

TECHNOLOGY INTEGRATION LEARNING PLAN

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OVERVIEW

I will develop a plan to integrate technology into the two elementary courses that the Italian section offers to students who need to fulfill their language requirement or intend to pursue a minor in Italian at MU. The plan will be implemented over two semesters.

I will also include an example of an instructional plan devised to raise the students' awareness of different types of houses in Italy and of the geography of the country and to reinforce the vocabulary related to these two topics. The activities will rely on the use of technology as a means to expand the students' knowledge of Italian cultural and social patterns.

UNIVERSITY OF MISSOURI-COLUMBIA

DEPARTMENT OF ROMANCE LANGUAGES AND LITERATURES

SECTION OF ITALIAN

TECHNOLOGY INTEGRATION LEARNING PLAN

INTRODUCTION

The Italian Section of the Department of Romance Languages and Literatures at the University of Missouri-Columbia believes that all the students of Italian need to develop competencies and skills in using and applying a broad range of technologies in order to become efficient independent learners of the language.

VISION

The faculty members and instructors of this section are committed to establishing an enriched learning environment supported by technology to prepare students to become lifelong independent learners of the Italian language and culture. This new challenging environment will provide students with the curricular content and the technological skills that they need both to speak and write the Italian language and to discover Italy, its people and its culture.

LEARNING A FOREIGN LANGUAGE

Learning a foreign language is a complex life-long process that has been studied by generations of scholars. How do we learn foreign languages? There are different schools of thought. Some researchers believe that because humans are capable of processing information they are also able to acquire a language if they are exposed to a certain amount of comprehensible input. Others believe that exposition to comprehensible

input alone is not sufficient and that active participation in communicative interactions in the foreign language is also necessary.

On the opposite side there are those who support a more “academic” way whereby the study of grammar rules and vocabulary are enough to learn the foreign language. Their belief is based on the assumption that learners will rely on their experience in the acquisition of their native language to learn the foreign one.

However, between these two extremes there are students and teachers who believe in a more eclectic way of learning a foreign language. The faculty and instructors of Italian at the University of Missouri-Columbia endorse this view. In particular, they believe in the importance of exposure to comprehensible language in context and of the opportunity to use the language in meaningful situations. They also believe that learning a foreign language in an academic setting is greatly enhanced by the conscious study of the formal system of the language and the practice of its elements in order to make the learners capable of shifting their efforts from low level language skills to higher level communication skills and strategies¹.

GOALS

- to integrate technology into as many areas of instruction as possible across the curriculum;
- to develop student competency in the use of technology for language learning seen as a life-long process;
- to enhance student achievement through the use of technology;
- to improve student management resources.

THE COURSES AND THE STUDENTS: AN ANALYSIS

The Italian Section offers two 6-credit introductory level language courses over two semesters. Elementary Italian I is offered in the Fall semester and Elementary Italian II in the Winter semester of each academic year. Students

¹ Modern Languages: Learning, Teaching, Assessment. A Common European Framework of Reference, Strasbourg, Council of Europe Press, 1996. Available on-line at http://www.culture2.coe.int/portfolio/documents_intro/common_framework.html.

are required to attend five 50-minutes classes per week and one 60-minutes laboratory class per week each semester.

Most students are undergraduates from different educational backgrounds. No previous knowledge of Italian is required. Because of such a diverse range of personal and educational backgrounds, technological skills may vary. It is the intention of the Italian Section, however, to support the students in the development of solid skills in the use of technology for language learning following the guidelines and the **National Educational Standards (NETS) for Students** of the **National Society for Technology in Education (ISTE)**². The Italian Section also intends to follow the standards for foreign language learning as defined in Standards for Foreign Language Learning: Preparing for the 21st Century commissioned by the **US Department of Education** and the **National Endowment for the Humanities**³. Because the language instructors of the Italian Section are all native speakers born and raised in Italy, some with experience as foreign language teachers in Italian high schools, the standards and competence indicators defined in Modern Languages: Learning, Teaching, Assessment. A Common European Framework of Reference⁴ by the Council of Europe will also be taken into consideration to make sure that the students engage in the best language learning experiences supported by sound pedagogical research.

The venue for the laboratory classes is the computer language laboratory situated in the basement of the Arts & Science Building on the Columbia campus. The students to computers ratio is of one to one. The computers are connected to the university network and to the Internet, just like any other lab on campus. No local area network exists. For this reason, it is not a typical language laboratory, as no direct interaction between the instructor and the students is possible using the machines. It is, however, the only facility available where students can access a series of technological tools to

² ISTE web site: www.iste.org. Also the **European Computer Driving Licence** will prove useful to infuse technology in the Italian language classes. The syllabus is available at <http://www.ecdl.com/main/index.php> (English version) and at http://www.aicanet.it/index_b.htm (Italian version).

