

ELT-52

ELT Guide-2: Simulations

Milestones in ELT

Milestones in ELT

The British Council was established in 1934 and one of our main aims has always been to promote a wider knowledge of the English language. Over the years we have issued many important publications that have set the agenda for ELT professionals, often in partnership with other organisations and institutions.

As part of our 75th anniversary celebrations, we re-launched a selection of these publications online, and more have now been added in connection with our 80th anniversary. Many of the messages and ideas are just as relevant today as they were when first published. We believe they are also useful historical sources through which colleagues can see how our profession has developed over the years.

ELT Guide-2: Simulations

This 1979 'teaching aid devised by the English Language Teaching Institute' was authored by David Herbert and Gill Sturtridge. 'Simulations' are defined and various types are described, including role plays. The value of using simulations is discussed, as are the stages involved in their production, and their structure. The bulk of the publication is given over to instructions and materials for four illustrative simulations. These will still be of interest to practitioners today, although the listening scripts and 'letters' feature some dated language. The simulations are set in fictional locations, although one is recognisably French and two British. Full briefing notes, texts, maps and role cards are provided. The fourth simulation involves participants in the simulated production of a radio and a television programme, and also a newspaper. Finally, a list of published simulations follows a short bibliography.

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ELT GUIDE-2

SIMULATIONS

A Teaching Aid devised by the English Language Teaching Institute



The British Council

C. Sturges



**Centre for English Language
Teacher Education**

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ELT GUIDE 2

SIMULATIONS

David Herbert and Gill Sturtridge

English Language Teaching Institute
The British Council
11 Portland Place
London W1N 4EJ

March 1979

ELT GUIDES

This publication is one of a series produced by the English Language Teaching Institute. The materials are written by different members of staff both past and present and have all been used in classes at the Institute. The contents are not intended primarily as teaching materials but as examples of techniques for materials design, which could be adapted to local teaching situations.

ELTI

The British Council

11 Portland Place

London W1N 4EJ

Tel. No. 01-636 6888

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INTRODUCTION

The terms 'simulation', 'role-play' and 'role-simulation' have been variously interpreted in different textbooks and ELT literature; ELTI has drawn up its own definitions for design and pedagogical purposes. A *simulation* is an activity in which students discuss a problem which is in a setting that has been clearly described to them. The students apply their own-country experience to this information, thus giving them the basic data to discuss the problem. A simulation is a 'representation which employs substitute elements to replace real or hypothetical components' (Dimitrou, B (1971) in *Feedback on Instructional Simulation Systems* (Ed E H R Armstrong and J L Taylor) Cambridge, Cambridge Institute of Education) and as such it has much to offer the language teacher working in the unreal situation of the classroom. In a language learning situation the 'substitute elements' can be any facet of the information given to students, the problem itself or the experience and attitudes of the participants themselves. The language learner reacts to the task or problem and acts within the constraints of the environment given in the simulation. The closer the simulation can be to reality and to the student's own first language role or new foreign language role, the closer the language that he produces will be to that which he will need to produce in the real situation.

A simulation can contain either role-play or role-simulation. *Role-play* however can stand alone in its own right as a language learning activity. It involves the student taking the part of different characters, for example a student, a taxi-driver, or a London shop-assistant — roles which might be similar to, or very far removed from, his own personal experience. There is a wide variety of approaches to role-play: the student can play his part in a highly controlled language situation, perhaps working from a script, or the language can be semi-scripted for him, or again he can be free to improvise his part from a given scenario. The student can be provided with his own role-card which tells him what his role character and attitudes are, and which can give him linguistic support by suggesting what he might say and how he might say it. Outside a simulation, role-play usually involves a finite interaction between characters rather than the resolution of a problem. It provides opportunities for detailed work on pronunciation and intonation, as well as syntax, and a possibility to use drama in the foreign language classroom.

In *role-simulation*, on the other hand, the student is himself, and reacts to the simulated task on the basis of his own personal or professional experience. He has no role imposed on him from outside in the form of a role-card or a prepared part to play and the implication of this is that a doctor, for example, would be a doctor and a teenager would be a teenager in the simulation. They would apply their own personal experience and professional knowledge to the problem-solving activity. The student in this way is transferring his own-country and first language experience to the simulated foreign language situation.

Both role-play and role-simulation are worthwhile classroom techniques and both provide oral practice. Role-play lends itself to more fanciful situations and the possible end-product will be more exaggerated language than that produced by role-simulation; it is however more supportive of the shy or weak student. In this handbook role-play is considered only as a technique within a simulation, but its wider uses should not be overlooked.

VALUE OF SIMULATIONS

In a first language situation simulations have as their primary function training in decision-making or in making those involved aware of a problem; in the foreign language situation this function is replaced by the language-practice function.

Students have to obtain information from English language sources, thus providing them with practice in a wide variety of language skills. In the discussion stage of the realisation of a simulation students are placed in a realistic communicative situation which is freer and more evolutionary than normal role-playing activities. They have a mutual need to communicate in order to facilitate the exchange of information and suggestions. With this we have a meaningful way to enable students to improve their communicative competence; it is a way which has proved to be very popular with our students.

Simulations have the added advantage that they are student-centred, in that the teacher's involvement in the early stages is as informant and later as monitor. His main concern will be to set the scene for the development of the simulation, to make notes on what is said and to devise subsequent language activities as a result of his findings. It is useful to record the discussion stage for possible follow-up activities.

It would seem, therefore, that simulations fulfil several criteria for more flexible approaches to English language teaching.

MOTIVATION

The use of simulations, which is in effect the transference of a first language training activity to a foreign language activity, is, in our experience, extremely beneficial. Participants are highly motivated, in that they are overtly being required to use their own-country experience; and if they are to use English as an instrument for academic purposes, they appreciate the immediate relevance of transferring this experience to an academic situation conducted in English. In a satisfactorily designed simulation, with appropriate setting, task and roles, the students will not feel that the professional content of the topic is too simple for them, since *they* are providing the detailed content in the realisation of the simulation, of which only the overall framework has been imposed. The direction its evolution takes is their responsibility.

In the field of English for Specific Purposes whether these be academic or occupational, simulations have an important place; but for optimum value either the participants should have more or less homogeneous professional backgrounds, or else the central theme of the simulation should be one that allows the interests of the participants to cohere in a meaningful problem-solving activity — it is this latter alternative which is more likely to occur in most language teaching situations.

STAGES IN THE PRODUCTION OF A SIMULATION

If we are to have a tailor-made simulation then it is vital to know what experiences participants can bring to the activity, so that the need for these experiences can be included in the design. A study of the students' profiles and their language needs should also point to what language skills, functions and, to some extent, items the simulation should provide opportunities to practise. Does the student need to take notes, for instance, or to summarise in written or spoken language? Will the language of propositions, descriptions of processes, offering advice be relevant? Will he need to interview people in, say, a doctor-patient situation?

Such preliminary decisions should allow the broad framework of a suitable setting to be selected, the fuller details of which will be filled in when the roles to be played are elaborated; or alternatively the detailed scenario will suggest elements in most of the roles. In most cases, however, the two stages will be mutually dependent.

If it has been decided to include explicit language inputs to satisfy the language-learning objectives resulting from the analysis of the student profiles, they will be based on an admixture of scenario and roles and will include some of the important functions, structures, lexis and procedural moves which will be necessary for subsequent meaningful language practice.

For a discussion on just how useful preparatory language exercises are in the realisation of a simulation see *ELT Documents* 1/77.

The final stage will be the collection and production of the appropriate realia and materials. If, for instance, the eventual confrontation is to be a formal meeting, then students should be provided with name cards in front of them on a boardroom-type table so that others know who and what they are, individual note-pads and pencils, maps if required, etc and a room with which they are *not* familiar. The care with which all these minutiae are organised is important and will add that extra aura of reality to the simulation and encourage the students to treat the activity with even more seriousness.

