

THE IMPROVEMENT OF VERB TEACHING WITHIN ROMANIAN LANGUAGE FOR FOREIGNERS BY USING A VERB GUIDE

VIORICA VESA-FLOREA¹

ABSTRACT. *The improvement of verb teaching within Romanian Language for Foreigners by using a verb guide.* The work presents the need and utility to conceive a verb guide which would help the persons interested in learning Romanian as a foreign language and which would have as target-public not only the preparatory year students, but a wider range of public, meaning any person interested in developing the communication competence in this language in a practical, progressive way and in accordance with the concrete everyday communicative needs.

The structure of such volume should comprise, besides the conjugation tables of the verbs grouped on levels, their translation in several wide-spread languages, their contextualization, summary tables with the verbs used with the Dative, and also models of their prepositional status, this means just the aspects in which the foreign speakers have difficulties. Another perspective for selection and contextualisation of the verbs could be their belonging to a certain semantic sphere, a modality to concentrate, simplify and stimulate the individual and collective progress, reflected in the different competences.

Keywords: *Romanian as foreign language, verb guide, contextualisation, practical methods, difficulties.*

REZUMAT. *Îmbunătățirea predării verbului în cadrul L.R.S. prin folosirea unui ghid de verbe.* Lucrarea prezintă necesitatea și utilitatea conceperii unui ghid de verbe care să vină în ajutorul celor interesați de însușirea limbii române ca limbă străină și care să aibă ca public-țintă nu doar studenții din anul pregătitor, ci o paletă mai largă a publicului, adică orice persoană interesată să-și dezvolte competența de comunicare în această limbă în mod practic, progresiv și în acord cu necesitățile concrete comunicative cotidiene.

Structura unui asemenea volum ar trebui să cuprindă, pe lângă tabelele de conjugare ale verbelor grupate pe niveluri, traducerea lor în câteva limbi de circulație, contextualizări ale acestora, tabele recapitulative cu verbele care cer Dativul, precum și modele ale regimului prepozițional ale acestora, adică tocmai aspectele în care aceștia au dificultăți. O altă perspectivă de selectarea și

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contextualizare a verbelor ar putea fi apartenența acestora la o anumită sferă semantică, modalitate de a concentra, simplifica și stimula progresul individual și colectiv, reflectat în diferitele competențe.

Cuvinte cheie: *româna ca limbă străină, ghid de verbe, contextualizări, metode practice, dificultăți.*

1. Introduction

The learning process of a foreign language supposes not only the grammar knowledge or to possess a certain lexical baggage, but also to acquire some actual communication abilities, which means a teaching revolutionizing, an idea which has been talked about lately. The need to conceive such verb guide, which would support those who are interested in reaching the communicative performances as soon as possible, has been more and more felt in teaching Romanian language as a foreign language. For this purpose, following a fine tradition within the Department of Romanian Language, Culture and Civilization, at *Babeș-Bolyai* University, in Cluj-Napoca, we have thought of the need to conceive a verb guide which would replace and would continue at a more advanced level the as known “notebooks of verbs”, used consistently during the class teaching activity. Moreover, such a work tool would have as target-public not only the students of the preparatory year, but a wider range of public, meaning any person interested in developing the communication competence in Romanian language in a progressive, unitary way and in accordance with the concrete everyday communicative needs.

The present work proposes to approach some concrete aspects related to this teaching and learning tool: a.) which objectives the guide must follow; b.) which would be its structure; c.) which benefits could bring to those who are interested; d.) why a verb selection and presentation on semantic spheres is necessary, in accordance with the themes and information from the manuals used in the class. e.) which are the advantages presented by the contextualization of verbs semantically selected on subjects; e.) to what degree is the guide useful in case of self-learning.

2. Objectives

Mastering a foreign language has become at present a necessity for more and more people all over the world. If for little kids it is easy to speak two or more languages simultaneously, only by listening to them, for adults it is much more difficult to learn a foreign language, because it needs time, discipline, a pretty strong motivation and constant efforts. Therefore, the main purpose of teaching is

“to focus on that person who learns”, this idea has been emphasized by the work *The Threshold Level*, the Romanian version signed by the group of authors, which supposes “to take into account all <<the situations>>in which the beneficiary of the teaching act can be surprised, who appears as<<disciple>>, but who is also a communicator, social subject social and person.”(p.3)

The selection from the language vocabulary of a certain number of verbs: 500-700, translated into English and French, would certainly help those who are interested. An appropriate manner of presentation can take the shape of questions-answers, the verbs being used in more diversified statements, corresponding to the levels of competence A1, A2, B1 and B2, related to ***The Common European Framework of Reference (CECR)***, in other words, to the level “beginner”, “false beginner”, “intermediate 1” and intermediate 2”.

