students had to attend English courses during three weeks where the CLT method was used; i.e. about 10 hours of courses. We used CLT activities (asking the appropriate question to get the desired information, guessing what one of the speakers says in a dialogue situation, discussion sessions etc), of course, under the supervision of the English teacher. Each lesson was followed by a series of exercises.

We decided upon the period of three weeks because we thought it would be sufficient enough to make the students familiar with the method. The *Go For English* textbook seen as the most effective and communicative one constituted the basis of our lessons.

The test took place on Wednesday, May 10th, 2000 and the teacher agreed with us that the test corresponded with the students' level. It comprised four main tasks: two comprehension tasks, a grammar task and an essay. The students were given two hours for the test, the usual time at this level. 51 students out of the 54 handed in their papers, the three others were missing during the test.

C. Data analysis

1. The questionnaire

a. The student's attitude towards the English language

To the question: Do you like the English language? The great majority of the students answered yes. 38 out of the 50 (76 %) gave a positive answer and only 12 out of the 50 (24 %) gave a negative one. Of course, they gave different reasons for liking or disliking the English language. The table below illustrates the point.

Table 1 Question: Do you like the English language?

Answer	Number	Percentage %
Yes	38	76.0
No	12	24.0
Total	50	100.0

We deemed it necessary to deal with the students' attitude towards the English language because it may be a determining fact in the results of the test.

b. Exposure to the English language

This class had 3 hours per week devoted to the English course. All the students began learning the English language from 6^e to 3^e, the number of hours devoted to the English courses varied between 3 and 4 hours per week. Since they had a contact with the English language from 6^e and are now in 3^e, we can say that they have a total of 4 years of practice. Only 9 students out of the 50 (18%) had a total of 5 years because they repeated one year.

The majority of the students are exposed to the use of English only during the courses. Once out of the classroom, a great deal of the students do not use the English language at all. It is also the same case at home where they only use their mother tongue. This fact is illustrated by the following tables.

Table 2 Question: Do you speak English during the English course?

Answer	Number	Percentage %
Yes	20	40.0
No	30	60.0
Total	50	100.0

Table 3 Question: Do you use the English language out of the classroom?

Answer	Number	Percentage %
Yes	12	24.0
No	38	76.0
Total	50	100.0

c. Types of exercises favored by the students

The overwhelming majority of the students were fond of debates, discussion sessions, and group works. Of course, they gave different reasons for liking these types of exercises. We also noticed that students liked grammar exercises, contrary to comprehension exercises and essay writing. The following tables confirm the point.

Table 4 Question: Do you like debates or discussions in class?

Answer	Number	Percentage %
Yes	42	84.0
No	08	16.0
Total	50	100.0

Table 5 Question: Do you like group works in class?

Answer	Number	Percentage %
Yes	46	92.0
No	04	08.0
Total	50	100.0

Table 6 The students' favorite exercise types

Exercise types	Number	Percentage %
Grammar	17	34.0
Reading	16	32.0
Vocabulary	06	12.0
Oral English	04	08.0
Essay writing	04	08.0
Comprehension	03	06.0
Total	50	100.0

2. The Written test

We dealt with the errors made by the students within the written test. Errors have been divided into two categories. These categories are errors related to communicativeness and comprehension errors. As for the categories, our division was conducted following the curriculum and

the lessons submitted to the students. The latter were evaluated on the basis of what they had been taught during the three weeks. We focused on these two kinds of errors because they were deemed more relevant to our study.

Task 1 was related to the communicative processes dealt with in Chapter One. Testing the students' ability in asking the right question in order to get the desired information was what we were aiming at in Task 1. Since we knew that asking questions could constitute a part of a communication process, the relevance of such a task became obvious. Task 1 and Task 3 were both reading comprehension exercises. Our aim in Task 2 was to check if the students had mastered the rule of the reported speech. Task 2 was put in a dialogue situation in a family context. As for Task 4, it was a descriptive writing exercise. Our objective in this task was to check if the students would use an appropriate language in their writing.

a. Errors related to communicativeness

Communicative competence includes among others a grammatical competence and a sociolinguistic competence. Grammatical competence deals with correctness and sociolinguistic competence with appropriateness. For that reason, we will examine first the grammar errors through Task 2 before dealing with the appropriate word choice errors in Task 4.