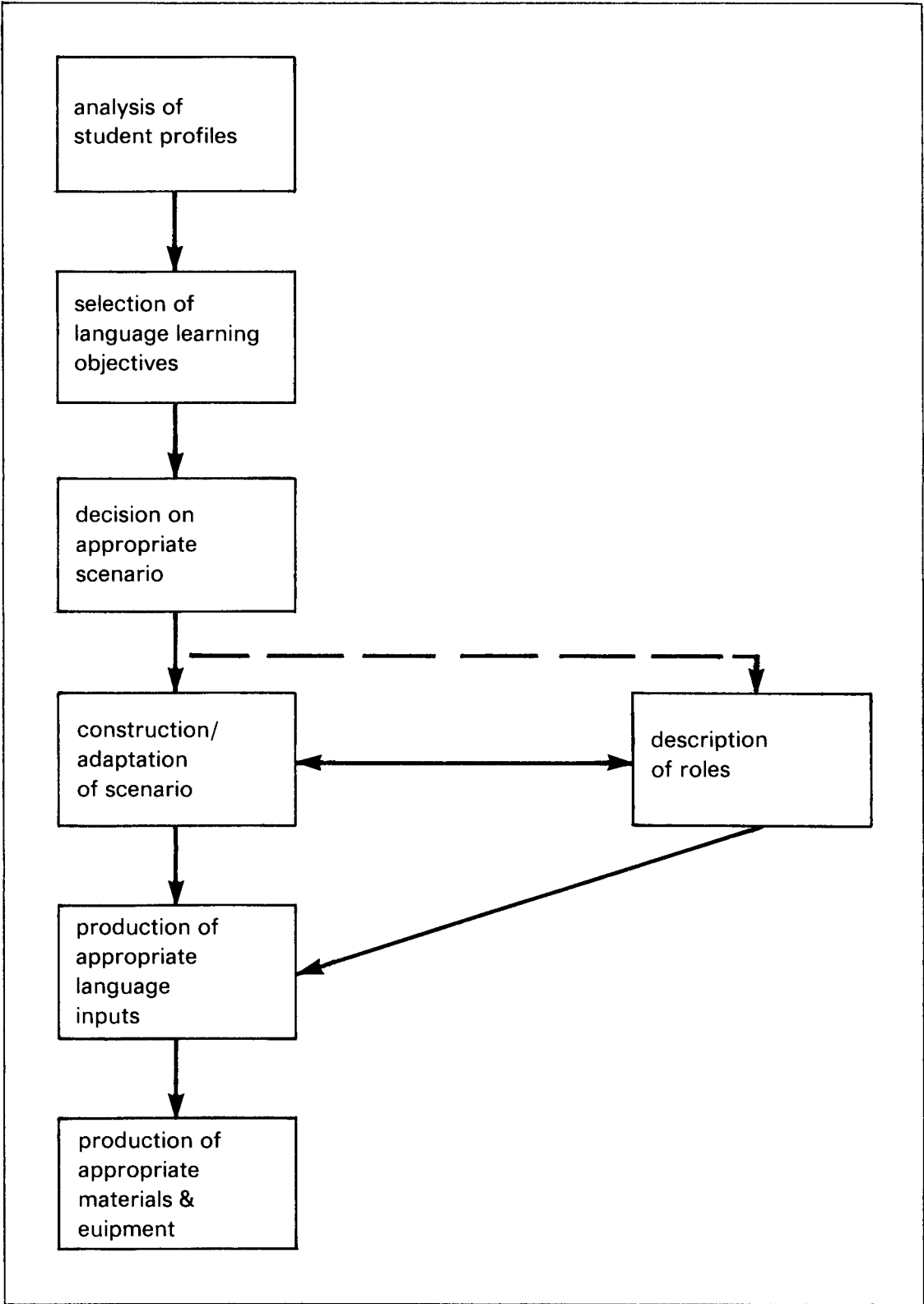


Fig 1 Stages in the production of a simulation

THE STRUCTURE OF A SIMULATION

Simulations can vary in length but basically they all have three broad phases: Phase 1, where students receive information and preparation for the discussion, Phase 2 the discussion itself, and Phase 3 the follow-up and evaluation, which in some simulations may be minimal.

The structure of a simulation provides the student not only with language skills practice, but also with an opportunity for free communication; to some extent it answers the demand for the 'conversation' class. It provides the teacher with the opportunity to take a monitoring role, to observe how the students can cope when speaking spontaneously and to note, not only their errors, but also their language needs.

Phase 1

Obviously the student must know what his task is, what the rules or constraints are, if any, and some basic information about the problem he is to discuss. This information must be available to all the students so that there is a basis of common knowledge from which they can work. Phase 1 of a simulation therefore must contain an informational input to the students. This information can be presented to the student in different forms: it can involve research skills to find information needed, listening or reading comprehension and note-taking, or oral work, for example, making a telephone call to obtain certain data. The student is motivated by knowing that the information he gathers, either for himself or his group, will be used later. When he has the information about the problem and the background to the problem and possibly his own role-card, he then knows *what* he wants to say. A further input at Phase 1 can be language work to help the student with *how* to say what he wants to say; this can take the form of classroom or language laboratory practice.

Phase 2

Phase 2 consists of the preparatory discussion in pairs or sub-groups and the main plenary discussion. In some simulations sub-grouping is built into the structure and the students are required to meet in smaller groups to discuss or plan strategies before re-forming into the larger plenary group. The sub-groups may be trying to find the solution to the same problem and will offer their group's suggestion to the whole meeting for consideration. Sub-groups in some simulations negotiate with others, building up alliances and policies which will help them when all the groups come together. When the discussion takes the form of a confrontation between two 'sides', then each side as a sub-group has to have time to prepare its case well in advance.

Phase 3

Phase 3 consists of the follow-up stage to the discussion and the evaluation of students' performances. The follow-up stage may involve written work or further oral work, in the form of written reports or recommendations or telephone calls or the dictation of letters. The evaluation of a simulation can be very brief indeed, consisting merely of a few words from the teacher; it can be a lengthy review of the errors made in discussion. Some simulations recommend that a tape-recording of the discussion be

played back, either completely or in part. This session requires skilful handling by the teacher to avoid becoming negative feedback for the students in the form of a depressing catalogue of errors. It is perhaps best for the teacher to indicate briefly to the students the areas where they were weakest and to plan their future language work in the light of the errors made and the situations where they were unable to communicate accurately. In this way, one simulation may indicate the language input for the next or the language work that the students could usefully do in class.

Fig 2 gives an outline of the structure of a simulation and the following materials will include some examples of how suitable language work can be devised.

PHASE 1

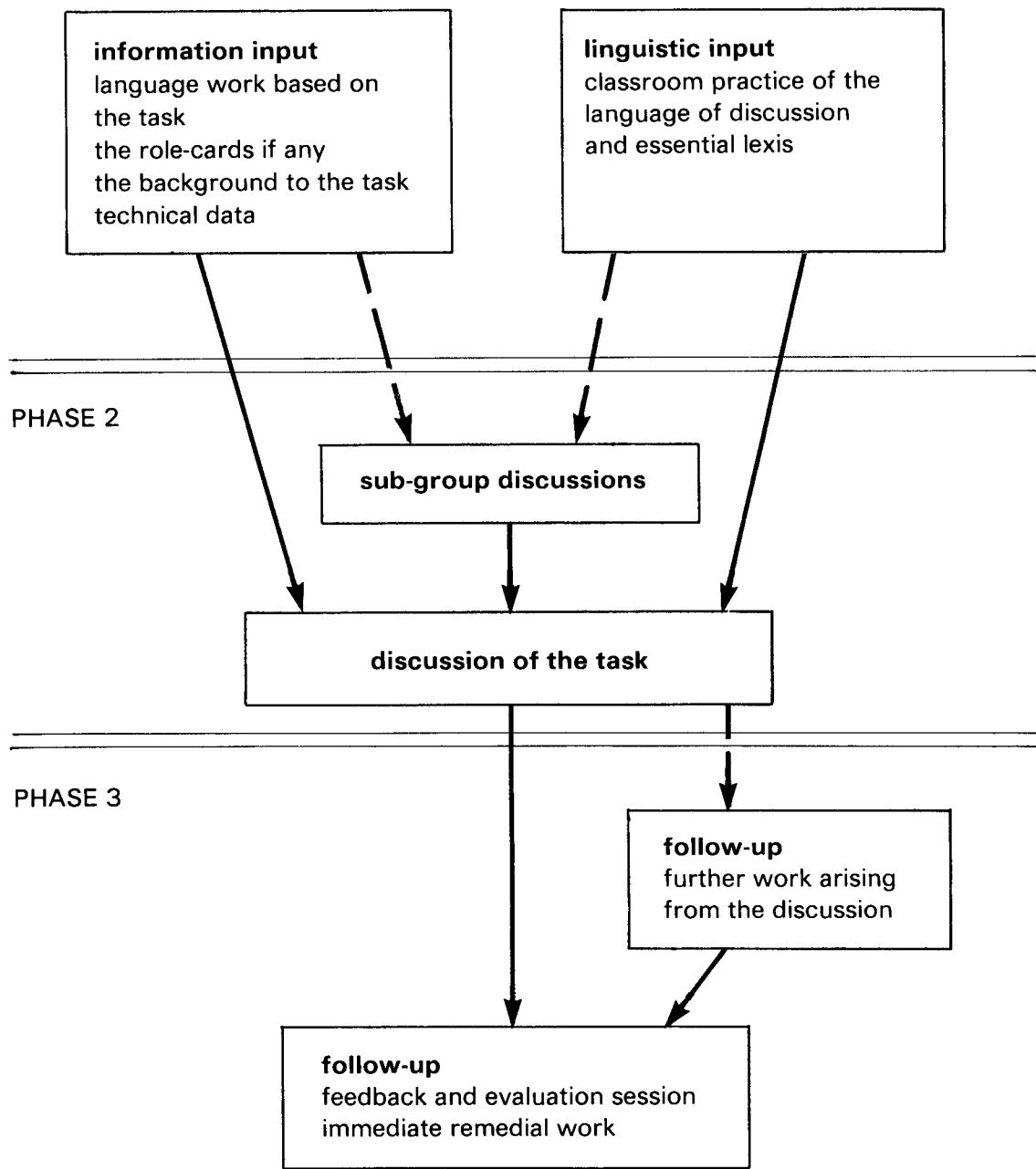


Fig 2 The structure of a simulation

SIMULATIONS

THE CANBIAN EDUCATIONAL AID PROJECT: A SIMULATION FOR TEACHER-TRAINING*

This simulation is for the use of teacher-trainers to introduce teachers to the advantages and disadvantages of using simulations in language teaching; it is an exercise for language teachers and is in no way intended for use in the language class. The simulation is designed

- i to give teachers the experience of participating in a simulation themselves at their own level
- ii to promote discussion on the problems and the value of simulation as a language learning activity. To this end certain problems and design defects have been incorporated in this simulation with the hope that participants will become aware of them by experiencing them.
- iii to show how a variety of practice material can be integrated into a simulation thus giving the students motivation for completing listening, reading and writing exercises.

It is hoped that this simulation can prepare teachers for using simulations and also help them to write or adapt their own.