³ Standards for Foreign Language Learning: Preparing for the 21st Century, US Department of Education and the National Endowment for the Humanities, first published in 1996 and then revised in 1999. Available at the American Council on the Teaching of Foreign Languages web site (<http://www.actfl.org/public/articles/details.cfm?id=33>).

⁴ See note 1 above.

support their study of the Italian language, culture and society. It is here that the Italian instructors will implement this technology plan.

ASSESSMENT OF STUDENT TECHNOLOGICAL SKILLS

As was already noted, students who begin Italian at MU tend to have diverse educational and technological backgrounds. Some show confidence in using a variety of technological tools from the very beginning of the first course. They may even be taking computer science courses. Others, instead, may feel a little less confident with these tools and therefore need help, practice and support.

During the first week of the first semester of Italian the students will be given a questionnaire (see Appendix A) to ascertain their computer competence. Although computer skills is not an area of instruction in a foreign language course, nonetheless, it is advisable that instructors have a fairly clear idea of how computer literate their students are before they organize learning activities that make use of technological tools. For example, before asking students to write a paragraph about themselves in Italian in MS Word and then forward it to their instructor by e-mail, it is wise to make sure that the students know how to

- open MS Word,
- create a document in Word,
- name and save it,
- compose an e-mail message,
- attach the Word file to the message and finally
- send the message to the instructor.

These seem easy steps for those of us who are familiar with computers, but we cannot assume that everybody is able to perform them automatically.

An analysis of the results of the questionnaire will tell the lab instructor how best to approach each learning activity from the point of view of the technology involved and how to provide support in case it is needed.

Support will be offered in one of the following ways, depending on the number of students who need it:

- face-to-face instructor-to-student interaction. In other words, the instructor shows individual students how to do things on the computer;
- referring students to the IATS⁵ web site and their on-line support;
- simple written instructions, mostly in Italian, at the beginning of each language activity to be carried out in the lab. Currently the Italian lab instructors produce paper worksheets for each lab session, although the same worksheets are available in electronic format on WebCT.

OPPORTUNITIES FOR STUDENTS TO APPLY TECHNOLOGY TO LANGUAGE LEARNING

The faculty and instructors of the Italian Section believe that the use of technologies in the language class

- increase the motivation of the students;
- provide systematic self-instruction⁶;
- increase transfer of knowledge to problem solving;
- foster group cooperation;
- allow for multiple intelligences⁷;
- optimize learning resources;
- makes access to primary sources in Italian available to students which were otherwise inaccessible;
- make learning interactive within real communicative contexts;
- help students restructure and refine their knowledge of the language and culture of Italy and
- facilitate a student-centered approach to language learning thanks to the interactive nature of multimedia⁸.

⁵ <http://iatservices.missouri.edu>

⁶ For example, through the grammar and vocabulary drill exercises available on the Elementary Italian WebCT site. See Gagnè's **Events of Instructions** in M.D.Roblyer, Integrating Educational Technology into Teaching, 3rd edition, Merrill Prentice Hall, Columbus, Ohio, 1997, p 60.

⁷ See Gardner's **Theory of Multiple Intelligences** in M.D.Roblyer, Integrating Educational Technology into Teaching, 3rd edition, Merrill Prentice Hall, Columbus, Ohio, 1997, p 71.

⁸ Adapted from M.D.Roblyer, Integrating Educational Technology into Teaching, 3rd edition, Merrill Prentice Hall, Columbus, Ohio, 1997, p 77, Figure 3.4.

They also believe that technology suits well both directed and more constructivist approaches to language learning.

Here is a list of skills and contexts for learning Italian as a foreign language in which technology plays an important role. It is by no means exhaustive, but the Italian instructors believe it is a representative example of what undergraduate students will need in order to become efficient and independent language learners. They are linked to the ISTE NETS for all students and the European Computer Driving Licence (ECDL)

BASIC OPERATIONS

(ISTE NET Standard 1) (ECDL Module 2.2-3)

Students

- log in to the MU network (CTRL+ALT+DEL, username, p/w) and log off;
- create a folder on Bengal called ITALIANO where to store their files;
- create a simple document in MS Word, name and save it either on Bengal or on a floppy disk;

- log on to WebCT;
- find, read and print the syllabus;
- find, read and print the calendar;
- check their grades and absences;
- access notes to individual units of the course book;
- access supplementary interactive exercises (grammar, vocabulary, listening).