The students were assigned numbers from 1 to 50 following the alphabetical order, to facilitate our classification.

The 'S' symbol stands for "student".

- The grammar errors

Task 2

- S1 Tom told Ann that he like having long hair.
- S2 Ann told Tom that long hair on men hasn't been in style for years.
- S3 Tom said Ann that he like being have long hair.
- S4 Tom told Ann I didn't cared, what matters is ...
- S5 Ann said that well, she had thing it looks ridiculous...
- S7 Tom said that he had liked having long hair.
- S8 Tom : But I like having long hair.
- S9 Tom said : But he was like having long hair.
- S11 Tom said that he likes having long hair.
- S16 Ann told Tom that he had been looking ridiculous...
- S18 Ann told Tom she thought it looks ridiculous...
- S19 Tom said that but he had like having long hair.
- S21 Tom said she that it doesn't and it's the latest style.
- S23 Ann told Tom that long hair on men aren't in style...
- S24 Tom said that But he like having long hair.
- S25 Ann : Huh ! Long hair on men have not been in style for years.
- S26 Tom told Ann : he does not and it was the latest style.
- S30 Tom told Ann that he don't ...

S32 Tom told Ann I had like long hair.

S33 Tom told Ann that he have liked long hair.

S35 Ann : Huh ! long hair on men hadn't was in style...

S36 Tom : But I liked have long hair.

S37 Ann told Tom that well he thinked it looked ridiculous.

S38 Tom told Ann that it done not.

S40 Ann : Huh ! Long hair on men had been hasn't in style...

S41 Tom told Ann that it was not.

S42 Ann said Tom that long hair on men hasn't been in style...

S43 Ann said huh ! He contested that long hair on men hadn't been in style for years.

S44 Tom told Ann But he had like having long hair.

S45 Tom said that he didn't the latest style.

S47 Ann told Tom that long hair on men hasn't been in style...

S48 Tom says that he likes having long hair.

S49 Ann : It looks ridiculous like that.

S50 Tom told Ann that But he did like having long hair.

- Appropriate Word choice errors

In this subpart devoted to the appropriate word choice errors, we will focus on the type of language used by the students according to the social context of their essay.

Task 4

S25 Ngor is long.

S34 He is a long and small young man.

S38 She is long and...

S39 She is a long person.

We must signal that seven students namely S1, S20, S26, S32, S36, S40 and S42 did not do the essay.

b. Reading Comprehension errors**Task 1****Questions****Answers**

S1 <u>what</u> is looking for a room?	She
S9 <u>where</u> does Modou share?	a room
S10 <u>where</u> shares* Saly's boyfriend Modou?	a room
S13 <u>Where</u> does* she has been looking?	She
S16 <u>Why</u> has been looking for a room?	She
S19 <u>Where</u> is sharing Saly?	a room
S20 <u>What</u> is looking for a room?	She
S21 <u>Where</u> * he shares* with three other friends?	a room
S24 <u>Who</u> Saly's parents live.	In the country
<u>What</u> has been looking for a room?	She
S25 <u>Whose</u> shares Modou?	a room
S30 <u>What</u> do* their live Saly's parents?	in the country

- S33 Where do you* shares*? a room
- S34 Who* works Saly? She
- What* live the parents* Saly's*? in the country
- S35 Who is live* in the country? a room
- How many friends* he shares a room? a room
- S45 What do* you* share Modou? a room
- S48 What* Modou shares? a room
- S49 What does* Saly's parents live? In the country

Task 3

- S9 Mother: How are you this morning?
Issa: I'm don't* happy this morning.
- S10 Mother: How are you this morning?
Issa: It's not very good.
- S13 Mother: How are you this morning?
Issa: I go playing to* the* foot.
- S16 Mother: How are you this morning?
Issa: the morning is not good.
- S19 Mother: How are you this morning?
Issa: He* is not good.
- S24 Mother: How are you this morning?
Issa: English and French.
- S26 Mother: How are you this morning?
Issa: yes.

S31 Mother: How are you this morning?

Issa: Mathematics and Science.

S33 Mother: How are you this morning?

Issa: It was beautiful.