Setting up the session

Allow a minimum of three hours for this teacher-training exercise. Where time is short the participants can be asked to read the background to Canbia (CEAP 4) before the session begins.

Although the preparation and evaluation of the simulation can be done in a plenary session, at the discussion stage the participants should be in groups of six to eight. Preferably the groups should be in different rooms at the discussion stage, however, if only one room is available, discussions can be held in corners of the same room. Make sure that all the groups are seated around a table and try to establish the atmosphere of a fairly formal meeting (eg pencil and paper, a water flask and glasses or perhaps a table cloth).

The introduction

Tell the participants that they are going to take part in a simulation which is intended to show the advantages and disadvantages of using simulations in the language classroom.

Explain that a simulation involves the discussion of a problem and that it is preferable to choose a problem where participants can use their own experience. The group may suggest that a problem concerned with English Language teaching would be a suitable one for them.

*Notes for teacher trainers by Gill Sturtridge

Explain to the group that while they are participating in the simulation they should also try to detach themselves from it, to see how the technique might be adapted for their own classes and make a note of any aspect of the simulation they would like to discuss later. Emphasize that the *real* discussion will come in the evaluation session and that they must be on the look-out for unsatisfactory aspects of the organisation of the simulation (eg the group which has no place-cards may comment on this) or ways in which the materials might be improved. Explain that 'Canbia' is designed to highlight certain aspects of simulations and that it is not a perfect model.

Indicate points for the participants to consider while taking part:

eg Can simulations be used with school classes?

Is there an ideal length for a simulation or a maximum number of participants?

Are simulations more suited for ESP situations?

What does the teacher do?

What should the language input be and when should it come?

Are role-cards necessary? How can they be more supportive?

How necessary is the technical information sheet?

Can emotions get out of hand in a simulation?

Decide which aspects of simulation you wish the participants to focus on and write your own points for consideration on the blackboard to guide the discussion in the evaluation session.

The Simulation

Tell the participants they are in a country called 'Canbia' and that they are English language teachers. Ask them what they would like to know about Canbia before they start discussing English language teaching problems in the Canbian context. Various suggestions will be made about the sort of background information they would like, some of which you will be able to supply. Try to steer the participants' interest away from the Canbian language towards the type of school system that exists in Canbia.

Give out the statement of the problem (CEAP 2) and read it to the group. Tell them to keep this sheet, as it has the names of those attending the meeting.

Tell the group that they are going to hear a little about Canbia. Play the listening comprehension on the background to Canbia (CEAP 3) or allow the participants to do the reading exercises on Canbia (CEAP 4). This part of the session should take 30-40 minutes. Hand out the technical data sheet (CEAP 5) on Canbian schools and the cost

of equipment. There may be some discussion at this point or the participants may discuss the data later in smaller groups when they receive their role-cards.

Divide the participants into groups of 6-8 and move them to different corners of the room or separate rooms. If the participants are known to you, a list of carefully selected groups can be put up before the session begins.

Give out the role-cards. It is useful to have one participant or even a complete group *without* role-cards to act as a control. In the evaluation session make sure these participants comment on their reactions to not having a role-card, as this may foster discussion on the value of role-cards, their content and lay-out. If only one participant from a group is without a role-card, select someone who is confident and explain what he has to do. Ensure that it is understood that he is not an observer but can join in. He can offer his own personal opinions but he must remember he is working in the Cambian teaching situation.

Select a chairman for each group who can keep the discussion moving. Emphasize that he must not dominate the group nor talk too much himself. The role of Chairman can be given to a very fluent speaker in the hope of limiting his talking-time.

Make sure all the participants understand their role-cards. If there are three or four groups, those with the same roles can meet and discuss their role and the background information and technical data. For example, if there are four groups then the four participants who hold the role-card of M Green, the Chief Language Inspector, can meet and discuss the role.

Provide place-cards for at least one group. Fold a piece of paper or card with the participant's 'name' on it eg: Baker-Smith, and place one in front of each participant. The control group who are not using them will recognise their value in the evaluation session.

Ask the Chairman to open the discussion of the problem and let the session begin. Move from group to group listening and taking notes on what is happening so that you can comment at the evaluation session. If you as teacher trainer take on this monitorial role and do not join in the discussion it indicates what the teacher should do in a real class situation. The function of the teacher should be discussed later.

Allow each group to talk for a minimum of 40 minutes to allow the discussion to develop and to ensure that each participant contributes.

The Evaluation Session

Bring all the groups together to report on their discussion. Refer to the points made for consideration if necessary.

Follow Canbia with groupwork or workshops devising simulations which are suitable for the participants' own teaching situation or adapting available materials.

Suggestions for workshops

It is more productive to suggest problems or tasks for which the groups can devise role-cards or listening and reading materials which provide background information than to ask them to find their own problems. Finding suitable tasks can be time-consuming.

Braymouth (see page 37) provides a background which could be adapted and suggests some problems.

Note that considerable discussion of role-cards is necessary before a group embarks on preparing them.

Contents of the Unit

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| 1 | Contents | |
| 2 | The Statement of the Problem: | The Aid Proposal and list of those attending the meeting |
| 3 | Background to Canbia: | Listening comprehension and note-taking |
| 4 | Background to Canbia: | Reading comprehension text |
| 5 | Information sheet: | Facts and figures about Canbia and the cost of equipment |
| 6 | The Description of Roles: | A description of each role, to be given to the participants after the simulation |
| 7 | Role-cards: | One set of nine role-cards |

There are further materials which go with this simulation but which are not included here; they are listed below to show the variety of language work which can precede a simulation.

- | | |
|----------------------------------|---|
| Language Laboratory drills: | Ways of suggesting alternative ideas
Ways of disagreeing politely |
| Parallel Listening: | Audio-taped extracts of three experts giving their opinions on the language laboratory |
| Parallel Reading texts: | Four selected texts on the value and use of the language laboratory |
| Map of Canbia: | A map showing the three provinces and the location of the universities and teacher training colleges |
| Exercises for written follow-up: | Letters of request. e.g.:
Write a letter to a manufacturer requesting details of equipment

Write a letter to a Director of an Institute in the UK requesting advice on choosing a language laboratory |
| Realia: | Catalogues of hardware and publishers' lists, all with prices |

The Statement of the Problem: The Aid Proposal

An International Organisation has decided to give £1,000,000 aid to Canbia for the improvement of English language teaching. The Canbian Ministry of Education has accepted the offer and the money must be spent within the current financial year. The money can be spent on books, tapes, equipment or the training of personnel — in fact anything that will contribute to the improvement in the standard of English language teaching. The money cannot be spent on other educational projects.

As a result of this offer the Permanent Secretary of Education has called a meeting to try to hear professional opinions and suggestions on the most efficient use of the money.

THE MEETING

An experienced group from the English language teaching profession has come together to discuss the merits and disadvantages of different suggestions. It is hoped that a decision will be reached.

Those present are:

- | | | |
|---|----------------------|---|
| 1 | F Baker-Smith | The Permanent Secretary of Education (CHAIRMAN) |
| 2 | M Green | The Chief Language Inspector |
| 3 | K Brown | A Teacher Trainer in the largest Training College |
| 4 | A Thomas | A Language Teacher in a Secondary School |
| 5 | S Dawson | A Language Inspector |
| 6 | J Blackwell | A University Lecturer in Linguistics |
| 7 | P Jackson | A Teacher Trainer |
| 8 | H Ford | A Language Teacher |
| 9 | T Gray | A Language Teacher in a Secondary School |

Listening Comprehension: Background to Canbia
Transcript

BACKGROUND TO CANBIA

I've just come back from Canbia and I think what one notices most about the country is the enormous variety. Canbia is about 250,000 square miles (um) in area and (er) it's divided into 3 provinces, and each of these regions is completely different from the other. (um) In the North East you've got (er) desert, really beautiful desert country, and right down in the South there are wild mountains...(um) quite high with little isolated villages here and there. And of course very few people in the country areas. (er) And the third province of course is where the capital Mariaburg is, and it's in the urban areas and in Mariaburg in particular that the...(er) you find the high density of population. (um) Population of Canbia is about 16 million now and it's a very young population. (er) And you notice this particularly in the towns. But in the country side of course there (er) really are very few people about.

Well (um) I've been looking at schools in Canbia and travelling around the countryside by car, mostly because the railway network is very limited, and (er) I was visiting both primary and secondary schools, and primary education is free up to the age of 13, 12 or 13, in Canbia and secondary education (er) will cost the parents a little bit. There's a low charge. (er) In the country districts both the primary schools and the secondary schools ar...are very badly equipped. (er) Some of them really haven't got many books, let alone taperecorders and (er) overhead projectors and electrical equipment and so on. Education is centrally organised in Canbia. (er) Everything's decided from Mariaburg really. (er) It's decided from the Ministry. (er) The men in the Ministry decide on the curricula and what's going to be done and the schools follow.

There are examinations. (er) There are two secondary school examinations, first the Canbian Lower Certificate which the children take at about the age of 15, and then the Canbian Higher Certificate which they take at 17 or 18, if they're going on to higher education: that's college or university. Now it's the Lower Certificate which is causing all the excitement at the moment because the Ministry has just sent out a directive (er) explaining that the bias in the Lower Certificate (er) will be on oral English, spoken English, and up till now the emphasis has always been on English literature in Canbian schools. In fact (er) English has only recently replaced Spanish as the first foreign language (er) and children are now beginning to learn English at the age of 10. (er) So the Ministry directive (um) calling for an emphasis on spoken English and saying this will be part of the Lower exam has caused a lot of anxiety amongst schoolteachers and in the training colleges where they are training teachers. (er) And Canbian school teachers are not really quite sure how they're going to approach this (er) problem of getting their students to speak better English. There's been a great deal of debate about the whole issue.

