EVALUATION OF THE TEXTBOOK *BREEZE* IN TERMS OF THE A2 LEVEL CRITERIA DETERMINED IN THE EUROPEAN LANGUAGE PORTFOLIO

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Abstract: The purpose of this paper is to evaluate the textbook *Breeze* published by the Ministry of National Education in terms of the A2 level criteria determined as determined in the European Language Portfolio. To this end, the textbook is firstly analyzed in general in terms of the total number of tasks, their distribution among five skills, communicative approach, learner autonomy, student-centeredness, pair/group work and authentic text use. Then the A2 level descriptors taken from the language biography component of the European Language Portfolio are formed into a checklist and a detailed quantitative analysis and evaluation of the textbook are performed through this checklist. The results of these analyses suggest that the textbook partly meets the A2 level criteria both in quantitative and qualitative sense.

Keywords: language learning, European Language Portfolio, textbook evaluation.

Özet: Bu çalışmada, Milli Eğitim Bakanlığı tarafından yayımlanan *Breeze* adlı ders kitabının Avrupa Dil Gelişim Dosyasında tanımlanan A2 düzeyindeki ölçütler açısından değerlendirilmesi amaçlanmaktadır. Bu amaçla, ders kitabı öncelikle toplam etkinlik sayısı, bu etkinliklerin becerilere göre dağılımı, iletişimsel yaklaşım, öğrenen özerkliği, öğrenci merkezlilik, ikili çalışma/grup çalışması ve özgün metin kullanımı açıcından genel olarak incelenmiştir. Daha sonra, Avrupa Dil Gelişim Dosyasının dil biyografisi bileşeninden alınan A2 düzeyindeki tanımlayıcılar bir kontrol listesine dönüştürülmüş ve bu kontrol listesi kullanılarak kitabın ayrıntılı incelemesi ve değerlendirmesi yapılmıştır. Bu analizler yoluyla elde edilen sonuçlar, ders kitabının hem nitel hem nicel anlamda A2 düzeyindeki ölçütleri kısmen karşıladığını göstermektedir.

Anahtar sözcükler: dil öğrenimi, Avrupa Dil Gelişim Dosyası, kitap değerlendirme.

Introduction

This paper evaluates the textbook *Breeze* which was published by the Ministry of National Education (MoNE) for the ninth graders for the academic year 2008/09 in terms of the A2 level descriptors taken from the language biography component of the ELP to see to what extent the textbook meets the A2 level criteria determined in the ELP.

Today, language teaching substantially depends on commercial materials throughout the world and textbooks have the biggest share among them with an appealing and sophisticated design and supplementary resources (Richards, 1998). Textbooks play an important role in foreign language teaching in Turkey as well due to their numerous advantages. These particularly include, but are not limited to, saving time by providing many texts and exercises which would otherwise be prepared by the teachers, saving money as a cheaper way of providing learning material for the learners than using photocopied papers or computer software and serving as a medium of initial teacher training for the teachers with limited experience (Richards, 2001; Ur, 1996).

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Being aware of the common use of textbooks across the country, the MoNE started to publish and distribute textbooks free of charge for secondary education in the academic year 2006/07 within the scope of the Free Textbook Distribution Project. The MoNE published two textbooks for foreign language teaching. The first one is *New Bridge to Success* which started to be used in the academic year 2004/05 in foreign language weighted Anatolian High Schools. The second textbook is *Breeze* which was published in 2008 and started to be used in general high schools in the academic year 2008/09.

Breeze has been published for only the ninth graders in general high schools and prepared in compliance with the MoNE foreign language teaching curriculum for the ninth grade which is based on the Common European Framework of Reference for Languages (CEF). According to the curriculum requirements, this textbook aims to bring learners to the A2 level as described in the CEF (Ministry of National Education, 2008).

Common European Framework of Reference for Languages

The CEF is a document based on the studies of the Council of Europe on language learning, language use and language proficiency through its language programmes in Strasbourg. The most outstanding of these studies are the different levels of language achievement within language teaching and learning. Within this framework, firstly the Threshold Level which has been enormously influential throughout Europe and beyond, and later the Waystage and Vantage Levels have been developed. In the mid 1990s, the Council of Europe began the challenging task of putting these different levels and their associated guidelines together into one coherent Framework. This Framework, referred to as the Common European Framework of Reference for Language Learning, Teaching and Assessment, has been developed by Dr John Trim, Dr Brian North, Professor Daniel Coste and Mr Joseph Sheils. It has been informally published in two versions so far: an initial version in 1996 and a revised version in 1998. It was officially adopted during the European Year of Languages in 2001 after extensive discussions and feedbacks (Council of Europe, 2002, p. 1).