Mother: Why?

Issa: in* 8 o'clock.

S34 Mother: Good morning my son.

Issa: He says not*.

Mother: how are you this morning?

Issa: I am not anything.

S35 Mother: How are you this morning?

Issa: I wasn't anything.

S38 Mother: how are you this morning?

Issa: No problems*.

S40 Mother: How are you this morning?

Issa: yes.

S44 Mother: How are you this morning?

Issa: He* is not very good.

S47 Mother: why?

Issa: In* nine o'clock.

S48 Mother: How are you this morning?

Issa: It's not good.

CHAPTER FOUR: FINDINGS AND SUGGESTIONS

A. Findings

The classification of the students' performances shows an important number of errors. The majority of the students made errors either in the field of communicativeness or in comprehension or sometimes in both.

1. In the field of communicativeness

We dealt with communicativeness through the grammar task and the essay. In the grammar task, our main concern was correctness and as for the essay, we focused on appropriateness. As for grammar task tested through the reported speech exercise, we noticed that the bulk of the students did not master the rule. And this lack of mastery of the rule was obvious in both content and form. In form, we noticed that some students - a small number in fact - still put a colon in the reported speech.

Example: S9 Tom said that : But he was...

Grammatically speaking, this sentence is not correct in the sense that it does not conform to the rule of the formation of the reported (or indirect) speech which omits the use of the colon.

But as this kind of errors was made by only a small number of the students, we can expect that with frequent training in such exercise types, these students will get rid of that error.

In content, we realized that some students did not mind the shift of the tense and that of the personal pronoun from the direct to the indirect speech.

Examples:

Direct speech

Reported speech

Tom: But I like having long hair. S1: Tom told Ann that he like...

Tom: I don't care S4: Tom told Ann I didn't care...

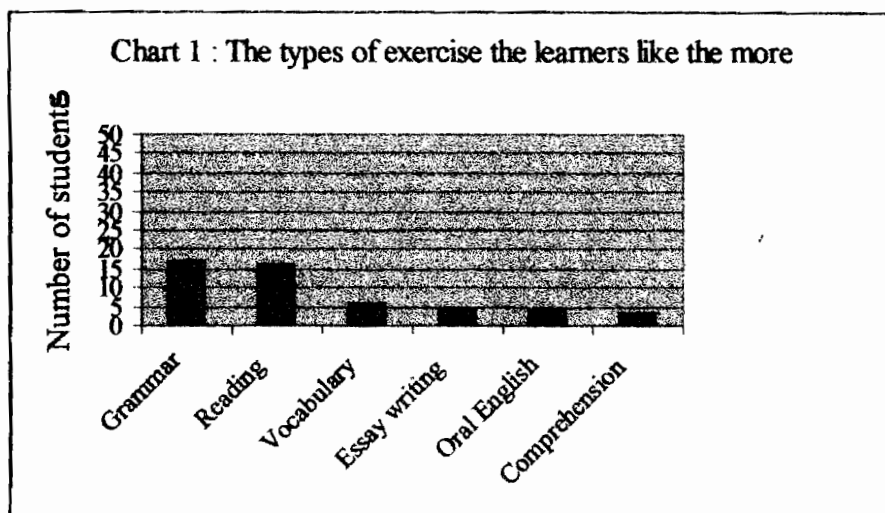
Still dealing with content, we also encountered very awkward forms of conjugation.

Example:

S3 Tom said Ann that he like being have long hair.

These types of errors, especially those of the wrong personal pronoun are very serious. They can alter communication by rendering intelligibility very difficult or sometimes impossible. And if intelligibility is affected, communication will inevitably suffer. So such kinds of errors are to be avoided by the students who would like to acquire communicativeness.

However, a backward glance at the fieldwork permits us to say that the greatest percentage of the students (34 %) prefer grammar exercises. This fact is illustrated by the following chart.