(um) One thing I must say about Canbia is that the people are absolutely delightful. They're very friendly and they're very, very talkative. (er) Wherever you go you'll find Canbians discussing something, arguing and debating in a very good humoured way. (er) They really are very delightful people.

Reading Comprehension: Background to Canbia

Text

Canbia has a population of just over 16,000,000 and an area of 250,000 square miles. It has 3 provinces, each with its own capital, but the capital of the republic, Mariaburg, is located in an autonomous federal district.

Much of the country is uninhabited because of its mountainous terrain in the south and the desert conditions in the north-east. There is a basic network of roads, which connects the main urban areas, but many small towns and villages are isolated. There is a very limited railway system.

Most children of primary age go to the local schools in their immediate area, but there are few secondary schools out of the federal and provincial capitals. This means that boarding is a common facet of secondary school life. Most schools in the country areas — both primary and secondary — lack equipment and adequately trained staff. Education is free and compulsory up to the age of 12 for both girls and boys, and in the youth of the country, at least, the level of literacy is high. At the age of 12/13 children move on to secondary schools, if they want to. Secondary education is virtually free. A plan is currently under consideration to oblige children to follow a minimum of 2 years of the secondary course.

The education system in Canbia is very centrally organised — decisions on curricula and organisation are taken centrally, and individual schools have very little independence of action.

It is only recently that Canbia has become officially aware of English as an international language, and the official education policy is to encourage and improve the teaching of English as much and as fast as possible. English is now the only foreign language taught in state schools and has been so for the last 5 years, when it replaced Spanish.

English is introduced into the curriculum in the first year of the secondary school system, but there are a few pilot schemes in operation where it is started in the 4th year of primary school. The progress of this earlier start is being monitored closely by the Ministry of Education. There are several private schools in Canbia where English is taught, in very small classes, to young children of 7 years old, and these schools are an ever-present reminder to the authorities and teachers in the State system that English can be taught successfully.

Canbia has 5 universities and 4 teacher training colleges which train English language teachers. There are 2 secondary school examinations, the Lower Certificate usually taken at 15+ and the higher level, the Higher School Certificate, which is usually taken at 18 or 19. English is now a compulsory subject in the Lower Certificate and the Ministry of Education has stated that this examination will change in 2 years' time so that the emphasis will be on spoken English. Canbian teachers on the whole are in the 'chalk and talk' brigade and the Ministry directive on spoken English has caused some alarm and despondency.

Reading Comprehension: Background to Canbia

Worksheet 1

Circle the most appropriate choice:

1 Canbia is a

- A monarchy
- B republic
- C democracy
- D colony

2 Secondary schools are found

- A evenly distributed throughout Canbia
- B in state capitals only
- C in all 4 capitals
- D mainly in the capital cities

3 Children are compelled to attend school

- A for 6 years
- B until they are 12
- C for 8 years
- D until they are 13

4 English as a subject in state schools

- A is about to replace Spanish
- B is taught alongside Spanish
- C has replaced Spanish
- D is the main language taught

5 Most Canbian teachers of English are

- A resistant to change
- B interested in oral/aural methods
- C progressive in their methods
- D adaptable to new ideas

Reading Comprehension: Background to Canbia
Worksheet 2

Decide whether each of the following statements is true or false and put a tick in the appropriate column.

	TRUE	FALSE
1 Canbia is a republic.		
2 Mariaburg is a provincial capital.		
3 Canbia is a flat desert country.		
4 All the secondary schools are situated in the capital cities.		
5 Most country schools have sufficient equipment, but their staff are not adequately trained.		
6 It has been decided to make 2 years' secondary education obligatory.		
7 Canbian schools are autonomous.		
8 Spanish is no longer taught in state schools.		
9 The Canbian Government is interested in the teaching of English.		
10 English is taught in some primary and all secondary schools.		
11 Private schools have the same teaching programme for English as state schools.		
12 All students take English in the Lower Certificate.		
13 The emphasis in English in the Lower Certificate has changed from translation to spoken English.		
14 Most Canbian teachers are unhappy about the proposed changes in the English syllabus.		

Information Sheet

1 CANBIA

Population: 16,000,000
 Area: 250,000 square miles
 Capital: Mariaburg

2 CANBIAN SCHOOLS

	Primary	Secondary
School Population	1,600,000	400,000
Number of Schools	6,000	1,800
Average class size	45	45

Tertiary Education

Universities: 5
 Technical Institutes: 4
 Teacher Training Colleges: 4

3 EQUIPMENT COSTS

Language Laboratory Costs

16 booth (Reel to Reel) £7,000
 16 booth (Cassette) £6,500
 Headsets £28,00 each

(Note: Extra booths cost approximately £420 each; for a 32 booth console add an extra £700)

Tape Recorders From £50 to £480

Tapes

Cassette £1.10 (retail)
 Open Reel £2.60 (retail)

4 BOOKS

See publishers' catalogues.

Role-cards

Here are 9 role-cards. Further roles can be added to accommodate more students, but a balance must be kept between opinions. Note that Roles 2-4 and 9 are in favour of spending money on language laboratories and Roles 5-8 are against. Names and initials are on the cards and the participants can add Mr, Ms, Dr where appropriate on name cards.

Role 1: F BAKER-SMITH — The Permanent Secretary of Education

You are the chairman of this meeting and you make sure that everyone expresses an opinion. You are not a teacher yourself but you have visited language laboratories and you feel they would add to Cambian prestige.

Role 2: M GREEN — The Chief Language Inspector

You are the Chief Inspector of Foreign Language Teaching in Canbia. You have recently visited the USA and Britain. You want the money spent on modern equipment.

Role 3: K BROWN — A Teacher Trainer

You are a teacher trainer at one of the largest Teacher Training Colleges in Canbia. You think that the best place to spend the money is in the Universities and Teacher Training Colleges and you would like the money spent on language laboratories. S Dawson, the Language Inspector disagrees with your views.

Role 4: A THOMAS — A Language Teacher

You teach in a secondary school. You want the money to be spent on books and tape-recorders. You think that more children will benefit that way. You work in a country area far away from the big cities.

Role 5: S DAWSON — A Language Inspector

You are on good terms with your superior, M Green, The Chief Language Inspector, although you often disagree. However, you are ready to argue against anything K Brown, the Teacher Trainer, says as you are old opponents. You want the money to be spent on tapes and tape-recorders, and new course books.

Role 6: J BLACKWELL — A University Lecturer in Linguistics

You lecture in Linguistics at one of Canbia's Universities. You feel that language laboratories represent an old fashioned attitude to language learning and you are particularly against drills. You are strongly in favour of video equipment.

Role 7: P JACKSON — A Teacher Trainer

You are against spending the money on language laboratories and you would prefer to spend it on new course books and other equipment. You feel Canbian teachers need more training in modern methods.

Role 8: H FORD — A Language Teacher

You feel the need for new course books and would like to see the money spent on these rather than on language laboratories. You suggest that a new course book could be written for Canbian Secondary Schools by Canbians which would be more suitable than imported published books.

Role 9: T GRAY — A Language Teacher

You feel that language laboratories would be a great advantage in the training colleges and you think money should be invested in them and in training technicians and teachers.

The 9 role-descriptions do not include the language guidance notes. Role-cards can give support in different ways: the participants should consider the value, if any, of including language prompts on the role-cards.

NEVARD*

A simulation will be most fully effective if it has been tailor-made to the interests and needs of the actual group of participants; however, this usually takes up too much time in the normal teaching situation.

A partial compromise is to have a basic structure into which the specific backgrounds and requirements of the group can be slotted. This section describes one such design.

ELTI regularly holds courses for senior French civil servants whose professional activities cover a wide area. Initially a simulation was designed which reflected all the participants' government departments and their own particular activities within those departments; and since the first experience with it proved successful, it has been adapted to incorporate the professional experiences of successive groups of civil servants.

The common factor in all the versions is that there is an area in France which is to be developed with central government funds, and several proposed projects are put forward and considered. This area is around Nevard, which is the fictitious main centre of population in a sparsely populated region which provides the basis for the simulation.

The actual proposals and the way in which they inter-involve different government departments will be decided by the areas in which the current participants are interested professionally. In almost every case it has proved possible to incorporate realistically the actual experience of the participants, although on one occasion an expert in educational testing did have to act as chairman of his meeting, since it proved impossible to include his area of special expertise.

In order to encourage language interaction amongst the participants and to give the language-practice component of the simulation as important a function as possible, conflicts of professional interests and personality were built into the information on the role cards given to some of the participants.

The original language laboratory drills were devised to give practice in a selection of language items likely to be of use in the realization of the simulation and also to acquaint the participants with some of the procedures involved in formal committee meetings.

Two of the six versions of the Nevard simulation follow. (The names of the participants have been changed in this handbook, but in the actual simulations participants used their own names to highlight the fact that they were playing the role of themselves.)

*by David Herbert

VERSION 1

(Students were given this information as a listening comprehension activity, but it could also have been done as a reading comprehension.)

Listening Comprehension
Transcript

NEVARD: PRESENT SITUATION

The Nevard area is situated in a desolate area on the west coast of France, some 130 kms north of Bordeaux. Road communications are limited, rail links are non-existent, and it is thinly populated. The few people who do live there are clustered in a handful of villages and hamlets — Ginon, a small village, has about 50 houses, Plunault, a hamlet, has about 100 inhabitants and Pont-Neuf some 30 kms up the river has about 40.