In the introduction of the CEF (Council of Europe, 2001, p. 1), this document is described as follows:

> The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

> By providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages. The provision of objective criteria for describing language proficiency will facilitate the mutual recognition of qualifications gained in different learning contexts, and accordingly will aid European mobility.

Goullier (2007, p. 6) explains the primary purpose of the CEF as providing a descriptive tool for the parties involving in language teaching processes to describe and compare their teaching options, the teaching goals they are pursuing and the outcomes in terms of levels of proficiency. It also encourages transparency and comparability in language teaching arrangements and language qualifications by proposing:

- a common methodology for analysing and describing situations and choices in language teaching and learning;
- a common terminology for all languages and educational contexts; and
- a common scale of levels of language proficiency to assist with goal-setting and learning outcome assessment.

European Language Portfolio

The European Language Portfolio (ELP) was officially launched in 2001 following a pilot project in 15 European countries. The ELP serves as an instrument to provide language learners with the approach and tools proposed in the CEF.

The ELP can be seen as a product reflecting priority areas of the Council of Europe. First of all, the ELP serves for the three principal goals of the Council of Europe which are having a strong European identity, fostering cultural and linguistic diversity and promoting intercultural learning and development of intercultural awareness. To this end, it is a tool for deepening mutual understanding among European citizens, respecting for diversity of cultures and ways of life and protecting and promoting linguistic and cultural diversity. Secondly, it is used for the development of plurilingualism as a lifelong learning process considering the evolving needs of learners in response to educational, vocational and individual requirements. Thirdly, it is designed to help learners develop learner autonomy and achieve a fuller awareness of themselves as language learners. This is seen as one of the cornerstones of education for democratic citizenship and lifelong learning. Finally, the ELP clearly describes language competence and qualifications in order to facilitate mobility. In this regard, it has an international reporting function of which validity depends on its use of the common reference levels of the CEF (Council of Europe, 2004, pp. 2-3).

The ELP can be defined as follows (Council of Europe, 2004, pp. 3-4):

1. *The ELP is a tool to promote plurilingualism and pluriculturalism.* The ELP should not support the learning of only language but provide space for recording all of the learner's language and intercultural learning in a number of languages.
2. *The ELP is the property of the learner.* It is the individual learner's responsibility to maintain his/her ELP, which entails responsibility not only for the ELP as a physical object but for all the processes required by the ELP such as self-assessment.
3. *The ELP values the full range of the learner's language and intercultural competence and experience regardless of whether acquired within or outside formal education.*
4. *The ELP is a tool to promote learner autonomy.* It is intended to involve learners in planning, monitoring and evaluating their own learning processes.
5. *The ELP has both a pedagogic function to guide and support the learner in the process of language learning and a reporting function to record proficiency in languages.*
6. *The ELP is based on the CEF with explicit reference to the common levels of competence.* Common reference levels are summarized in the self-assessment grid and this grid should be included in all ELP models.
7. *The ELP encourages learner self-assessment and the recording of assessment by teachers, educational authorities and examination bodies.* According to the principle of learner ownership of the ELP, teachers may play an important role in developing learners' self-assessment skills. However, teacher assessment should not be used to correct the learners' self-assessment.

The ELP has reporting and pedagogical functions. Within the scope of its reporting function, it displays the owners' capabilities in terms of language learning. It supplements certificates and diplomas by presenting additional information about the owners' experience in foreign language achievements rather than replacing them. This function serves for facilitating individual mobility and relating regional and national qualifications to internationally agreed standards which are of great importance for the Council of Europe. The reporting function of the ELP is more important for adult learners as compared to the learners in the earlier stages of schooling. That is why the Council of Europe has introduced a standard passport for adults only. The ELP has also a pedagogical function since it aims at making the language learning process more transparent to the learners, helping them develop their capacity for reflection and self-assessment and enabling them to assume more and more responsibility for their own learning. This function fosters the development of learner autonomy and promotes lifelong learning which are attached considerable importance by the Council of Europe (Little & Perclova, 2001, p. 3).