The verb guide can be a work useful tool, as it contributes to the development of some specific competences: *linguistics*, by acquainting the speakers with the verbal forms at the different modes and tenses from the conjugation tables, basis models which are repeating. The translation of the verbs in to English and French facilitates the understanding of their meaning, moreover, it saves the time and efforts spent by searching their meanings in other dictionaries or on-line. To the same competence is also related to assume the correct way of verb spelling, so necessary in case of the foreign speakers. To reach the *sociolinguistic competence*, supposes the familiarization with the politeness rules specific to our language and culture for those interested. The guide is useful also to develop the *pragmatic* competence, as is it optimizes the skill of the foreign speaker to arrange the words within a statement in an as natural as possible way, complying with the adequate word order. Difficult aspects can be practiced by easy methods. The stimulation to develop the social-cultural competence concretizes into assimilation of knowledge referring to the Romanian culture, to the interpersonal relations, to the way of thinking, to the cultural values and to the people paremiological richness, reflected in proverbs. This can be presented as models for using the respective verbs any time possible.

3. The Structure

Within the foreign students teaching practice it has been proved, in time, how it is necessary a good organization both the material taught in a certain learning unit, usually organized, on subjects, and of the revising material, which would offer the foreign speaker a cumulative perspective, a panoramic view of the whole. Sometimes, the students transmit as a feedback the idea of a not enough understanding and clarification of the correct way for using the verbal forms, especially when it is spoken about those verbs accompanied by personal or reflexive pronouns, in different cases. Besides, the work structure would suppose the presentation of some summary tables

with the representative verbs, conjugated at the finite and non-finite modes, at active, reflexive and passive voices.

A special space is required for the presentation of all the irregular verbs, which are taught in the manual in different lessons and they often constitute difficulty elements at testing.

The pronominal verbs with Dative and Accusative also require a succinct presentation, clarifying to be thoroughly memorized and recognized in the exercises where they are used in different contexts. Likewise, the verbal constructions used impersonal with Accusative and Dative pronouns, the verbs with two pronouns and those with possessive dative must be included in the guide as they keep rising difficulties to the non-native speakers.

The summary tables with the most used verbs in Romanian language are very useful, they are conjugated at Present Indicative, Past Perfect, I-st person, at Present Conjunctive, III-rd person singular and at Imperative II-nd person singular, affirmative.

The basic section must be represented by contexts of verbal use under the form of questions-answers, this part being less approached by the grammar manuals and the verb books existing at the libraries or on the bookstores shelves. Nevertheless, the practical value of the verb contextualization has been proved to be obvious, reflecting into better results in case of testing not only of the conventional strategies specific for speaking, but also in the results obtained at the other competences: listening understanding, understanding of a written text, the vocabulary and grammar section or the creative production of a text. This is the reason why this guide segment needs to be allocated a wider space.

4. The Work Use:

In order to facilitate finding as soon as possible and memorizing of the correct forms of the verbs, (a visual nature dominant), we could chose for their presentation in alphabetical order. Optionally, the verbs can be noted and grouped by ten as this gives the idea of order and stimulates the wish to make progresses.

The tables with verb conjugations are models for forming other verbs with a similar construction and which, by repeating, become familiar, like a song, heard several times, which you get to hum yourself.

The verb tables with the Dative and Accusative are useful when the foreign speakers are facing the issues of solving some grammar exercises or they want to practice their oral communication competence or that of producing a written text.

The summary tables containing the most used verbs in Romanian language constitute necessary instruments when the forms which especially raise difficulties to the foreign speakers are revised.

The exemplified verbs can be conjugated at the most used modes and: Present Indicative, Past Perfect, Present Conjunctive, III-rd person and at Imperative at the other modes and tenses they will use the introductive tables in which these can be found as conjugation type. For instance, the conjugation model of the verb a dori(esc)- (to want, to wish) will be relatively easy to be found in the tables with conjugated verbs at the verb a citi(esc) –(to read).