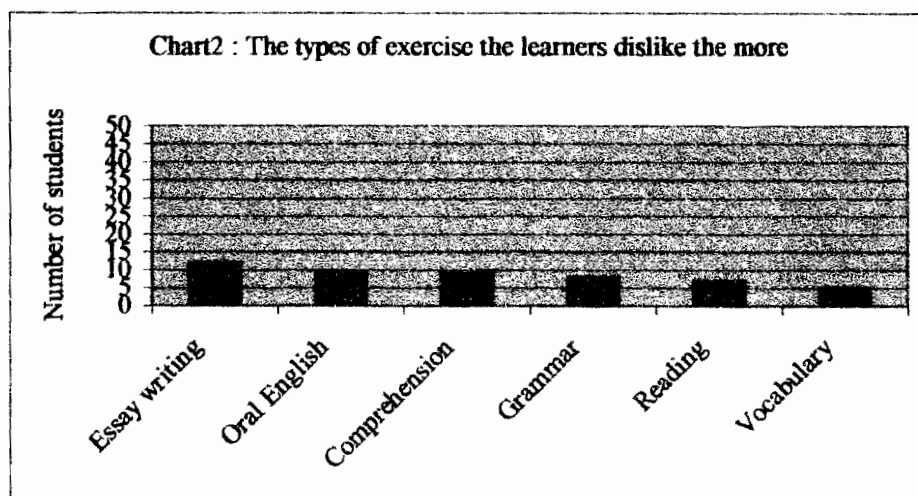


The students like grammar exercises but despite that fact, they make many grammar errors. This situation can urge us ask several questions: Do the students learn their grammar lessons? If they learn, do they understand them? Or is the teacher responsible for this situation?

As we said in the first chapter, becoming communicatively competent includes having grammatical knowledge of the system or grammatical competence. This type of competence remains concerned with the mastery of the language code (verbal or non-verbal) itself. Thus included here are features and rules of the language. As such, grammatical competence will be an important concern for any second language programme. Of course, communicative competence is extended into a more abstract domain: knowledge of the appropriateness of language use. The latter can also be referred to as communicative competence. It addresses the extent to which utterances are produced and

understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, etc.. Appropriateness will be dealt with through the essay writing.

First of all, we must agree that communicating especially in a foreign language situation, is neither an easy nor a spontaneous activity. It is by the organization of the sentences into a text, into a coherent whole which is as explicit as possible and complete in itself, that we are able to communicate successfully with the reader through the medium of writing. Sentences are expected to be carefully constructed, and linked and organized to form a text. Therefore, we acknowledge that writing is not as simple as it seems. It is not simple but it is very important because sometimes people are compelled to communicate through a written medium as in the case of an exchange of correspondence. Even the students themselves confessed to dislike essay writing. This statement is illustrated by the following chart.



This chart effectively proves that essay writing is the type of exercise the learners dislike the more. In the specific case of our test, the students were submitted to descriptive writing. It is a type of writing which creates its own context. That is to say, according to the person the student chooses to describe, the social context and therefore the type of language to be used will vary. For instance the words used by a student to describe his/her grandmother, a member of his/her family will be different from the words used by a student who describes the president. These two social contexts are different. So, some words can be appropriate for one context and inappropriate for the other and vice-versa.

We noticed that the appropriate word choice errors are almost inexistent. Of course, the students made use of jargons or colloquial forms but these were suitable to the context in which they put their writing.

Examples:

S10 Modou is the "Fakhman*"...

S22 He has a big belly*.

S10 used the jargon "Fakhman" in the description of a young drug-addict. In such a context i.e. drug-addiction, the word "Fakhman" can be said to be appropriate because it is suitable to the context and it is the very word allowing full understanding of the situation.

As for S22, she used a colloquial form of stomach: “belly” in the description of a mentally affected person. We know that the use of such a word in the description of a VIP or a person who inspires respect would be inappropriate because “belly” is not formal. It suggests a certain familiarity with the mad man so its use in such a context is not wrong.

In the particular case of our test, context is also related to the person the message is addressed (i.e. who is going to read the essay?). The answer is the teacher, hence the context teacher/student. We insist on that fact because it may be the reason why the students did not use many informal or colloquial forms. They mind the context teacher/student which imposes respect and politeness therefore formality.

However, we noticed that many students had problems in the use of the word “long”.

Examples:

S25 Ngor is long*.

S34 He is a long* and...

S39 She is a long* person.