The three components of the ELP are defined in the *Principles and Guidelines* (Council of Europe, 2004, pp. 5-8) as follows:
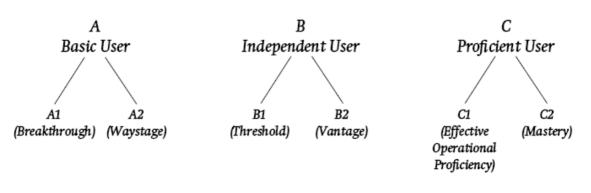
- *The Language Passport* provides an overview of the individual's proficiency in different languages at a given point in time. This overview is defined in terms of skills and the common reference levels in the Common European Framework. It records formal qualifications and describes language competencies and significant language and intercultural learning experiences. This section includes information on partial and specific competence and allows for self-assessment, teacher assessment and assessment by educational institutions and examinations boards. It requires that information entered in the Passport states on what basis, when and by whom the assessment was carried out. To facilitate pan-European recognition and mobility a standard presentation of a Passport Summary is promoted by the Council of Europe for ELPs for adults.
- *The Language Biography* facilitates the learner's involvement in planning, reflecting upon and assessing his or her learning process and progress. It encourages the learner to state what he/she can do in each language and to include information on linguistic and cultural experiences gained in and outside formal educational contexts. It is organized to promote plurilingualism, i.e. the development of competencies in a number of languages.
- *The Dossier* offers the learner the opportunity to select materials to document and illustrate achievements or experiences recorded in the Language Biography or Passport.

Common Reference Levels

The Common Reference Levels have been developed to help in describing the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. They provide a conceptual grid which users can exploit to describe their system (Council of Europe, 2001, p. 21).

The Council of Europe has determined six common reference levels: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency) and C2 (Mastery). Learners at A1 and A2 levels are accepted as basic language users, at B1 and B2 levels as independent language users and at C1 and C2 levels as proficient language users.

Figure 1. Common Reference Levels

(Council of Europe, 2001)

Level A2

In the introduction part of the textbook *Breeze,* it is stated that the learners are expected to reach A2 level of the CEF at the end of the academic year. That is why this part of the study will concentrate on the A2 level. This level includes the majority of descriptors stating social functions like *using simple everyday polite forms of greeting and address; greeting people, asking how they are and reacting to news; handling very short social exchanges; and asking and answering questions about what they do at work and in free time*. It also contains descriptors on getting out and about which constitute a simplified cut-down version of transactional specifications in the Threshold level like *making simple transactions in shops, post offices or banks; getting simple information about travel; using public transport and asking for basic information*.

A2 level is defined in global scale and self-assessment grid as follows (Council of Europe, 2001):

Table 1: Global Scale

Global Scale (Basic User) Level A2
Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Table 2: Self-Assessment Grid

		A2
UNDERSTANDING	**Listening**	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
SPEAKING	**Spoken Interaction**	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Production	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
WRITING	**Writing**	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.

Methodology

The purpose of the paper is to reveal whether the textbook *Breeze* meets the A2 level criteria by evaluating the textbook through qualitative and quantitative analyses. The textbook is firstly analyzed in general regardless of the descriptors to see the total number of tasks, their distribution among five skills, communicative approach, learner autonomy, student-centeredness, pair/group work and authentic text use. Then the textbook is analyzed in detail by taking the descriptors into account to indicate how many of these tasks are related to the descriptors and their distribution among descriptors.

A checklist (see Appendix 1) which is adapted from the language biography component of the ELP is used for the in-depth analysis of the textbook. Since the textbook aims at bringing the learners to A2 level of the CEF, A2 level descriptors are taken from the biography to build the checklist which is based on language skills and thus composed of five parts: listening, reading, spoken interaction, spoken production and writing. The checklist consists of two columns: descriptors column showing descriptors for each skill and task number column showing the number of tasks related to each descriptor. The descriptors listed in the checklist serve as criteria in the evaluation of the textbook to see whether it provides tasks related to the descriptors.

Results

In the general analysis, the number of tasks for each skill is determined to see the share of each skill in the total number of tasks. Results of the general analysis are provided in the following table. 331 tasks are analyzed for each skill and the total numbers of tasks in each

unit for each skill are given at the bottom of each column. During the analysis, vocabulary and grammar tasks are considered irrelevant data for the skill-based descriptors and thus given in a separate column.