North of the River Rinot there is a large area of infertile land, semi-marshy along the coast and heathland inland with little top soil. To the north of that there are extensive forests which have only been planted in the last 8-12 years.

To the south of the river there is a huge estate owned by M Paul Dersy, one of the richest champagne producers in France, but because of his preoccupation with his champagne interests elsewhere Dersy pays little attention to his estate, and it is not farmed economically and is, in fact, deteriorating quickly.

The government would like more satisfactory use made of this available land and because of the programmed closure of a major employing industry in a town 100 kms away it intends to develop the Nevard area and tempt people to move there by means of attractive inducement grants. At the moment the Prime Minister's Office has an open mind — publicly at least — on what development to sponsor. Various government departments have conflicting ideas on what project should be initiated.

The major proposals put forward are:

- 1 The construction of a naval base for an SSBS fleet, plus a highly secret research and testing establishment. For this the whole bay and much of the marshland would be requisitioned.
- 2 The construction of a private shipyard to repair the fishing trawlers based on the many small ports to the north and south of Nevard.
- 3 The establishment of a national park/nature reserve with recreational facilities to convert the area into a tourist centre.

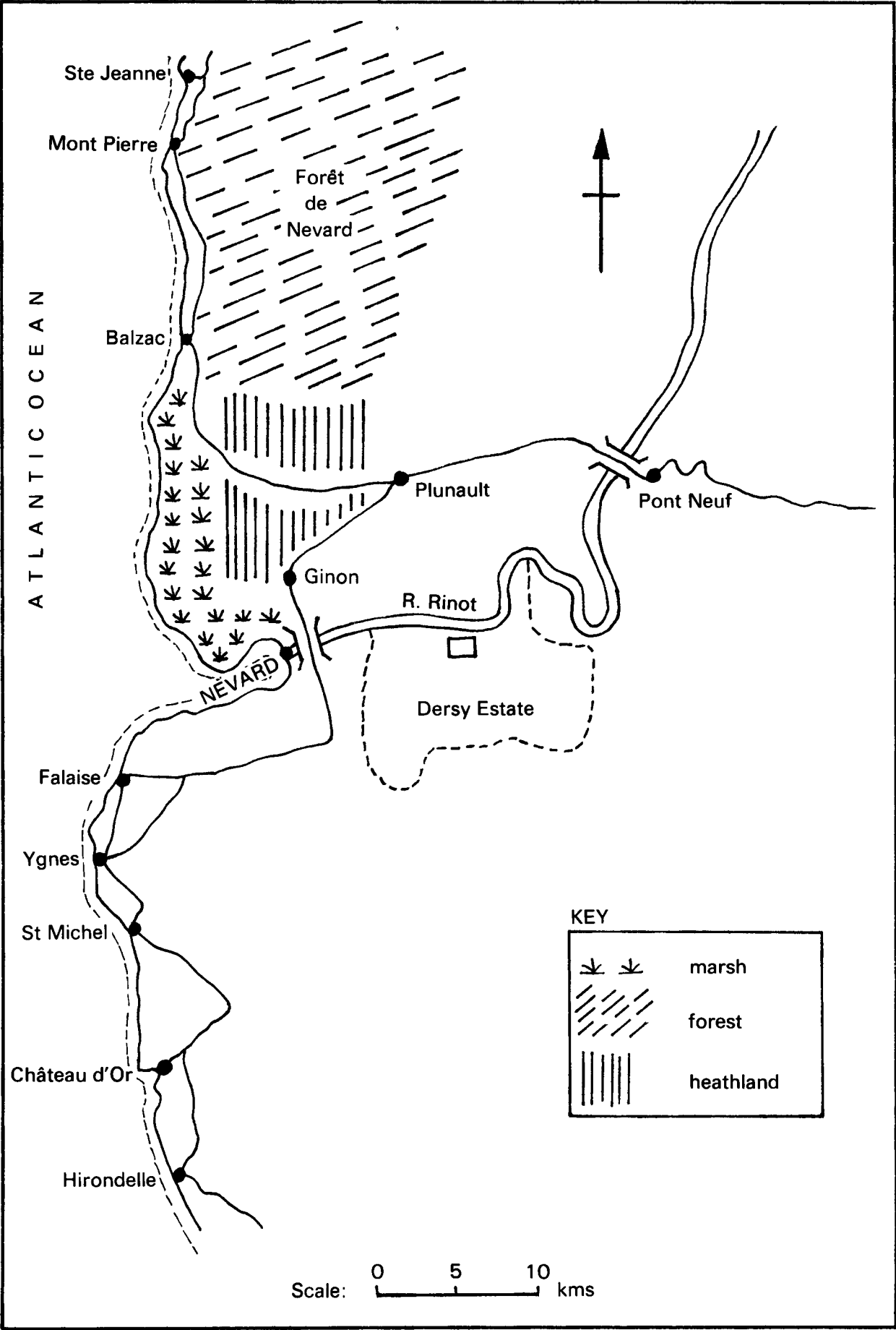
Some smaller scale projects have also been proposed:

- 1 The conversion of the Dersy estate into a model farm run on co-operative lines with the mansion to be used as a conference/training centre.
- 2 The establishment of a few light metallurgical industries, provided adequate port and other facilities are available.

The government would obviously have to finance the construction of the naval base, but the other schemes would require private investment with the possibility, perhaps, of state participation.

An exploratory meeting has been called at which representatives of several interested ministries discuss the claims of the proposed schemes for the development of the Nevard area.

At the end of the meeting a vote will be taken to decide on what scheme should be investigated further.



Laboratory Exercises*Part A*

LISTEN TO THE TAPE AND ANSWER THE FOLLOWING QUESTIONS. CHOOSE THE BEST ALTERNATIVE AND PUT A RING ROUND THE APPROPRIATE LETTER.

- 1 Nevard is situated in
 - A a desolate area in the east of France.
 - B a desperate area on the coast of France.
 - C an isolated area on the west coast of France.
 - D a desolate area on the west coast of France.
- 2 Nevard is
 - A exactly 130 kms north of Bordeaux.
 - B nearly 130 kms north of Bordeaux.
 - C approximately 130 kms north of Bordeaux.
 - D just over 130 kms north of Bordeaux.
- 3 The Nevard area is served by
 - A bad roads and a few trains.
 - B some roads and no trains.
 - C good roads and no trains.
 - D a few roads and a new train service.
- 4 We know that the population of
 - A Plunault is bigger than Pont-Neuf.
 - B Ginon is smaller than Plunault.
 - C Ginon is smaller than Pont-Neuf.
 - D Plunault is bigger than Ginon and Pont-Neuf added together.
- 5 M Paul Dersy
 - A produces champagne on his Nevard estate.
 - B does not farm his Nevard estate.
 - C is more interested in producing champagne than farming.
 - D is equally interested in farming and champagne-producing.

6 The government

- A has not yet decided what to do in the area.
- B wants to industrialise the area.
- C has started to redevelop the area.
- D wants people to move to Nevard.

Part B

Drill 1

LISTEN TO THESE TWO EXAMPLES

- 1 A I want to start a new project.
B *Excuse me, Mr Chairman, I'd just like to ask Mr Brown why he wants to start a new project.*
- 2 A I intend to establish another system.
B *Excuse me, Mr Chairman, I'd just like to ask Mr Brown why he intends to establish another system.*

NOW YOU PLAY THE PART OF THE SECOND SPEAKER.

1

2

- 3 A I expect there will be a good return on investment.
B
- 4 A I imagine there will be a few people against this idea.
B
- 5 A I want to finish it all in this financial year.
B
- 6 A I'll need to consult the Minister of Public Works.
B

Drill 2

LISTEN TO THESE TWO EXAMPLES

- 1 A I would like to see a new road constructed.
B *But surely the construction of a new road would be impossible.*
- 2 A Well, a new rail link could be established.
B *But surely the establishment of a new rail link would be impossible.*

NOW YOU PLAY THE PART OF THE SECOND SPEAKER

1

2

- 3 A Well couldn't a model co-operative be organised?
B

- 4 A The Minister suggested the funds should be raised abroad.
B

- 5 A Well in that case I suppose further schemes could be investigated.
B

A Is anything possible in this area?

Drill 3

LISTEN TO THESE TWO EXAMPLES

- 1 A The government proposes to give and lend money.
B *Wouldn't it be better just to lend money?*

- 2 A The intention is to employ both foreign and local labour.
B *Wouldn't it be better just to employ local labour?*

NOW YOU PLAY THE PART OF THE SECOND SPEAKER

1

2

- 3 A The consortium would like to design and build the factory.
B

- 4 A They plan to buy and hire earthmoving equipment.
B

- 5 A The meeting hasn't decided whether to delay or reject the scheme.
B

A Well in that case we have wasted a lot of time, haven't we?

Drill 4

LISTEN

1 A Now ladies and gentlemen, before we get down to detailed discussions, there are just one or two doubts we must clear up first. For instance, has the geological survey been carried out yet?

B *At this present moment in time it hasn't been carried out. But I assure you it will be soon.*

2 A Oh. Well, what about the new trunk road? Has it been marked out yet?

B *At this present moment in time it hasn't been marked out. But I assure you it will be soon.*

NOW YOU PLAY THE PART OF THE SECOND SPEAKER

1

2

3 A I see. And the problem of microwave communication. I presume that's been sorted out by now.

B

4 A I certainly hope so. Incidentally, I imagine public opinion has been sounded out.

B

5 A Huh. In that case I wonder if the need for more housing has been thought about.

B

6 A Uh-huh. Well, whatever else hasn't been done, I do hope the availability of financial backing has been checked on.

B

7 A This isn't very satisfactory at all. I must tell you that the Prime Minister expects that at least the whole area has been mapped out by now.