All the verbs will be exemplified with the help of some frequently used formulations, some diversified statements, from which the students can select and memorize what they are interested in and which, later on, they will use in their own expressing. Moreover, where possible, an already experimented aspect, the aphoristic expressions and the proverbs are welcome, as they say much in few words, they can be relatively easy kept in mind and they increase the speaker's trust in himself.

5. Possible Benefits

A well known Romanian proverb gives the essence of a truth experienced by each of us and, in addition, by those non-native speakers who have reached the special performances in using Romanian language: *The roots of learning are bitter, but its fruits are sweet.* Indeed, to progress with the help of concrete, practical and at the same time easy methods, could diminish, some of the *bitterness* of efforts made to well master the Romanian language. And what a special satisfaction give the moments when the foreign speaker manages to express correctly an idea, a feeling, thus proving that he has acquired in a certain measure the language of language. For these small victories the examples in the verb guide can prepare him.

The easy and dynamic presentation method of the verbal forms contributes to the memorizing capacity improvement by repeated visualisation of some summary tables or lists. Many persons have ascertained that it is more efficient to learn little, but in a regular way, than to learn much and rarely.

On the other side, the fact that the didactic material can be permanently found at hand of those interested offers them the possibility to keep exercising also after the courses. In case that the learning process is organized, the teacher will work tactfully at the students' attitude, which is not an insignificant aspect. A Polish magazine "Poradnik Domowy" states: "It is absolutely natural to make mistakes when we learn a language. If we accept this fact, this means that we have made the first step." Then, we have to be open "to assume some risks". When we don't know how a certain thing is said "sometimes we have to base on intuition or, simply to guess", which is much better than saying nothing. "We rarely realize that the source of our problems could be the fear or the shame. If we succeed in over passing these weaknesses, we will progress, for sure, more quickly." Under this aspect also, the guide helps the foreign speaker, offering him conversation

models which would improve the communication capacity, supporting him to over pass this fear and thus to progress more quickly.

Being a work tool already experimented, the guide allows to be used in several ways. On one side, the speakers can answer the questions asked by another person not only by repetition, but having the option to choose the wanted version. Then, they have the possibility to formulate themselves questions according to the offered models, to practice the understanding of the meaning in English or French, to write on the book the translation in their own language.

The verb contextualization means an additional support given in solving also the other grammar issues, as it is related to the prepositional regime specific to each verb. The examples give clues also about the use of some prepositions or prepositional phrases either with the genitive, or with accusative or about the cases when we appeal to the prepositions with the dative. Besides, the foreign speaker will notice the special forms which the nouns and pronouns dress up after the verbs which require Dative and Accusative. Thus, the complicated things can become, by practicing, much easier, in other words: "The biggest things need only to be said with simplicity" (Jean La Bruyere).

The guide can be used also similar to a game with cards, in which, on one side a word or a phrase is written, and on the back of the card their translation is written. Speaking of the verbs, this can be carried out by covering the words in the foreign language and checking the knowledge of the Romanian verb or vice versa. Also using the same method the memorising of the verbs or examples can be practised, which confers it a practical value both during the daily didactic activities in the classroom, and also during the homework preparation.

As it is a conversation guide, this tool can contribute to the improvement of the speakers' communication capacity, as they will have at their disposal not only isolated words, but statements and sentences. Besides, it facilitates the creative production, so that they will be able to compose themselves written texts, compositions on a certain theme by appealing the guide section which presents the verbs in a semantic order. These exercises have as result the reduction of the search work in the dictionaries and, obviously, they lead to the gradual enrichment of the vocabulary.

Such a work tool is also a support to reduce the assimilation difficulty of an information avalanche. Sometimes, the foreign speakers go through moments when they are over passed by the too great volume of new words, consequently they lose their patience and they feel like giving up. The fact that they would establish some progressive marks in the assimilation of new words, for instance a certain number of verbs and examples per day, can make them realize about the progress made in time. One student said once: "You don't believe that you made progress only if you think how much you had known before."