TECHNOLOGY PRODUCTIVITY TOOLS

(ISTE NET 3) (ECDL Module 3.1-3)

Students

- use a word processor to follow a productive process of writing in Italian based on brainstorming, analyzing audience, defining a purpose, organizing content, structuring an argument and editing their writing (a simple description, a report, a résumé);

- create a simple web page with text in Italian and images without infringing copyright rules and respecting their own and other people's privacy;
- write e-mails in Italian.

TECHNOLOGY COMMUNICATIONS TOOLS (ISTE NET Standard 4) (ECDL Module 7.4-5)

Students

- post a message on the discussion board of the Italian Elementary WebCT site and reply to other messages;
- send e-mail to the instructor and classmates;
- exchange e-mail in Italian with e-pals living in other parts of the world⁹;
- post messages onto discussion boards for learners of Italian;
- post messages to a Weblog created by the instructor on www.blogger.com (user name: italog, p/w: roma)
- listen to/watch news programs in streaming audio/video in Italian on www.rai.it or other sites.

TECHNOLOGY RESEARCH TOOLS (ISTE NET 5) (ECDL Module 7.1-3)

Students

- open a browser: IE or Netscape Navigator;
- type in the URL of a web site;
- surf web sites in Italian to locate, evaluate and collect information (on-line newspapers, personal web pages, sites containing tourist information, train times, phone numbers and sites specifically designed for learners of Italian as a foreign language¹⁰).

TECHNOLOGY PROBLEM-SOLVING AND DECISION MAKING TOOLS

⁹ See the eTandem Project at <http://www.slf.ruhr-uni-bochum.de/index.html>

¹⁰ For example, www.rete.co.it, the companion Web site to the course book RETE!

(ISTE NET Standard 6) (ECDL Module 7.1-3)

Students

- use on-line dictionaries like the Collins English-Italian-English one at www.wordreference.com to look up new words;
- use effective searching skills to locate the exact translation of the word;
- use on-line translators like Altavista very carefully relying more on their thinking skills than on the electronic tool;
- use search engines (both in English and in Italian) to locate information about Italy and the Italian language that will help them make informed decisions for solving problems¹¹.

AN EXAMPLE OF AN ACTIVITY THAT INTEGRATES LANGUAGE AND TECHNOLOGY

Living in Italy

Overview

I will develop a strategy to raise the students' awareness of different types of houses in different areas of Italy and to reinforce the vocabulary concerning this topic. This use of technology will be invaluable. By surfing a real Italian real estate Web Site, the students will have the opportunity to read all sorts of information about the houses and also see photos of them, which would not normally be possible in a traditional classroom. In addition, the students will have to make decisions based on the information found.

Analysis

The audience

A group of about 40 undergraduate students at MU taking Italian I with elementary knowledge of the language and meeting once a week in the computer language lab of Arts & Science for 60 to 90 minutes. They are at

¹¹ A good tutorial on search skills easily adaptable for Italian would be Four NETS for Better Searching by B. Dodge at <http://webquest.sdsu.edu/searching/fournets.htm>.

the end of their first semester of Italian, they have had about 60 hours of face to face language instruction so far.

What the students know

The students have had about 60 hours of classroom instruction in the language, which means they can understand the main points of clear input on familiar matters regularly encountered in work, school, leisure, etc. They can deal with most situations likely to arise when traveling in Italy. They can produce simple connected text on topics which are familiar or of personal interest. They 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). They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. They can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate basic need.

What the students will learn

The aim of the activity is to give the students the opportunity to explore the different types of houses in different parts of Italy, to acquaint them with house prices and living preferences in Italy and to compare these with the United States. In Italy, as in most European countries, many people prefer to live in city centers rather than the suburbs or the country. In addition, the students will reinforce and expand their knowledge of the language needed to talk about houses and living habits, as all the activities are to be done in Italian.

The topic will have already been covered in class through the material and activities available in the course book (pictures, dialogs, texts). It will be reinforced in the lab through the use of technology.

The activities can be carried out in about 60 to 90 minutes in the computer language laboratory of the Arts & Science building.

Being an activity planned for the end of the first semester, students will not need any particular help with the technological tools that will be used. They will already know how to use a Web browser to “locate, evaluate and collect information” and to “report results” (NETS for Students 5). However, they

will have the opportunity to reinforce those skills. They will also use technology to “solve problems and make informed decisions” ((NETS for Students 6).

Design and Development

The structure of the learning activity

The activities are at the level A2 of the Common European Framework (see Appendix B).