These examples show that the adjective “long” is used by the students to qualify persons. Whereas its appropriate use is to qualify things. For example, it is appropriate to say that this chair is long. But if we want to express the height of a person, the appropriate word will be “tall” instead of “long”. This type of error can be attributed to the influence of Seereer language which is the mother tongue of the majority of the students of the class. In Seereer language, in fact, there is one adjective (jigid) expressing both height and length. Thus (jigid) is used in Seereer to qualify things as well as persons. This situation existing in the Seereer language is transferred in the English language by the students and that’s why they made such errors. Nevertheless this kind of error cannot be said to be very serious because intelligibility is still possible.

But for the sake of appropriateness it must be avoided. The reference to the word intelligibility mentioned a while ago will permit us to deal now with comprehension.

2. In the field of comprehension

We deemed it important to focus on comprehension because in any communication interaction (verbal or non-verbal) there is a comprehension stage first which must precede the production stage. In other words, if communication is to take place between two or more participants, there must be first of all some understanding between

these participants. Given that we deal with reading comprehension, understanding in this sense is the ability to recognize sentences manifested through the visual medium and to associate them with their correct and appropriate signification. Reading as the understanding of discourse does not simply involve the recognition of what words and sentences mean but also the recognition of the value they take on in association with each elements in a discourse. We would not focus on comprehension if we dealt with native speakers, but it is not the case for the Senegalese students who are non-native speakers and for whom understanding can sometimes constitute an obstacle for communication.

In the specific case of our test, we dealt with reading comprehension through two comprehension tasks.

In Task 1, we noticed that all the students understood the process or the way of asking a question i.e. the syntactic form of an interrogative clause: therefore it is not a matter of grammar.

But this is unfortunately not the case for asking a question to get the desired information. As far as this second point is concerned, some students - the minority - still had problems.

In fact, they did not succeed in asking the right questions whose answers corresponded actually with the underlined words.

Examples:

Questions	Answers
S16 <u>Why</u> has been looking for a room?	She
S49 <u>What</u> does* Saly's parents live?	In the country

Thanks to these examples, one can see that the errors made by the students consist of their failure to put the right interrogative adverb. They put for instance a "what" at the place of a "where" or a "why" at the place of a "who" and vice-versa. These errors generated very insane sentences such as those cited above. And it is obvious that normal communication cannot take place with such sentences. Hence the conclusion that understanding is an essential stage in communication.

As for Task 3 also dealing with comprehension, we noticed that overall the students understood the meaning of the mother's sentences. The comprehension errors made by the students related chiefly to the mother's question: "How are you this morning?"

Examples:

S26 Mother: How are you this morning?

Issa: yes.

S31 Mother: How are you this morning?

Issa: Mathematics and Science.

A glance at such answers permitted us to conclude that the students did not understand the meaning of “How are you?” This constituted the main error in Task 3. The interpretation we made in that situation was that the students were not accustomed to that question. It is the reason why they did not know the correct answer to that question. And this error somewhat distorted the dialogue.

We can summarize this part by asserting that the students carry some deficiencies as far as communicative competence in the written mode of discourse is concerned. These deficiencies were apparent through the two points we analysed: communicativeness and comprehension. We noticed that for communicativeness, the majority of the students did not have many problems in the choice of the appropriate words because the errors they made on that point were not numerous.

But as for grammar, the situation is not the same because the students made many grammar errors. In fact CLT focuses on communicative competence but it seems to neglect somewhat knowledge-oriented tasks which focus on controlled drills and explanation of rules. And this is necessary for the learners of English as a second language. Even Terrel¹¹ in reference to grammar exercises, claimed: “Explanation and practice with form is essential if we expect any improvement in the output of the students’ developing grammars”.

¹¹ Richards, Jack, and Schmidt, Richard. *Language and Communication* 1983, p. 15.

Dealing now with comprehension, we noticed that overall the students did not encounter any understanding problem in Task 3 except for the question “How are you?”. But the case in Task1 was different. Unfortunately the nature of the task did not allow us to assert that the students did not understand the text but nevertheless we could say that they did not know how to ask the right question to get the desired information. This fact may be attributed to lack of practice of the students in such exercises because the teacher with whom we were working (Mr Diouf) confirmed that the comprehension tasks submitted to the students in their previous tests were mainly: true or false exercises and multiple choice questions. So we can hope that frequent practice in such CLT tasks will help the learners in a better understanding of the English language.