B

A Assurances, assurances ... But what about some action? ... I mean to say ... it's ludicrous ...

Role-Cards

M RACINE — Chairman

Your job is to chair the meeting and initially to allow each sponsor of a scheme *briefly* to present his project to the meeting. Although on the surface you are impartial, you are *slightly* biased towards the idea of an agricultural co-operative; but you do have your doubts about its economic viability.

You are a strict chairman and expect the participants to treat the discussion formally.

M DE VIGNY — Ministry of Transport

If your own scheme seems to have little chance of being accepted you would — regretfully and therefore half-heartedly — be prepared to support M Gide's scheme. Your own project, in which you believe passionately, is for Nevard to become a shipyard in which the fishing fleets from the many small fishing ports along the coast could be repaired; a new type of fishing vessel, the prototype of which has already been widely acclaimed, could be constructed. The chances of building up very profitable exports are high.

M BALZAC — Bank of France

You have been in charge of enquiries on behalf of the private sector to raise the necessary finance for any of the schemes apart from the naval dockyard, farm co-operative and national park. A Middle East oil-producing country is prepared to put up the money at favourable interest rates, provided the construction is carried out by a French and Middle Eastern consortium with mainly migrant labour

M CAMUS — Ministry of Equipment

You are not at all happy with the idea of the construction firm which M Balzac will propose. You feel that the migrant labour force will lead to labour, social and efficiency problems. You will need very convincing assurances from M Balzac on all of these points before you are prepared to give even qualified acceptance for the schemes.

You might have your own suggestions for sources of finance?

M DE MAUPASSANT — Ministry of Agriculture

You will have the job of challenging M Balzac about the administrative/social security arrangements for the migrant labour force that he is proposing should be involved in some of the schemes. If Mlle Sagan's plan were to be adopted, you would want to be reassured that any overseas agricultural workers would be covered in the same way.

M SARTRE — Ministry of Industry

If a civilian port were to be built at Nevard — and you are in favour of this proposal — you would like to see some light metallurgical factory units built on reclaimed land to the north of the river. Land prices are very cheap here and it would be a way of offering employment in a pleasant environment to workers from a depressed area in the centre of France.

M GIDE — Ministry of Defence

Your brief is to press for the establishment of an SSBS base plus research and test areas for a short-range ground-/sea-to-air missile. The marshland might well prove to be ideal for security and test purposes. Nevard could also, perhaps, become a NATO base. You have to present a case which will allay local objections and an inevitable attack from pacifist organisations. You are confident that the Ministry of Defence has enough money allocated to this project and that your suggestion is the best for the area. It would provide ample employment for both existing and future inhabitants.

M RONSARD — Ministry of Transport

You have always had a private idea — which your Minister, a personal friend, has adopted whole-heartedly — to build there a small airport, run on model lines, to service a possible holiday resort/yachting marina/nature reserve/national park (with the Dersy mansion as a luxury hotel?). You envisage problems of finance, although you do present to the meeting some tentative schemes for raising the necessary funds.

You are *strongly* against the construction of a naval dockyard or a civilian shipyard.

MLLE SAGAN — Ministry of Agriculture

Your Ministry wishes the agricultural land to be developed. The land is potentially very productive and you would like to see the estate set up as a model farming co-operative with the mansion as a conference/training centre. You are strongly against the idea of a leisure centre, but might be prepared to see the marshland turned into a bird sanctuary, although you do feel that the land could be reclaimed and that it has agricultural or forestry potential.

VERSION 2

(Whereas the introduction in Version 1 was read, in this version it is spoken from notes and is, therefore, more typical of spoken language).

Listening Comprehension

Transcript

I want to tell you first of all something about the Nevard area and the present situation there. The area is situated in a desolate region on ... on the west coast of France, some 130 kms north of Bordeaux. Road communications to the area are ... are limited, very limited in fact, and rail links are non-existent.

The whole area is thinly populated. The few people who do live there are clustered in a handful of hamlets and villages. Ginon, for example, a small village has about 50 houses, whereas Plunault, a hamlet, has about a hundred inhabitants and Pont-Neuf, another small village, some 30 kms up the river, has only about 40.

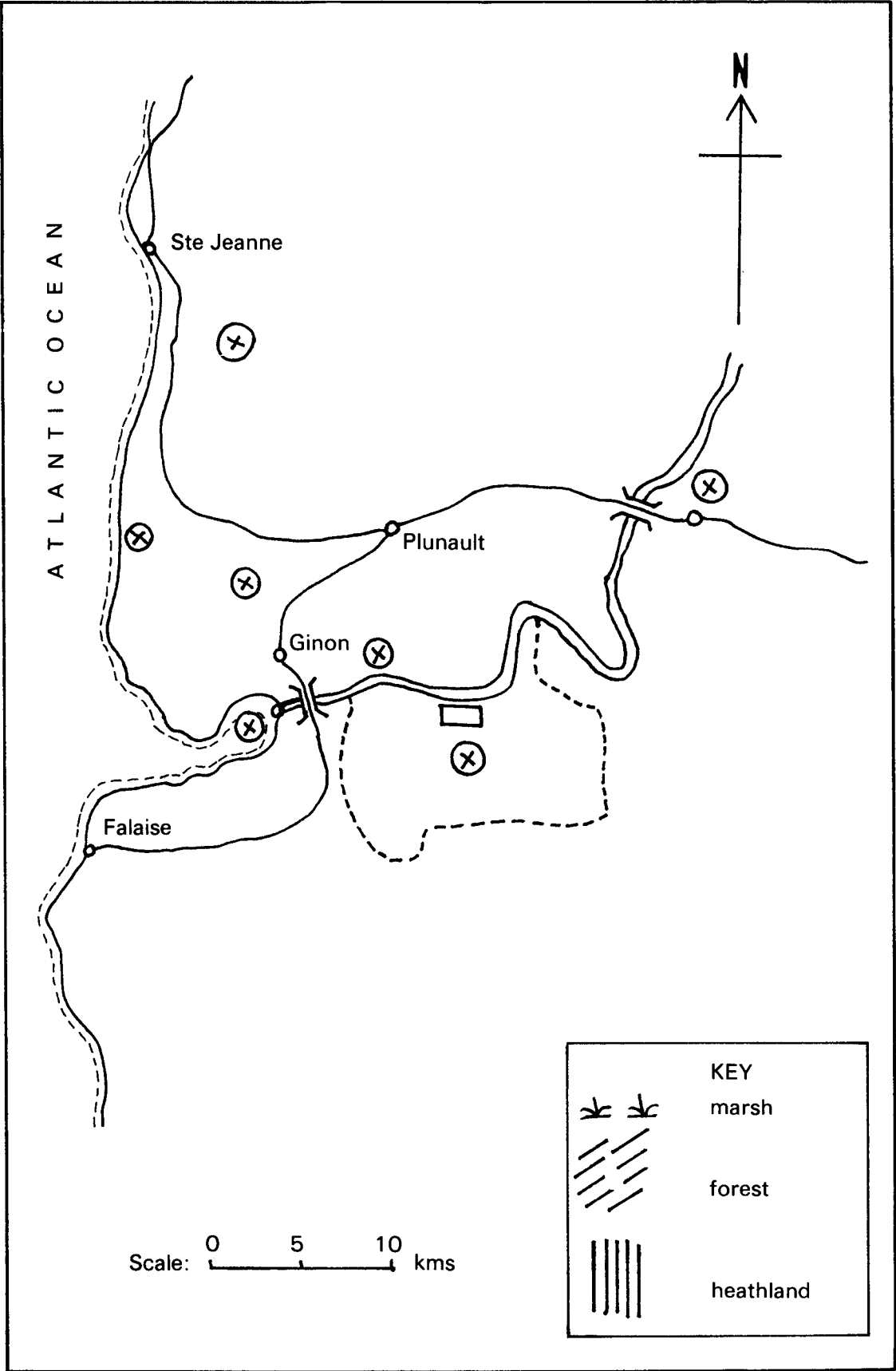
North of the River Rinot there's a large area of infertile land, semi-marshy along the coast, heathland inland with little topsoil, but to the north of that there are extensive forests which have only been planted in the last 8 to 12 years.

To the south of the river there is a huge estate owned by M Paul Dersy, one of the richest champagne producers in France, but because of his preoccupation with his champagne interests Dersy pays little attention really to his estate and it isn't farmed economically and is, really, deteriorating quickly.

Nevard itself is almost a non-town. It does have a natural harbour protected from the winds, but so far it ... it is only really being used by a small fishing fleet. There are a few fishermen's cottages, a very small shopping area, but there's very, very little there really.

The government would like to make much more satisfactory use of the whole area. Because of the programmed closure of a major employing industry in a town 100 kms away, it intends to develop the Nevard area and tempt people to move there by means of attractive inducement grants, both to the people themselves and even more so, to employers. At the moment, the Prime Minister's Office has an open mind - publicly at least - on what development plan to sponsor. Various government departments have conflicting ideas on what project should be initiated, and after quite a lot of discussion two major proposals have been put forward.