This work will offer to the speaker the chance to give not only repetitive answers to some questions, but also to imply in the conversation, to express what

he thinks and what he feels. After all, the objective of each foreign speaker is to think in the respective language, not only to translate some words and phrases from his mother tongue. It will also gratify the tenacious ones by accumulating some unprecedented information about the thinking way, about the customs and traditions of people, about their cultural values, without which it can't be said that somebody masters a language. Some of the proverbs are easy to memorize, being rhymed, and the fact that they are presented next to other examples can help the person interested to wish to understand them and to use them in life concrete situations. The speakers are thus helped to perceive the language with its subtleties, to enrich their cultural horizon and to see the things from new perspectives.

Within the teaching practice for the groups of students we have ascertained that the modest "notebooks of verbs", which do not nearly include the information volume which can be offered by an elaborated work, stimulate the individual and collective progress, reflected into better results at the tests, thing that can be very encouraging and stimulating for those who study Romanian language.

Not least, the guide offers other benefits too: the same as a child who learns to walk sometimes he stumbles and falls, those who make the first steps in learning Romanian "stumble" and "fall" sometimes, figuratively speaking, that is why they need a support, and the guide can be the necessary help offered in time. It can diminish the difficulties of this learning way, conferring the sentiment of safety and emotional comfort in expressing.

As a result of the deep learning of the Romanian language with the help of this tool, the non-native speakers can have also personal benefits: they can improve their relations with the friends from Romania, with their relatives, to whom they couldn't tell very much initially, but with which they will be able to connect much closer.

Learning a new language, in this case, Romanian language, bring benefits not only to young people, but also to elderly, it is said in an international publication, "Wake up", from 05 22/4 28: "The knowledge of two languages helps people not to lose their «quickness of mind» as they grow old", they say in *Toronto Star* newspaper. The psychologist Ellen Bialystok, from York University, has tested the cognitive functions of 104 adults with the age between 30 and 59 years and of 50 adults with the age between 60 and 88 years, all of them haveng a similar training level and income. In each group, half of the tested people were speaking two languages. Each subject has been asked to fulfil an easy task for which there were two opposite alternatives of solving, measuring his reaction speed. "The bilinguals have been faster than the monolinguals", the newspaper specifies. According to this researcher, those who speak two languages have always a choice between two alternatives, and their brain has to decide in what language to answer. "In time, due to this mind gymnastic, the decision processes do not slow down so quickly, a specific phenomenon for getting older." Therefore,

of this opportunity, offered by learning a new foreign language, the Romanian language, can benefit also those who are not young anymore. We remember with pleasure and with appreciation of the enthusiastic spirit, thirsty of knowledge of some old people, participants at the summer courses of Romanian language, given by "Babeş-Bolyai" University, of their consistent participation to the courses, of their interest in new manuals and materials existing in the bookstores in order to improve the Romanian language performances, of the amazing intellectual sharpness which they were proving. All this shows, one more time, that there is no age limits for learning and that it never ends, on the contrary it is a continuous process, which makes the human being unique, gives it dignity and creates connecting bridges between cultures, races and different languages.

6. The Contextualization of Semantically Selected Verbs

The idea of grouping the verbs from a semantic point of view, according to the competence levels: A1, A2, B1, B2 and, at the same time, their selection in accordance with the subjects approached in the manuals used at the courses means, for sure, an additional support in the stimulation of the linguistic progress. Thus, the verbs could be organized on the following themes: food and drink, accommodation, house, shopping, education, private life and leisure time, weather, tourism, transport, daily activities, feelings and emotions, physical and moral qualities, hygiene and health, treatments, correspondence, jobs, occupations and activity sectors, hobbies and interests, environment protection, geographical environment, flora and fauna, social events, culture, sport, climate and weather, etc.

The semantic organization of verbs on themes represents a way of improving all the linguistic competences and constitutes a working tool both in the classroom, and during the homework preparation and during the self teaching activities. By means of the given examples the individual practise of reading can be tested, insisting on targeting some objectives, such as: correctness, clear articulation, correct pronunciation, fluency, adequate pauses, the appropriate accentuation and modulation, all the more that the statements are relatively short and they allow repeating and memorizing, aspects sometimes superficially followed during the course hours. The verbs can be practised under the aspect of grammatical correctness at the most often used modes and tenses, of understanding and remembering the exact meaning, also as individual production possibility of other examples by the given model. The contextualization is useful also in carrying out some written texts on a certain theme, because it offers cumulatively the lexical baggage, as well as the concrete support necessary to decrease the stress connected to the lack of inspiration and knowledge.