B. Suggestions

This part tries to focus on recommendations. Its purpose is to try to suggest some solutions to the Senegalese English students’ problems in the acquisition of communicative competence through the written mode of communication.

First of all ~~we~~ we must acknowledge that acquiring communicative competence in a language which is not one’s mother tongue is not an easy task. For this reason these suggestions are made in order to help the Senegalese English students. Our suggestions are particularly meant to the syllabus designers and the teachers.

1. To the syllabus designers

The syllabus designers can play a determining role in the development of CLT in ELT in Senegal by promoting a Senegalese national syllabus focusing mainly on the CLT methodology. And this syllabus can be applied to all the levels of secondary school, i.e. from 6^e up to Terminale. This will allow the students to have a long lasting contact with CLT, and therefore be accustomed to CLT task that favor real communicative exercises through the group works or pair works, problem solving, information sharing etc. In the long run, they can be expected to acquire step by step communicative competence. Yet in the field of methodology in ELT in Senegal, some efforts have been made by the National Commission for English (NCE). The latter recommends in the second edition of *Programmes de Langue Vivante Anglais*, the adoption of a learner - centered methodological approach which can permit the learners to practice genuine communication exercises in the classroom.

2. To the teachers

Once a national syllabus focusing on CLT is established, time comes for the English teachers to try to design didactic materials corresponding with the communicative needs of the Senegalese students. This for the reason that teachers are in a better position to know these needs. We noticed that the book which is seen as the most effective and the most communicative used in the Senegalese schools is the *Go For English* textbook.

And among the seven persons that have participated in the elaboration of the book there is only one Senegalese namely Mr Amadou Gueye. So, does this book really correspond with the communicative needs of the Senegalese students? Does it take into account the aspects of the Senegalese culture? These are the questions. Therefore it is necessary for the Senegalese English teachers to design their own materials.

The materials, namely books should comprise lessons and exercises which emphasize the components of communicative competence. The exercises must associate writing activities with the CLT tasks because communicative competence is important in verbal but also in non-verbal discourse: written discourse. As we know that the students do not like writing activities but are fond of group works, an association of writing tasks with group works focusing on communicative competence can be expected to awaken their interest in writing and by the way, help them develop their communicative competence.

The teacher must help the learners in any way that motivates them to work with the language either in the verbal or the written form. He must insist on the importance of communicative competence in these two forms of discourse, especially on written discourse because it tends to be neglected by CLT, and it is non-negligible.

Finally, the teacher needs to be very patient because English language is not the learners' native language and as stated above, the acquisition of communicative competence in a non-native language is not an easy task. Therefore achieving the learners' complete communicative competence may prove to be very difficult and long lasting. Thus patience and even sympathy will be necessary.

CONCLUSION

The present work intended to study the use of CLT method in ELT in Senegal through the case of a particular grammar school. It was said in the introduction that the question the research seeks to answer is to know if the use of CLT in ELT in Senegal can *really* help the students, who are learning English as a second language, develop their communicative competence in written discourse.

As has been seen, the whole work is divided into four chapters. The first two chapters deal with the theory of CLT and the two others constitute the practical part of the work. The practical part concentrates on the written mode of communication because the latter tends to be neglected by CLT despite its importance. In fact, the importance of written discourse is no longer to be demonstrated. Thanks to writing, people are able to communicate through the exchange of correspondence. With the advent of Internet, people are sending and receiving written messages throughout the world.

The study attempted to answer this question by analysing the communicativeness and comprehension errors made by the students after a contact of three weeks with the CLT method during which lessons and exercises were taught to them. Among the CLT major distinctive features, two which take into account the needs of the non-native speakers are :

1. Judicious use of native language is accepted where feasible and
2. Translation may be used where students need or benefit from it.

The analysis of the learners' errors permitted us to identify where their problems in the acquisition of communicative competence laid and to suggest some solutions to those problems. Thus, the errors made by the students make clear the fact that the latter still carry some deficiencies in:

- Grammar: they do not master the rules and therefore do not use them effectively.
- Comprehension : understanding really constitutes an obstacle for communication for them.
- Appropriateness: with only a small number of errors .