The first is the utilisation of this natural harbour at Nevard by extending the present very limited port facilities. Vital improvements would include dredging the deep-water channel, constructing berths, erecting warehouses and other buildings, providing a few ancillary services and generally to try to make the port into a small thriving entity. (cont'd on page 40)



The second proposal is for the establishment of a maximum ... a maximum of two light industries, each of which would employ around 250 workers.

Ideally these two factories should be sited on a discreetly located industrial complex, rather than having two separate factories on different or in ... in different spots.

Another possibility has been aired, but no firm proposal has been put forward, and this is more perhaps of a political (er) weapon, and that is that the Dersy estate should be expropriated, so that more productive use could be made of it, but just what use could be made of it at the moment is still unclear, but there is this added possibility of something new happening on the Dersey estate.

The financing for these projects has not yet been finalised. The government would obviously give these inducement grants; it might well help with some of the capital expenditure but would expect quite a lot of the necessary funds to be provided privately.

An exploratory meeting has been called at which representatives of several in ... ins ... interested ministries are going to discuss the claims of these two major schemes for the development of the Nevard area. At the end of this exploratory meeting it is proposed that a vote should be taken among the representatives present to decide which project has more attraction for the local area, has more possibilities of, perhaps, improving what is an unexploited part of France.

[Students were asked to fill in the details of the skeleton map and to take notes about what proposals had been put up].

Role-cards**M CLAUDE DIDEROT — Ministry of Economy and Finance**

You are in favour of the port proposal because of congestion at neighbouring ports. The possibility of import/export traffic in this area could lead to greater prosperity for the region.

You will need, though, to press for improved land transport facilities.

M MAURICE BOILEAU — Ministry of Cooperation

You think a port is very desirable and consider that it could serve as a very useful port of entry for the importation of tropical agriculture products. You advocate bringing a migrant labour force from the third world to do a lot of work in the port. You will need to be explicit about what facilities you expect the port to provide, and what rail/road links you anticipate will have to be constructed.

M JEAN MOLIERE — Ministry of Foreign Affairs

You know that many farming interests in the south-east states of the USA are keen to speed up their export of grain and meat to south-west Europe, but that they are frustrated by the saturation of dock facilities in existing ports. You advocate, therefore, the exploitation of the natural harbour offered by Nevard.

It has been suggested to you (unofficially but reliably) that some of the American exporters might be prepared to put up some of the finance needed for developing the port.

M JEAN-PIERRE MAURIAC — Prime Minister's Office

You are set on seeing the establishment of the industrial estate and have your own very fixed ideas about what one of the factories should manufacture. You have an open mind on what the second would produce, but you expect it to combine satisfactorily with the first, with, perhaps, the possibility of some shared facilities/services.

M FERNAND PROUST — Ministry of Health

You are a vigorous advocate of the establishment of pharmaceutical laboratories in the area (possibly by adapting the Dersy mansion?). You insist that it should be apart from the other permitted industrial development for reasons that you explain.

M JEAN LAMARTINE — Ministry of Defence

You would like to see the port developed, provided that part of the installations can be reserved for the French Navy. If this were to happen, you would propose the establishment of a large depot for storing naval supplies.

You have also a scheme for the use of the Dersy estate.

M JEAN-PIERRE BAUDELAIRE — Bank of France

You are in charge of organising the finance for the projects. It would be easy to raise the funds for a pharmaceutical laboratory, but difficult for the proposed port, since your money sources are pessimistic about the viability of this project.

You have absolute discretion over the provision of funds for alterations in the use of the Dersy estate.

Mlle JACQUELINE DE BEAUVOIR — Ministry of Labour

You are very concerned about problems of a social security nature if a migrant labour force were to be brought to the area.

And because of the isolation of the Nevard area you are sceptical about the validity of developing it at all, because you foresee economic failure of any enterprises, and this would bring unnecessary charges on social security services.

M JEAN-LUC DE CHATEAUBRIAND — Ministry of the Interior

As sous-préfet of the province you are acting as the préfet's spokesman at the meeting.

Your préfet is influential and you know that privately he favours the project for a naval depot, but you should not reveal this. You do, however, do all you can to push for this scheme. Your police resources are limited and you are worried about the security problems in a port, and even more concerned about racial problems if migrant workers come to the area in large numbers.

For specific reasons, you want the Dersy estate to stay in the hands of the Dersy family.

M BRUNO MONTAIGNE — Prime Minister's Office

You are at the meeting to look after the interests of the existing local inhabitants, who at heart are quite satisfied with their rural existence.

You will need very cogent reasons before you are prepared to give qualified support to any scheme.

Paul Dersy has persuaded you to resist any possible schemes for expropriating his estate.

M JEAN-PIERRE VILLON — Council of State

You are the impartial chairman of the meeting. You have the authority to reveal, if asked, that:

- 1 French Railways are prepared to provide a rail link if it is imperative.
- 2 A direct road could be constructed from Nevard to Pont Neuf and minor improvements made to the road from Pont Neuf to the N8.

Notes for Chairman

The aim of the meeting is that decisions should be taken over what projects to propose to the central government and what requirements are necessary to make these projects realistic.

Only you know what schemes different people are supporting, and so that the rest of the participants are informed, you should get each main proposer to present a brief outline of his project. You decide in which order people speak and when to allow questions.

You should also ask people if they have any suggestions for the use of the Dersy estate.

Claude Diderot	proposes the establishment of a port.
Maurice Boileau	also wants a port and has specific ideas for importing tropical products. He suggests the use of a migrant labour force.
Jean Molière	favours a port for importing American grain.
Jean-Pierre Mauriac	wants an industrial estate.
Fernand Proust	advocates the establishment of pharmaceutical laboratories.
Jean Lamartine	wants the French Navy to make use of the port and a Naval depot to be built.
Jean-Pierre Baudelaire	is the financial expert — he knows sources of funds and for what purpose they can be used.
Jacqueline de Beauvoir	has views on the social security problem of the various schemes.
J-Luc de Châteaubriand	is the sous-préfet of the province. He will give the préfet's attitude to the schemes.
Bruno Montaigne	represents the local interests.

BRAYMOUTH*

In contrast to Nevard this simulation can be used in secondary schools, though it is also of interest to older students. There are several simulations already published for native speakers of English that use a town as a setting for a wide variety of problems which the participants can discuss; Braymouth illustrates how this can be used in language learning. The material has not been fully exploited here nor have any of the role-cards been provided, though suggestions have been made in the teacher's notes as to how the material might be used. It is hoped that teachers will use the material and extend it to develop their own simulation.

Materials: Background to Braymouth

- 1 An entry from the Motorist's Handbook
- 2 An except from Green Guides (a publication for tourists)
- 3 The transcript of a recording to be used for listening comprehension
- 4 A map of the town.

*by Gill Sturtridge and David Herbert


The Motorist's Handbook

This is an entry in the Motorist's Handbook.

BRAYMOUTH 70,341 Essex Map 20TM02


London 56, Cambridge 48, Clacton 15, Filbury 10, Ipswich 18, Maldon 15,
Ec Thu
Md Sat

* * * Rose and Crown, High Street Tel. 64422

72 rm (65 ) 50P B fr £12.50


L fr £1.75 D fr £2.80 S12%

* Pembroke Arms, Filbury Road Tel. 53607

15 rms (2 ) 5P B fr £5.90

L fr £1.30 D fr £1.30 S10%

Ivy House, Castle Lane Tel 59261

8 rm 3P B fr £4.75 S10% 



R



River View Gar., Canute Road Tel.59738

6pm



8pm

From 'Green Guides'

BRAYMOUTH While you are in the area, Braymouth is well worth a visit. Originally an old coaching town, it is now a flourishing modern town with about 70,000 inhabitants. It has a modern shopping centre, an exciting open-air market, good schools and bus services. In the centre there is ample car-parking. Small vessels can come right up the River Bray to unload their cargoes of timber.

Visitors should visit Bray Castle. The earliest part of the castle dates back to the 15th century and it was extended considerably in the 19th century when it came into the ownership of the Brotherton family. The banqueting hall and gallery are in excellent condition. There is a comprehensive exhibition of miniature dolls from all over the world. The view from the tower allows six counties to be seen, and in the grounds there is a two-mile long miniature railway.

The Stelling Safari Park is four miles away and visitors are taken around in specially constructed safari cars which enable them to approach the animals with no risk of danger. Monkeys, lions, tigers, elephants, giraffes, bison, buffalo and zebra are to be found roaming in the park. There is also an artificial lake with sealions and seals.

Here is the key to the abbreviations and symbols used in the Motorist's Handbook:

Population figures are given after the name of the town. Braymouth has a population of 70,341.

The figures following the word Map refer to the page number (2) and TM02 is the map grid reference.







The figures following the names of the towns refer to the distance between them and Braymouth. Eg: Braymouth is 56 miles from London.

Ec = early closing. The shops close at 1230 on Thursdays

Md = Market Day. There is a market in Braymouth every Saturday.


******* = Hotel classification. Hotels are classed from one * to 5 *****.

A 5-star hotel is the best.

 = Garage classification. The Motorists' organisations classify garages from one  to 3   . A 3  garage is the best.

rm = the number of bedrooms in a hotel


 = bath and shower

 = no dogs allowed


P = the number of parking places for cars at a hotel

B = the cost of bed and breakfast

L = the cost of lunch **D** = the cost of dinner **S** = service charge

 = the garage has a rescue service

R = the garage will do repairs up to 6 pm

 = the garage is open for petrol until 8 pm.

The Motorist's Handbook can be used for oral practice in pairs. One student has the Motorist's Handbook entry and the key to the abbreviations and the other has a list of questions which he (or the teacher) has prepared eg:

How far is Braymouth from Cambridge?