Table 3: Distribution of Tasks by Skills

	Listening	Spoken Production	Spoken Interaction	Reading	Writing	Irrelevant
Unit I	8	15	7	11	3	12
Unit II	8	18	8	8	3	13
Unit III	8	13	11	7	5	11
Unit IV	7	15	12	9	3	10
Unit V	6	18	7	12	6	7
Unit VI	7	14	9	7	4	11
Total	44	93	54	52	24	64
					TOTAL	**331**

According to the table, the smallest share is allocated to writing skill with 24 out of 331 tasks in total while the spoken production has the biggest share with 93 out 331 tasks. Nevertheless, the general distribution of tasks by skills seems to be equal.

During the general analysis, tasks are also examined in terms of pair/group work and authentic texts which promote learner autonomy being one of the key concepts of the ELP. 82 out of 331 tasks require pair/group work, while the remaining 249 tasks are based on individual work. It is also seen that the textbook does not contain any authentic text at all.

The textbook is analyzed in detail in terms of the criteria given in the checklist to indicate how many tasks are related to each descriptor. All tasks in the textbook are examined according to the descriptors within each part of the checklist. The left column in the checklist indicates the number of the tasks related to each descriptor; however those figures given for each descriptor does not provide the total number of tasks in the textbook. Tasks that are found to be irrelevant to the descriptors are not taken into account.

Table 4: Listening

Descriptors	Task Number
I can understand daily conversations if they are spoken clearly, slowly and directly.	9
I can identify the main topic of a discussion when people speak slowly and clearly.	11
I can understand words and expressions related to everyday life such as basic personal and family information, school life, local area and employment.	1
I can comprehend the main topic in simple short messages and announcements.	2
I can understand the essential information in short recorded passages dealing with everyday matters, which are spoken slowly and clearly.	6
I can identify the main points of TV news such as interviews, events, accidents etc. when the topic is supported visually.	—

The first part of the checklist includes six descriptors related to listening skills. It is seen that five of these descriptors are covered in the textbook. The remaining one requires visual materials which make it difficult to involve this descriptor into the learning process which is based on the textbook use only.

Table 5: Reading

Descriptors	Task Number
I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role, and which are clearly structured and illustrated.	1
I can understand a simple personal letter in which the writer tells or asks about aspects of everyday life.	6
I can understand simple written messages from friends or colleagues; for example, a note saying when we should meet to play football or asking me to be at work early.	1
I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.	3
I can comprehend information in advertisements such as size and price.	1
I can understand simple user's instructions for equipment such as public telephones.	__
I can understand feedback messages or simple help indications in computer programmes.	—
I can understand short texts dealing with topics, which are familiar to me if the text is written in simple language.	12

The second part of the checklist includes eight descriptors related to reading skills. The textbook covers six of these descriptors. It is seen that the textbook does not contain any tasks related to the remaining two descriptors.

Table 6: Spoken Interaction

Descriptors	Task Number
I can make simple transactions in post offices, shops or banks.	__
I can use public transport: buses, trains and taxies, ask for basic information and buy tickets.	1
I can get information about the travel that I will do.	__
I can order something to eat and drink.	__
I can make simple purchases by stating what I want and asking the price.	__
I can ask for and give directions by referring to a map or plan.	3
I can make and respond to invitations.	__
I can discuss with other people what to do, where to go and make arrangements to meet.	__
I can ask people questions about what they do at work and in free time and answer such questions addressed to me.	2

The third part of the checklist includes nine descriptors related to spoken interaction. It is seen that the textbook covers only three of these descriptors. The textbook does not contain any task related to the remaining six descriptors.

Table 7: Spoken Production

Descriptors	Task Number
I can talk about myself and my family and describe them.	2
I can give basic descriptions of events.	8
I can descript my educational background, my present or most recent job.	__
I can describe my hobbies and interests in a simple way.	7
I can describe past activities such as last week or my last holiday.	3

The fourth part of the checklist includes five descriptors concerning spoken production. Four of these descriptors are covered in the textbook while there is not any task related to the remaining one.