At the end of the analysis, we found that the use of CLT can be expected to help the Senegalese students develop their communicative competence in written discourse if the suggestions we made are taken into account by the syllabus designers and the teachers.

Let us end by specifying that this work is just a contribution in the field of ELT and that its aim is to help the Senegalese students better acquire the English language.

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APPENDICES

Appendix 1

C.E.M. Thierno Mamadou SALL
Fatick

Année scolaire 1999/2000
 Niveau : 3^e
 Effectif : 54

Questionnaire destiné aux élèves (Répondez honnêtement à ces questions s'il vous plait)

1. Nom : _____ Prénom _____

2. Sexe : Masculin Féminin

3. Quelle est votre langue maternelle ? _____

4. Depuis combien d'années apprenez-vous l'anglais? _____

5. Aimez-vous l'anglais ? oui non

6. Si oui pourquoi? Si non pourquoi?

7. Aimez-vous suivre des émissions de radio ou de télé en anglais?

oui fréquemment oui rarement non

8. Si non pourquoi?

9. Quel genre d'exercice aimez-vous le plus ?

Grammaire Lecture Compréhension anglais oral

Vocabulaire Essay writing

10. Pourquoi ?

11. Lequel aimez-vous le moins ?

12. Pourquoi ?

13. Aimez-vous les débats ou discussions en classe ?

 oui non

14. Si oui, pourquoi ?

Si non, pourquoi ?

15. Aimez-vous les travaux en groupe en classe ?

 oui non

16. Vous exprimez-vous entre élèves en anglais pendant le cours ?

 oui non

17. Parlez-vous anglais en dehors de la classe ?

 oui non

Appendix 2

I.A./I.D.E.N/FATICK
CEM THIerno MAMADOU SALL

Année scolaire : 99/2000
Classe : 3^e

WRITTEN TEST TEXT : SALY

Task 1 : Saly is 18 years old and works as a maid in Dakar. She is a beautiful young girl with a strong personality.

At present, Saly has no fixed address. She has been looking for a room. So far she has been unsuccessful and has been sleeping in a friend's room.

Saly's parents live in the country just outside Dakar. Saly's boy friend, Modou, shares a room with three other friends. They are lucky. Saly, however has not been so lucky./.

- Read this text and ask questions whose answers, correspond with the underlined words.

Task 2 : Put the dialogue below into the reported speech.

Ann : You really must do something about your hair, Tom.

Tom : But I like having long hair.

Ann : Well, I think it looks ridiculous like that.

Tom : No, it doesn't. And it's the latest style.

Ann : Huh ! Long hair on men hasn't been in style for years.

Tom : I don't care. What matters is whether I look good or not.

Example Ann told Tom that he had to do something about his hair.

Task 3 : Issa is talking to his mother. Guess what he says.

Mother : Good morning my son.

Issa :

Mother : How are you this morning?

Issa :

Mother : Do you go to school today?

Issa :

Mother : Why ?

Issa :

Mother : So, don't go playing outside. Stay at home.

Issa :

Task 4 : Essay : Set the portrayal of a person of your choice (or describe someone you know).

S22

V. good 56

18,5
20

Appendix 3

Ndeye Biguily
3M4A

wednesday, May 10th 2000

English test

Ask questions

(5)

- 1) How old is Saly?
- 2) who has been looking for a room?
- 3) where do Saly's parents live?
- 4) who shares a room with three other friends?
- 5) what Modou shares with three other friends?

Reported speech

1) Ann told Tom that he had to do something about his hair.

(2/5)

- 1 2) Tom told Ann that he liked having long hair.
- 3) Ann told Tom that she thought that long hair looked ridiculous like that.
- 1 4) Tom told Ann that it didn't, and it was the latest style.
- 1 5) Ann told Tom that long hair on men hadn't been in style for years.
- 0,5 6) Tom told Ann that he didn't care, what matters was whether he looked good or not.

Issa is talking to his mother. Guess what he

says:

Mother: Good morning my son

1 Issa: Good morning

Mother: How are you this morning?

1 Issa: I feel good this morning.

Mother: Do you go to school today?

0,5 Issa: No, I won't go ---

Mother: why?