7. The Utility in Case of Self-Learning

The language is a miracle and a gift, like the human brain, the most mysterious and amazing thing in the universe. As in the case of other gift, the language is impartially available for all people, whatever the culture they are part of or the place they live in. When the self-learning is necessary, the guide can offer some practical suggestions for using some questions related to a certain field of interest, it suggests possible short or more ample answers, which can be selected and noted on a notebook to be memorized according to the person's competence level, making learning possible even when the teacher is missing.

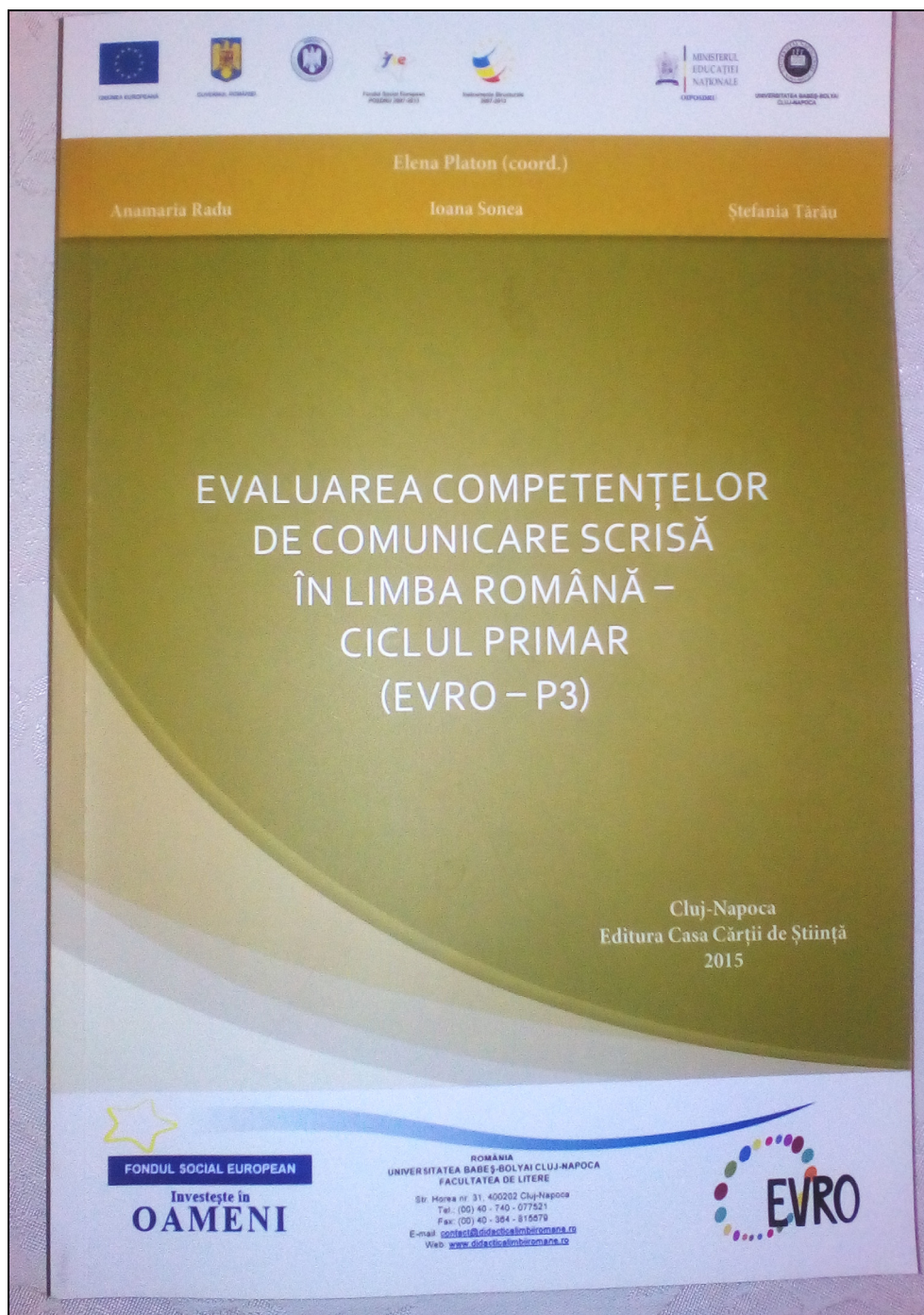
Ion Caraion, in his monograph dedicated to Bacovia's work, "The Continuous End", has noticed the weight and importance of the verb use in this poet's work. A chapter entitled: "Fire Points" was emphasizing the special role of the "horse power" verbs, of incredible force, of "reinforced concrete" stability which these verbs give to the prepositional edifice. (p.47) Applying these observations in the present case, we could extend the verb extraordinary force value also when it is used by a self-learning foreign speaker. Actually, it is known that the sentence can be formed even of a single word: one verb. Therefore, learning by himself of some verbal forms, and of some right examples can mean much for those interested to learn Romanian language.