Table 8: Writing

Descriptors	Task Number
I can write short simple notes and messages.	2
I can describe an event or a social activity such as an accident or a party in simple sentences and report what happened, when and where it happened.	5
I can write about aspects of my everyday life in simple sentences such as job, school, family, hobbies.	2
I can fill in a form giving an account of my educational background, my job, my interests and my specific skills.	1
I can briefly introduce myself in a letter including my family, school, job and hobbies with simple phrases and sentences.	1
I can write a letter using simple expressions for greeting, addressing, asking or thanking somebody.	3
I can write simple sentences by connecting them with words such as "and", "but", "because".	2
I can use connecting words such as "first", "then", "after", "later", to indicate the chronological order of events.	3

The last part of the checklist consists of descriptors for writing. The textbook provides tasks for all of these descriptors.

As a result of the detailed examination of the textbook, it is seen that the textbook includes tasks related to the descriptors given above. However, these tasks are not distributed equally among the descriptors. The tables indicate that tasks are concentrated on certain descriptors for each language skill. That is some descriptors are covered by many tasks while the others by only one or two. It is unreasonable to assume that only one or two tasks are sufficient for acquiring the skills demonstrated by the descriptors. In particular, the spoken interaction tasks of the textbook are not in line with the descriptors and as a result only three of these descriptors are covered by only seven tasks.

Despite the fact that almost each descriptor is covered by at least one or two tasks, the share of the tasks related to the descriptors in the total number of tasks included in the textbook is very small. In figures, textbook contains 331 tasks in six units and only 81 of these tasks are related to the descriptors.

Discussion

According to the general analysis of the textbook regardless of the descriptors, the textbook includes tasks for each of the skills determined in the ELP and these tasks are distributed equally among the skills. Nevertheless, when detailed analysis is performed by taking the descriptors into account, it is seen that only 81 out of 331 tasks are related to the descriptors and their distribution among descriptors are not equal.

The general and detailed analyses demonstrate that there are only 7 spoken interaction tasks related to the relevant descriptors out of 54 spoken interaction tasks and more interestingly 331 tasks in total in the textbook. Apart from the quantitative data, qualitative data shows that

the remaining 47 tasks do not serve communicative purposes because the communicative approach requires learners to use their own language for a means of communication. On the other hand, the textbook asks learners to use language largely supplied by the textbook (not to ask their own questions or give their own answers). Thus, these tasks are not aimed to initiate a communicative and interactive process in terms of language use, but to provide learners with vocabulary drills. It is the textbook which determines the content of learners' learning and the learners are expected to express themselves through language which has been narrowly defined. Thus, as Little (1991) also stated in his book, this restricts learners to a peripheral role in the discourse and does nothing to engage their personal construct systems (p. 32) and does not create a suitable environment to promote learner autonomy.

Against this background, given that language use is not based on learners' needs and interests and seen as content rather than a medium for communication, tasks do not support the communicative methodology which is claimed to be followed by the textbook.

As for the spoken production tasks, textbook contains 20 spoken production tasks related to the descriptors out of 93 spoken production tasks and 331 tasks in total. In addition to the number of tasks, it is also necessary to look whether these tasks are really productive or not. According to Littlejohn (1998), in order to determine if any task is productive or not it is necessary to look at whether or not learners respond to direct questions, use language largely supplied by the materials (comprehension questions or drills), are asked to "initiate", use language not supplied (free writing or asking their own questions) or are not required to take any direct role at all (only to take note of a grammar explanation) (p. 199).

When spoken production tasks are examined from this point of view, it is seen that learners are asked to answer questions directly related to the photos given and these tasks are very restrictive since generally questions are either yes/no questions or require single word answers. Moreover, photos are too simple to comment on and thus to perform a spoken production task.

In general analysis, the textbook is also analyzed in terms of communicative approach, student-centeredness and learner autonomy which are the basic concepts referred to in the CEF, the source document for the ELP. In this respect, classroom participation and whether the learners work alone, in pairs/groups, or with the whole class are also taken into account. It is seen that 249 out of 331 tasks require individual work while 82 tasks require pair/group work. Thus, it can be concluded that tasks are largely based on individual work. However, as generally accepted group works support a student-centred and active learning environment and promote learner autonomy. Involving in the group works, learners take the responsibility of making their own decisions, acting in line with these decisions, procuring the necessary materials and equipment in order to achieve their targets and sharing roles equally within the group. This well-organized and disciplined process allows learners to take control of their own learning and to get involved into the process. Thus, in group works foreign language becomes a medium to express their own thoughts and proposals rather than only a content of lesson. The fact that the tasks largely require individual work and attach less importance to group works somewhat makes foreign language learning environment less communicative and student-centred (Little, 1991).

