

Fitness for purpose: Which talk strategies for which learners?

<p>David understands readily and is keen to communicate. A risk taker, he often launches in to speaking without having thought through how the sentence might end up. He is very spontaneous but because he is quite lazy with learning verb endings, he half knows a lot of words, but most sentences will have mistakes and many will end up ambiguous because of wrong verb endings.</p>	<p>Emma has an excellent memory and is really keen to do well, and also prepared to put in serious time and commitment to memorising. She is quite anxious and under confident, but on top of this, she does not understand unexpected questions readily and is prone to answering the question she thinks you might be asking. In addition, her pronunciation is not secure and she has difficulty retaining the sounds of more complex words over time.</p>
<p>Simon is extremely bright and adapts his extensive English vocabulary to his foreign language learning very well. He is secure with all tenses, using his own conditional perfect in his last oral assessment! Because he is ambitious and always wants to say exactly the right answer, he can sound stilted in oral examinations. He can get tongue-tied as he is considering the various different options!</p>	<p>Vanessa is also very bright. She doesn't seem at ease with Spanish and says that she prefers German. However, recently she has begun to be much more spontaneous in class, and her knowledge of grammar is sufficiently well developed for her to build sentences creatively and independently. In oral exams she doesn't sound as confident as she should be, and there is a real danger she is underselling herself here, as her knowledge and application of grammar is sufficiently well developed for her to be able to make her own meaningful exchanges.</p>
<p>David</p>	<p>Emma</p>
<p>Simon</p>	<p>Vanessa</p>

