

candidates were supposed to demonstrate and apply their knowledge of pronunciation, using standard accent whereby fluency is rewarded.

French pronunciation rules are very clear. Liaison and accents have to be pronounced, consonant at the end of the word is rarely pronounced unless followed by another word starting with a vowel, verb endings must be respected, **double LL** between vowels changes its pronunciations.

These are basic rules that have to be taught from the first year. The fact that majority of students did not pronounce correctly shows that their teachers did not take these rules seriously. Misunderstanding will occur if these rules are not followed and a candidate may not be judged fluent if he/she does not respect and follow the rules of pronunciation.

Weaknesses

The lack of respect of liaison in Card A *est âgé, vingt ans, pas amusant, pas intelligent, les autres, ses amis*, and in Card B *vingt ans, très amusant, choses en, ses amis, tout à fait, mes amies*. And there were unnecessary liaisons. Certain other basic mistakes that occurred with alarming frequency were *filles, heureusement, gentil, certainement*, in Card A and *jeune, rigole, commun, gentil, certainement, rêvent, malherusement and disrespect of accents* in Card B. There was also a marked lack of intonation and disrespect of accents in both the cards e.g. *âgé, présent, à côté*.

Advice to teachers

Teachers are advised to start corrective phonetic exercises from Form 1. These exercises are readily available on audio tapes from the *K.I.E* or the *Bureau Linguistique*. Reading aloud, debates and discussions, verse speaking and participation in drama festival are a good way to get started.

26.3.2 Section 11 Role-Play

(5 pts)

Primarily a test of candidates' ability to communicate **needs, information, requests** and **sentiments** in plausible life like situations, role-play assesses **verbal communication** only, and **intelligibility** is of greater importance than grammatical accuracy. Non-verbal communication is not given credit.

The candidates were given 5 language tasks in a sequence in a given situation. Examiners' stimuli do not feature on the candidates' cards. Each of these tasks is in response to a stimulus provided by the examiner. Failure to carry out instructions or tasks in correct order is penalised. Correct interpretation of tasks, using idiomatic language is rewarded.

Card A had a situation of a candidate having to go to 'Lost and Found' office of a bus company and was expected to ask politely if a packet has been found in a bus (number and destination), to describe the packet and the contents within and finally to thank the employee. In Card B, the candidates had to go back to a shop to exchange a gift that