The technological tools needed are: Web browser and MS Word.

Introduction (20 minutes)

In order to introduce the activity, students are asked to discuss the following points in Italian in pairs (the English translation is given here in *italics*). They are encouraged to use an on-line dictionary like the Collins one to look up words. All the instructions for the activities will be given on a paper sheet, but will be also available on the WebCT site as a web page.

(NETS for Students 5)

(Standards for Foreign Language Learning 2.1 and 2.2)

1. Io vivo a (nome della città) in (nome dello Stato) *I live in (name of town) in (name of state)*
2. Abito in centro/in periferia *(I live in the town center/suburbs)*
3. In centro ci sono le case più belle/brutte oppure più care/meno care ... *(The best/worst/most expensive/cheapest houses are in the center...)*
4. In periferia ci sono le case più belle/brutte oppure più care/meno care ... *The best/worst/most expensive/cheapest houses are in the suburbs...)*
5. Nella tua città dove si trovano queste abitazioni, in centro o in periferia? *(In your town where are these types of homes? In the city centers or the suburbs?)*
 - Palazzi *(high-rise buildings)*
 - Grattacieli *(skyscrapers)*
 - Villette bifamiliari *(semi-detached houses)*

- Villette a schiera (*row houses*)
- Ville (*villas*)
- Monolocali o bilocali (*one-two-room apartments*)
- Appartamenti (*apartments*)
- Condomini (*condos*)

On-line activity (20-30 minutes)

In pairs students surf the Web site www.casa.it, a real estate site. They are told they are going to move to Bologna, Italy for a year to improve their Italian and need to find a house or apartment to rent. A wants to go and live in the center of Bologna, a big city in the north of the country, while B prefers the suburbs. They are also told they do not want to spend more than 800 euros a month. Each of them has to browse through the offers, compare prices and observe the pictures. Then they create a Word document, copy a picture of the house they have chosen from the Web site and paste it in the Word file and write a detailed description based on what they have read in the ad. Finally, they print out the page.

(NETS for Students 3 and 5)

(Standards for Foreign Language Learning 2.1 and 2.2)

Off-line activity (20 minutes)

Using the data found on www.casa.it A and B find a solution, discussing the pros and cons of both preferences. Then they write an email asking detailed questions about the location, the kind of area, the facilities in the area, the price etc. They will send the email to the instructor, who will assess it on:

- richness of vocabulary;
- accuracy and
- appropriateness of style.

(NETS for Students 3 and 5)

(Standards for Foreign Language Learning 2.1 and 2.2)

Follow-up activity

The following day in class the students are asked to reflect on what they learned in the lab. They should have noticed, for example, that apartments are available in city centers in Italy and that the rent there tends to be rather high. This is because city centers are residential areas in Italy and lately have become up-market too. Students should compare these trends with the areas they come from in the US. The reason for doing this the following day is that the number of students in class is smaller (between 16 and 24, depending on the section). This is an advantage for holding general discussions. Finally, students will be asked to write a short paragraph about living preferences in Italy and the US for homework.

(NETS for Students 3 and 5)

(Standards for Foreign Language Learning 2.2 and 4.2)

Desired learning objectives, knowledge, cognitive skills, and/or attitudes developed.

The students will

- a) revise/practice/expand the language related to houses and living,
- b) gain insight into the different types of houses, their prices and living habits and trends in Italy;
- c) compare what they have found about Italy with their own country,
- d) engage in pair work, decision making, negotiating and problem solving;
- e) use technology to locate, evaluate, and collect information;
- f) use technology to solve problems and make informed decisions.

The first part of the lab session will be more directed (see the introduction). The students are asked to talk about where they live but are given a lot of clues in the form of words and sentences. The other activities, though, are more of a constructivist nature, as they are based on pair work, discussion, learning by doing and decision-making. The use of technology will support all activities.

Implementation

The activities planned do not require special equipment besides what is available in the computer language lab of the Arts & Science Building (Web browser and MS Word), which has always proved reliable so far. However, should any problem occur that would prevent the access of the web site www.casa.it, a printed copy of a selection of ads prepared by the instructor in advance will be given to the students. Photocopies can be made in a few minutes in the Romance Department office. In this case all the writing activities will have to be done on paper.

Evaluation

The success of the activities in the lab will be evaluated mainly through direct observation. It must be stressed here that the activities devised are primarily language activities, although technology plays an important role. Therefore, a formal evaluation of the technological aspects is not needed. However, students will be asked to rate the following aspects of the class before leaving using the following grid:

	1 lowest	2	3	4	5 highest
The class today was interesting.					
The tasks were doable.					
The technological tools were easy to use					
Instructor's support was available					

The description of the house/apartment chosen, the email and the short paragraph the students will have to write will be evaluated using the following language indicators:

- richness of vocabulary;
- accuracy and
- appropriateness of style.