As the guide will have multiple roles: of a dictionary, of a grammar manual, of possible contextualization of the verbs, of paremiological collection and of cumulative presentation of the verbs on semantic spheres, it will prove its utility also in the case of self-learning persons, in the continuous process of learning with explorations, hesitations, defeats and victories, however, finally generously rewarded.

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Title: Review “The Evaluation of Written Communication Competences in Romanian Language – school primary cycle (EVRO-P3)”

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ABSTRACT. The work “The Evaluation of Written Communication Competences in Romanian Language – school primary cycle (EVRO-P3)”, issued in Cluj-Napoca, at Casa Cărții de Știință Publishing House, 2015, of 232 pages, has as authors a group of experienced specialists in this field: Anamaria Radu, Ioana Sonea, Ștefania Tărău, under the coordination of Elena Platon. The volume has been elaborated within EVRO project, entitled “The Training of teachers of Romanian language in pre-university education level to assess the pupils' communication competences” (contract POSDRU/157/1.3/S/133900) which is ongoing within the Department of Romanian Language, Culture and Civilization at Letters Faculty of Babeş-Bolyai University, Cluj-Napoca.

The volume presents new perspectives in assessing the written competences at the school primary cycle, being an authentic guide for teachers. The conception modality is extremely likeable, aerated, practical, with lots of very well carried out drawings and form models of self-evaluation, inter-evaluation and evaluation which will certainly help those who are interested to make similar scenarios and for other types of texts, adjusted to the class needs.

Keywords: *written communication competences, school primary cycle, testing, evaluation tools, teacher's form, pupil's form*

Recenzie: “Evaluarea competențelor de comunicare scrisă în limba română- ciclul primar (EVRO-P3)”

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REZUMAT. Lucrarea “Evaluarea competențelor de comunicare scrisă în limba română- ciclul primar (EVRO-P3)”, apărută în Cluj-Napoca, la Editura Casa Cărții de Știință, 2015, de 232 de pagini, are ca autori un grup de specialiști cu experiență în domeniu: Anamaria Radu, Ioana Sonea, Ștefania Tărău, fiind coordonată de Elena Platon. Volumul a fost elaborat în cadrul proiectului EVRO, intitulat “Perfecționarea cadrelor didactice care predau limba română în învățământul preuniversitar în evaluarea competențelor de comunicare ale elevilor” (contract POSDRU/157/1.3/S/133900) aflat în derulare la Departamentul de limbă, cultură și civilizație românească de la Facultatea de Litere a Universității Babeş-Bolyai, Cluj-Napoca.

Volumul prezintă noi perspective în evaluarea competențelor scrise la ciclul primar, fiind un autentic ghid pentru profesori. Modul de concepere

este deosebit de atrăgător, aerisit, practic, cu multe desene foarte bine realizate și modele de fișe de autoevaluare, interevaluare și evaluare care îi vor ajuta, în mod cert, pe cei interesați să elaboreze scenarii similare și pentru alte tipuri de texte, adaptate la nevoile clasei.

Cuvinte-cheie: *competențe de comunicare scrisă, ciclul primar, testare, instrumente de evaluare, fișa profesorului, fișa elevului*

The work “The Evaluation of Written Communication Competences in Romanian Language – primary cycle (EVRO-P3)”, issued in Cluj-Napoca, at Casa Cărții de Știință Publishing House, 2015, of 232 pages, has as authors a group of experienced specialists in this field: Anamaria Radu, Ioana Sonea, Ștefania Tărău, under the coordination of Elena Platon.