Another way of promoting learner autonomy is use of authentic texts. According to McGarry (1995), authentic text is in the broad sense "a text that was created to fulfil some social purpose in the language community in which it was produced" like texts from newspapers and magazines and novels, poems, radio and television programs, films, games, manuals, etc.(p. 3). The use of authentic texts is also considered during the general analysis and it is seen that

the content of tasks is generally fiction and all texts used in the textbook are created materials and have no authentic characteristics.

Conclusion

During the general and detailed analysis of the textbook, tasks are firstly examined in terms of total number of tasks for each skill, distribution of tasks among skills, communicative approach, learner autonomy, student-centeredness, pair/group works and authentic text use. Then tasks are analyzed in detail by means of a checklist using the descriptors taken from the ELP as evaluation criteria.

The detailed quantitative analysis of the textbook show that although the textbook aims at bringing learners to the A2 level, only 81 out of 331 of the tasks included in the textbook are related to the descriptors of that level and these tasks are not distributed equally among the distributors. The qualitative analysis, on the other hand, reveals that the offered tasks do not serve communicative purposes and promote student-centeredness and learner autonomy although it is stated in the introduction part of the textbook that a communicative methodology is used and it is aimed to promote student-centeredness and learner autonomy. Based on the results of these analyses, it is seen that the textbook does not meet the A2 level criteria both in quantitative and qualitative sense.

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Appendix 1

Checklist

LISTENING

Descriptors	Task Number
I can understand daily conversations if they are spoken clearly, slowly and directly.	
I can identify the main topic of a discussion when people speak slowly and clearly.	
I can understand words and expressions related to everyday life such as basic personal and family information, school life, local area and employment.	
I can comprehend the main topic in simple short messages and announcements.	
I can understand the essential information in short recorded passages dealing with everyday matters, which are spoken slowly and clearly.	
I can identify the main points of TV news such as interviews, events, accidents etc. when the topic is supported visually.	

READING

Descriptors	Task Number
I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role, and which are clearly structured and illustrated.	
I can understand a simple personal letter in which the writer tells or asks about aspects of everyday life.	
I can understand simple written messages from friends or colleagues; for example, a note saying when we should meet to play football or asking me to be at work early.	
I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.	
I can comprehend information in advertisements such as size and price.	
I can understand simple user's instructions for equipment such as public telephones.	
I can understand feedback messages or simple help indications in computer programmes.	
I can understand short texts dealing with topics, which are familiar to me if the text is written in simple language.	

SPOKEN INTERACTION

Descriptors	Task Number
I can make simple transactions in post offices, shops or banks.	
I can use public transport: buses, trains and taxies, ask for basic information and buy tickets.	
I can get information about the travel that I will do.	
I can order something to eat and drink.	
I can make simple purchases by stating what I want and asking the price.	
I can ask for and give directions by referring to a map or plan.	
I can make and respond to invitations.	
I can discuss with other people what to do, where to go and make arrangements to meet.	
I can ask people questions about what they do at work and in free time and answer such questions addressed to me.	

SPOKEN PRODUCTION

Descriptors	Task Number
I can talk about myself and my family and describe them.	
I can give basic descriptions of events.	
I can descript my educational background, my present or most recent job.	
I can describe my hobbies and interests in a simple way.	
I can describe past activities such as last week or my last holiday.	

WRITING

Descriptors	Task Number
I can write short simple notes and messages.	
I can describe an event or a social activity such as an accident or a party in simple sentences and report what happened, when and where it happened.	
I can write about aspects of my everyday life in simple sentences such as job, school, family, hobbies.	
I can fill in a form giving an account of my educational background, my job, my interests and my specific skills.	
I can briefly introduce myself in a letter including my family, school, job and hobbies with simple phrases and sentences.	
I can write a letter using simple expressions for greeting, addressing, asking or thanking somebody.	
I can write simple sentences by connecting them with words such as "and", "but", "because".	
I can use connecting words such as "first", "then", "after", "later", to indicate the chronological order of events.	