1 Issa: I didn't want to afraid you but ^{still} I'm

Mother: So don't go playing outside. Stay at

1 Issa: Yes, I will stay at home.

Essay: ~~at~~

Lamine is a very tall and thin person, he
black like charcoal. There is no difference
His face is like a face of a gorilla, with ^{is} one
nose morse. He has got a large mouth, when he
smiles you can see his strange teeth. Some
people said that the teeth are dirty because
use ~~the~~ cigarettes. If he see you, you want
to run away because his eyes are red
The head of Lamine is like a calabash.

on this head there is no hair. Perhaps it's the reason why he had got all the time a hat on it. He has a long beard and a big belly. His legs are long and thin like a rope. He walks with any shoes, and he never change his dirty clothes. Some people think that he is a mad man but the others, said that he is a very good predic

W/S

Good



538

59

10/20

Bigue'
SARR
3^e MIA

Devoir surveillé d'Anglais

Exe question

0 How old are Saly?

1 Who has been looking for a room?

2 0 Where live ~~the~~ Saly's parents?

1 Who is Modou?

0 What shares Modou?

Put the dialogue into the reported speech.

1 Ann told Tom that he had to do something about his hair.

1 Tom told Ann that he liked having long hair.

0,5 Ann told Tom that she thing ^{it} ~~she~~ looked ridiculous like that.

3,5 0,5 Tom told Ann that it done not. And it was the latest style.

1 Ann told Tom that long hair on men hadn't been in style for years.

0,5 Tom told Ann that he what matters was whether he looked

good or not.

Issa is talking to his mother. Guess what he says.

Mother: Good morning my son.

1 Issa: Good morning Mum.

Mother: How are you this morning?

2 Issa: Any ^{no} problems.

Mother: Do you go to school today?

3 Issa: No, — — — —

Mother: Why?

4 Issa: Because my teacher don't ca
to school today.

Mother: So, don't go playing outside
stay at home.

5 Issa: yes.

Essay:

Columbia Gallo like the musician,
is the young beautiful girl. She is long
and she has (the) big eyes. I look ✓ his
teeth when she apparate on television.

2

she is a greatest joy (~~joyeuse~~) girl.
she has ~~the~~ long leg and his teeth are
white. Corumbá is my musician
preferé. She has a big mouth.



S16 04,5/20

Diana FayeTest

10.05.200

3^o MIA

Read this text and ask questions whose answers correspond with the underlined words.

Q 1. How old are Saly?

Saly are 18 years old.

Q 2. Why has been looking for a room?

She = Saly.

Q 3. Where/Saly's parents live?

Saly's parents live in the country.

Q 4. Saly is the girl?

No Saly is the boy friend.

Q 5. What did you share these other friends.

In the rooms.

Put the dialogue below into the reported speech.

Ann: You really must do something about your hair, Tom.

Ann told Tom that he had to do something about his hair.

Tom: But I like having long hair.

Tom told Ann he like having long hair.

Ann: Well, I think it looks ridiculous like that.

Ann told Tom that he had been looking ridiculous like that.

Tom: No it doesn't. And it's the latest style.

Tom told Ann: no he doesn't. And it's the latest style.

Ann: Huh! long hair on men hasn't been in style for years.

Ann told Tom: Huh! long hair on men hasn't been in style for years.

Tom: I don't care. What matters is whether I look good or not.

Tom told Ann he didn't care. What matters is whether he's looking good or not.

Issa is talking to his mother. Guess what he says.

Mother: Good morning my son.

Issa: Good morning mother.

Mother: How are you this morning?

Issa: Fine. The morning ~~is~~ **is not** good.

Mother: Do you go to school today?

Issa: No, I don't go to school that day.

Mother: Why?

Issa: I am ill.

Mother: So, don't go playing outside. Stay at home.

Issa: Yes.

Essay: a set the portrayal of a person of your choice (or describe someone you know).

The portrayal of Atwood.

Atwood is a black ~~boy~~ ^{shot} boy. The eyes ~~is~~ yellow. You are a fast end. He is a stronger boy. He is greedy and under your arm is very strong.

He has been sleeping in your field.

Your parents abandon Atwood. He is a poor boy. He not put choose and bet.

He kill your animals in the night.

Atwood is not speak.

MS

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