The proposed theme is to carry out some new perspectives regarding the evaluation of written communication competences in Romanian language at the primary cycle. The authors present up to date teaching methods and strategies, able to revolutionize the didactic process, following the pupils' awareness “related to the fact that not only the formal learning of reading-writing constitutes the learning object, but, most of all, the acquisition of some reading efficient strategies which would lead them as soon as possible to the meaning”, as it has been noticed by the scientific director of EVRO project, university lecturer doctor, Mrs. Elena Platon in the book *Preface*. To ensure that this perspective change would function, first of all, it is necessary the teachers to master those reading strategies which prepare the pupils to understand exactly the meaning of a text, also to accustom the pupils to offer feedback during the writing of a text, so that they would get solutions to the possible difficulties they meet. The work proposes a change concerning the evaluation perspective and regarding the attitude towards testing act in general, which instead of being accompanied by feelings of fear, of stress, even by emotional blockages, it is better to become a stimulus in acquiring some progressively improved results.

The desire of some essential changes in the teaching and evaluation process are to be found in the formulated objectives of EVRO project, entitled “The Training of teachers who teach Romanian language at pre-university education level to assess the pupils' communication competences” (contract POSDRU/157/1.3/S/133900) ongoing within the Department of Romanian Language, Culture and Civilization at Letters Faculty of Babeș-Bolyai University, in Cluj-Napoca. The general objective of the project was the improvement of the professional competences for many teachers (approximately 1800) who have benefited by the further training programs. “The specific objectives have aimed at the improvement of teachers capacity to evaluate the oral communication competences, (understanding after listening and oral expression) and written

expression (understanding after reading and written expression) of the pupils in Romanian language, by mastering a modern perspective on the evaluation process and by using some objective tools of evaluation (scales, descriptors, general grids, and specific grids, self/inter/datasheets of evaluation etc.), elaborated and used at an European level, in accordance with *CECR*, in order to professionalize the evaluation process of oral and written communication competences and to align this process to the European standards, and in order to create a unique system to evaluate and to grade these competences at the national and even international level. “ (Preface, p. 8, 9)

The work comprises six units and 22 annexes. The first unit offers a general presentation of the evaluation process and formulates some precise objectives such as: “the differentiation of approaches regarding the evaluation”, “advantages and disadvantages”; “the identification of evaluation stages”; “the analysis of the evaluation impact on the teaching and learning processes”; “the correlation of the different types of evaluation with the evaluation functions”; “the identification of each type of evaluation”; “the identification of the testing specific issues”. The chapter offers clarifying explanations, presents differentiations towards the traditional approaches with the help of tables and particularly suggestive images, it also presents work models in pairs and practical exercises of self-evaluation.

The second unit focuses on the evaluation of written message reception capacity. The objectives of this chapter follow the cognitive processes specific to the reading reception at the age group of 6-11 years, “the correlation of reading operations with the understanding types of the written text”, the conception of some adequate items for each type of reading and for the concerned cognitive operations”. This unit gives some important suggestions referring to the selection criteria of the texts intended for reading, such as “authenticity”, “variety” and the fact that they come from “different fields”.

The third unit focuses on the evaluation of the written message reception capacity, on the correct conception of the items, and on the use of a *Competence Grid for the Natives (CLN)*. Work models in pairs are offered for the progressive levels, starting with the precursory group and finishing with the IV-th grade and the items are classified. The information included in the subtitle: “The ten commandments in achieving the items” are to be noted, information which can be also apply to other levels.

The IV-th unit has mainly an applicative character, it also provides the structure of a didactic scenario following the model of Common European Frame of Reference for languages, to support the teachers to get familiar with these types of scenarios. Some frequent mistakes in formulation items are presented, also some evaluation models and work datasheets for inter-evaluation.

The V-th unit makes a general presentation of the written text, following as objectives to develop some very important abilities referring to the way of taking notes, of reading datasheets, of carrying out *a mental map*. The images are highly suggestive, beautifully coloured, which summarize the stages of writing: *I think, I write, I correct myself, I complete*, behaviours which are not of *innate*, but *acquired* type.

The VI-th unit presents different evaluation tools: “self-evaluation, inter-evaluation and evaluation-re-evaluation datasheet, specifying the difference between evaluation, testing and grading”.(Preface, p.10)

The annexes include practical didactic materials, presented in a very attractive manner, with a lot of very well carried out drawings, *teacher's datasheet, pupil's datasheet*, tables to fill in with key-words, role games, models of datasheets which will certainly help, those who are interested to carry out similar scenarios and for other types of texts, adapted to the needs of the class.