

Paper at the seminar chaired by  
H. H. Stern; the International Seminar  
on Curriculum & Assessment, Gränna,  
Sweden, 1971. Seminar faculty  
chaired by B. S. Bloom & T. Husén

GR/SL/51

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SPECIFICATION OF L2 OBJECTIVES

IN THE FINNISH CURRICULUM

- A. Knowledge of elements
  - 1. Ability to indicate the meaning of a content word X by
    - 1.1 finding Y which is a synonym, opposite, paraphrase
    - 1.2 producing Y which is a synonym, opposite, paraphrase
    - 1.3 finding a L1 equivalent
    - 1.4 producing a L1 equivalent
    - 1.5 demonstrating (acting out, etc)
  - 2. Ability to indicate the meaning and use of function word X by ....
  - 3. Ability to indicate the pronunciation of a grapheme/grapheme cluster by ....
  - 4. Ability to indicate the spelling of a sound /sound cluster by ....
  
- B. Ability to differentiate and discriminate among elements manifested in the ability to whether
  - 1. determine/E1 is the same or different as compared to E2
  - 2. find/produce E2 which is same/different or in some specified relation to E1
    - 2.1 same/different
    - 2.2 transform
    - 2.3 related/non-related concept
    - 2.4 superordinate/subordinate concept
  - 3. find/produce two or more Es which are the same
  - 4. find/produce E which is different from the others
  
- C. Knowledge of rules and patterns manifested in the ability to
  - 1. determine whether a pattern is right/wrong
    - 1.1 phonological patterns
    - 1.2 ortographic patterns
    - 1.3 syntactical patterns
  - 2. find/produce a P which is right (find: also wrong) (in the context)
  - 3. find/produce a L1 equivalent
  
- D. Ability to differentiate and discriminate among rules and patterns manifested in the ability to
  - 1. determine whether P1 is same/different as compared to P2
  - 2. find/produce a P2 which is ... P1
    - 2.1 same/different
    - 2.2 in some specified relation
  - 3. find/produce two or more Ps which are the same
  - 4. find/produce P which is different from the others
  - 5. classify Ps with respect to
    - 5.1 grammatical function
    - 5.2 phonological class
    - 5.3 sematical category

.../...

- E. Ability to reproduce elements and patterns
  - 1. phonological level
  - 2. orthographic level
  - 3. word level
  - 4. sentence level
  - 5. connected discourse level
  
- F. Ability to manipulate elements and patterns manifested in the ability
  - 1. to produce specified
    - 1.1 phonemes/phoneme patterns
    - 1.2 lexical items
      - synonyms
      - opposites
      - paraphrase
    - 1.3 grammatical patterns
      - transforms
  - 2. to produce a learned response or answer
    - 2.1 word level
    - 2.2 sentence level
    - 2.3 connected discourse level
  
- G. Ability to grasp explicit (surface) meaning of utterances and patterns manifested in the ability to
  - 1. act in accordance with instructions
  - 2. determine the truth/falsity (context-free or c-bound) of an utterance
  - 3. determine the appropriateness/relevance of an utterance
  - 4. find/produce a L1 equivalent
  - 5. find/produce a paraphrase in L1 or L2
  - 6. find/produce a summary in L1 or L2
  - 7. find/produce a label for an utterance or passage
  
- H. Ability to produce utterances or patterns conveying the desired explicit meaning manifested in the ability to
  - 1. obtain information by asking
  - 2. give information by answering
  - 3. express opinions, make statements
  - 4. give explanations
  - 5. describe events, experiences
  - 6. produce stories
  - 7. write/talk on specified topic
  - 8. write/talk on a topic of own choosing
  
- I. Ability to analyze utterances and patterns in terms of implicit (deep) meaning manifested in the ability to
  - 1. grasp situational and contextual modification of meaning
  - 2. grasp paralinguistic modification of meaning
  - 3. understand idiomatic expressions
  - 4. understand non-standard variants
  - 5. understand stylistic conventions (e.g., deliberate ambiguity-pun)
  
- J. Ability to analyze utterances and patterns conveying the desired implicit meaning manifested in the ability to
  - 1. give implied meaning by means of stylistic conventions
  - 2. give implied meaning by means of paralinguistic features
  - 3. use idiomatic expressions
  - 4. use non-standard variants in agreement with stylistic requirements

make inferences

K. Steps in evaluation

1. specify the stimulus situation
  - 1.1 language
    - 1.1.1 L2 (foreign)
    - 1.1.2 L1 (native)
  - 1.2 modality
    - 1.2.1 spoken
    - 1.2.2 written
    - 1.2.3 pictorial
    - 1.2.4 extensive
  - 1.3 complexity
    - 1.3.1 single phoneme or letter
    - 1.3.2 morpheme
    - 1.3.3 word
    - 1.3.4 phrase or clause
    - 1.3.5 sentence
    - 1.3.6 longer discourse
  - 1.4 situation
    - 1.4.1 one-way communication
    - 1.4.2 two-way communication
    - 1.4.3 conversion
2. specify type of response
  - 2.1 language
  - 2.2 modality
  - 2.3 complexity
3. specify the characteristics of performance
  - 3.1 speed of response
  - 3.2 diversity of response
  - 3.3 correctness of response
    - 3.3.1 orthographic
    - 3.3.2 phonological
    - 3.3.3 grammatical
    - 3.3.4 lexical
    - 3.3.5 stilistical
4. acceptability/intelligibility

Aug. 1971

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Inspired by J. B. Carroll's <sup>recent</sup> text on tasks