APPENDIX A

TECHNOLOGY NEEDS ASSESSMENT QUESTIONNAIRE¹²

How to Fill out this Survey

Select your skill-level ranking based on the experience you have **now**.
Experience levels are as follows:

NONE	no experience at all
LITTLE	experience (but not enough, in your judgment)
SUFFICIENT	experience for performing your duties
EXTENSIVE	experience that goes beyond your present duties

Your answers will assist your instructors in their continuing effort to provide you support.

Your answers will be handled in the strictest of confidence.

.....

PRE-ASSESSMENT QUESTIONS

Are you a freshman sophomore other?

What is your minor?

¹² Adapted from <http://www.swfln.org/questionnaire.html>

What is your major?

Do you have a computer at home?

- I don't have a computer at home.
 I have a computer at home, but I don't use it.
 I have a computer at home that I use, but it is not hooked up to the Internet.
 I have a computer at home that I use, and it is hooked up to the Internet.

SELECTED SKILLS

		None	Little	Sufficient	Extensive
1	Turn on the computer				
2	Log on to the MU network				
3	Insert and remove a floppy disk				
4	Insert and remove a CD-ROM disk				
5	Reboot the computer				
6	Saving a file on your Bengal account				
7	Backing up a file on a floppy disk				
8	Copying a disk				
9	Downloading a file				

GENERAL SKILLS

		None	Little	Sufficient	Extensive
1	Select items with a mouse pointer				
2	Access Windows features with start button				
3	Open pop-up menus with a mouse				
4	Point at menu item				
5	Select and open menu item				
6	Close menu item				
7	Choose commands by pointing & clicking				
8	Maximize and minimize window				
9	Use horizontal and vertical				

	scroll bars				
10	View contents of floppy disk				
11	View contents of hard disk				
12	View contents of a CD-ROM disk				
13	Logging off MU network				

WORD PROCESSING

		None	Little	Sufficient	Extensive
1	Open a word processing application				
2	Create a new document				
3	Save a document				
4	Insert text				
5	Edit existing text				
6	Copy and paste text within a document				
7	Delete text				
8	Change text appearance: font sizes, font types.				
9	Apply text formatting such as bold, italic and underline.				

ACCESSING THE WEB

		None	Little	Sufficient	Extensive
1	Open Web Browser				
2	Go to a URL				
3	Refresh a Web page				
4	Activate a hyperlink				
5	Navigate forward and backward between previously Web pages				

FINDING WHAT YOU NEED ON THE WEB

		None	Little	Sufficient	Extensive
1	Identify a search engine				
2	Perform a simple search				
3	Perform a refined search				
4	Find an MU e-mail address				
5	Find a picture file				
6	Find a sound file				

7	Find a movie file				
8	Find a streaming video file				

PERFORMING ONLINE INTERACTIVE TASKS

		None	Little	Sufficient	Extensive
1	Complete/Submit an online application				
2	Complete an online survey				
3	Bookmark a web page				
4	Print a web page				
5	Basic Browser Functions (Forward,Back,Home)				
6	Keep two or more browser windows open				
7	Maximize the browser window				
8	Find a specific word in a web page				
9	Listen to a streaming audio file on the web				
10	Watch a streaming movie on the web				

E-MAIL UTILITIES

		None	Little	Sufficient	Extensive
1	Access MU Student Webmail				
2	Understand the make-up of an e-mail address				
3	Read e-mail messages				
4	Reply to a message				
5	Compose and send e-mail message				
6	Open and save a file attachment to a location on a drive				
7	Attach a file to a message				
8	Send a message to multiple recipients				
9	Delete messages				

USING WebCT

		None	Little	Sufficient	Extensive
1	Access WebCT courses at MU				
2	Open the syllabus and print it				
3	Open the calendar and print it				
4	Check your grade book				
5	Check your mail				
6	Access the unit notes and exercises				

Are there any other areas of computer use in which you would like support?

THANK YOU FOR PARTICIPATING!

APPENDIX B

ISTE: NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS) FOR STUDENTS

1. Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

2. Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4. Technology communications tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6. Technology problem-solving and decision-making tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

APPENDIX C

Modern Languages: Learning, Teaching, Assessment. A Common European Framework of Reference. Table 1. *Common Reference Levels: global scale*

Proficient user	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent user	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic user	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.

	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
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Columbia, 7 April 2003