Is there a good hotel in Braymouth?

Which is the cheapest hotel?

What's the telephone number of the garage?

etc

Both the Motorist's Handbook entry and the Green Guides can be used as a basis for written work. The students imagine they are working in the Braymouth Tourist Information Office and receive letters asking them for information about the town: for example, what sort of hotels are to be found there. The students take the information from the handbook and write back.

The Green Guides

This extract could be used as a skim-reading passage. The students read very quickly, looking for particular information. They are set search questions before they begin to read and then are given 45 seconds to read the text. These types of question could be used as search questions:

How far is the Safari Park from the town?

Where can you park your car in Braymouth?

There is a miniature railway at Bray Castle. What else is there to visit there?

Listening Comprehension

Transcript

John is thinking of moving to Braymouth and talks to Rosemary about the town:

John Well Rosemary, what's it like in Braymouth then?

Rosemary Well Peter and I (um) are very happy here. As you know we came here about a year ago and we find there's a lot to do in the town.

John Is there really?

Rosemary Mmm. There are plenty of restaurants, (um) for example there's the Rose and Crown which is very good and it's very expensive, and there's the Pembroke Arms and there are restaurants of all nationalities in Braymouth. We...we've got a Chinese restaurant, and (er) a Greek restaurant and a Turkish restaurant and I think two Indian restaurants, so you're all right if you like curry.

John But you can't eat all the time. What else do you do?

Rosemary (Um) We don't eat all the time, not at restaurants anyway. (Um) But there is a lot to do. There's a sailing club, and (er) we're hoping to buy a little boat next year. (Er) There are two cinemas, there's a theatre and a music society and (um) well actually this is a tourist town, you know.

John But do many tourists come here?

Rosemary Yes (um) we get quite a lot in summer. (Um) We're near Filbury (um) which is just down the river (er) and they arrive at Filbury and (um) they come up to Braymouth and (er) visit the castle. Did you see the castle?

John No wh...where was that?

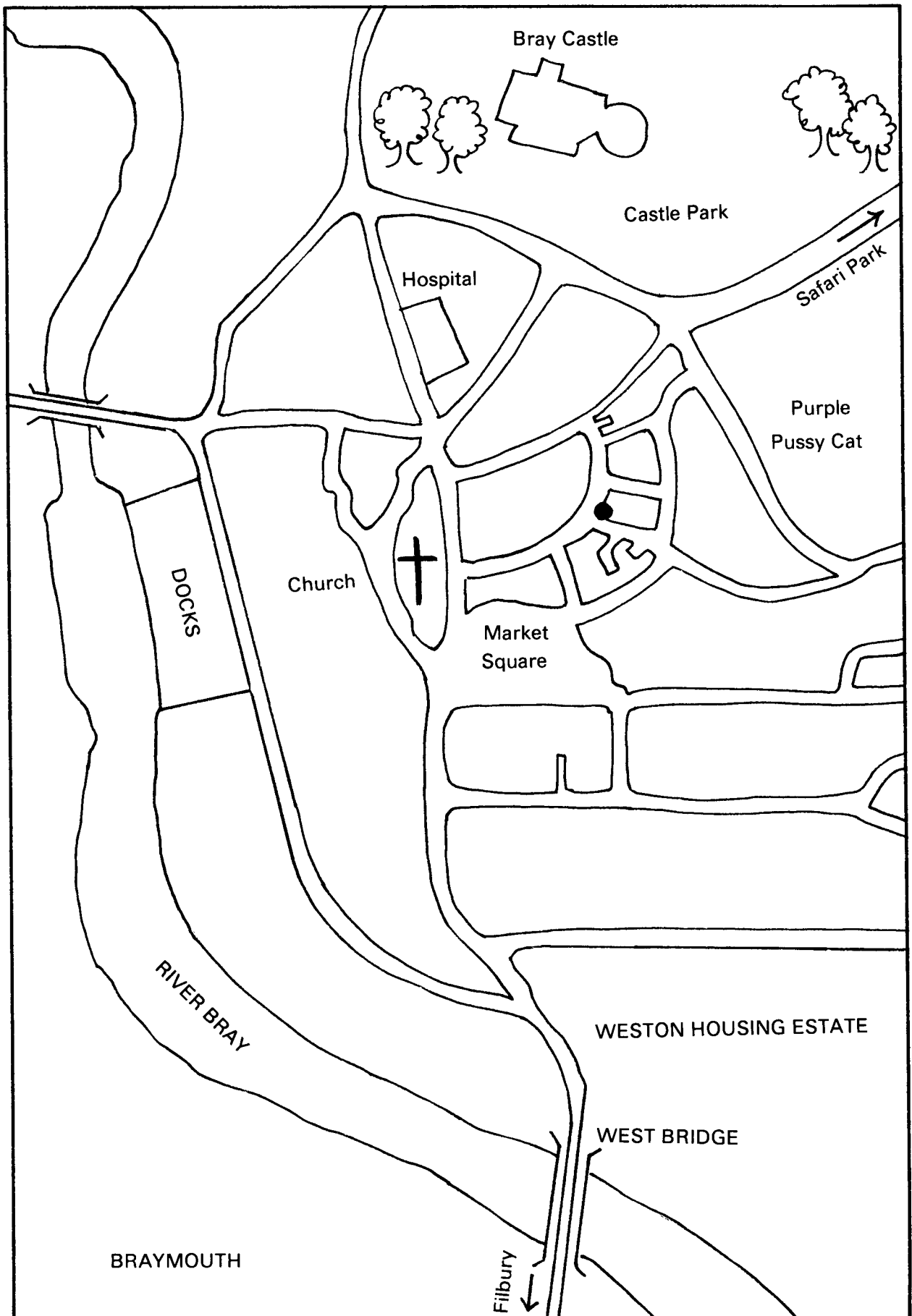
Rosemary Oh it's...it's in a...it's on the hill, (um) you can see it from most places in the town. (Um) And it's a museum now. And we've also got a safari park.

John What, with animals?

Rosemary Yes (er) it's (er) just outside the town. It's about (um)...it's about four miles outside the town and (er) you can drive through it.

John In your own car?

- Rosemary** Yes, in your own car. You've got to keep the windows shut of course because they've got lions.
- John** Ah, but they're not very dangerous surely?
- Rosemary** Oh well, yes they are. In fact (um) they've got elephants too so you have to keep the windows closed. (Um) I think that the tourists actually come here to see the old buildings and (um) certainly by the numbers they...they...Braymouth is very popular and of course the countryside outside is very pretty and th...that's what we like. But not everyone is as satisfied with Braymouth as we are because (er) a lot of people who moved from London (er) don't like it at all, (um) particularly the teenagers who came here.
- John** Mm, yes, but what do they do with themselves? I mean they're not interested I should think in...in sailing or haven't got the money for sailing clubs?
- Rosemary** (Um) Well it is a problem. (Um) Weve only got one discotheque in the town. (Um) It's in the centre of the town (um) and the teenagers like that apparently, and it's called the Purple Pussy Cat.
- John** Ah yes? Have you been there?
- Rosemary** No, I haven't been there, but (er) I'm...I'm told that it is very good indeed (um) but apart from the Purple Pussy Cat there really isn't much to do (um) as...fo...for teenagers. So perhaps they're not so happy.
- John** What about work for them? Is there much unemployment here?
- Rosemary** (Um) Well there are a lot of factories in the town. (Um) It's light industry mostly. There are (er) furniture factories and (um) of course there are the docks and ships come right up here to Braymouth.
- John** Right up?
- Rosemary** Yes right he...they come up from Filbury (um) and so the docks is (er)...provides quite a lot of work for people, so there isn't much unemployment here. (Er) We've got quite a lot to do in the way of work really.
- John** So you...you don't really regret having moved here then?
- Rosemary** Not at all, we're very happy here.



The Listening Comprehension

The listening comprehension extract gives the students more information about the town. It can be used as listening and notetaking practice either with or without a worksheet to focus attention on certain points. It can also be used as a basis for oral work in pairs. Here the class will have to be divided into 2 groups A and B. All the A students hear the first half of the conversation down to "In fact they've got elephants too, so you have to keep the windows closed". All the B students begin to listen at "Um, I think that the tourists actually come here to see the old buildings...". When both groups have listened and taken notes, they join a partner from the other group and ask their partner questions from a question sheet prepared by the teacher. eg:

Worksheet A (Student A asks student B the following questions)

Do all the people who live in Braymouth like the town?
Is there anything for the teenagers to do there?
Are there any factories in Braymouth?

Worksheet B (Student B asks student A the following questions)

Are there any good restaurants in Braymouth?
Is there a cinema?
Is there anything interesting to see in Braymouth?

The Map

The map can be copied or photocopied with different buildings etc marked in on it depending on the simulation. In some simulations the Purple Pussy Cat may be irrelevant and the teacher can omit it and add other details to the map. The map itself is used in discussion and planning but it could be used for oral practice in pairs, with students asking the way and giving instructions.

SUGGESTIONS FOR SIMULATIONS

Here are some problems which could provide discussions:

1 A public meeting is to be held to discuss the closing of the Purple Pussy Cat Disco. It is said that it attracts a large number of young people, many of them on motor bikes, and that they are very noisy. It is said that the building is also a fire-risk.
Roles: Members of the Town Council, the Manager of the Purple Pussy Cat, 2 people who live near the disco, a youth leader and 2 teenagers who go to the disco.

2 A Carnival Committee meeting is being held to plan the route for this year's Town Carnival in Braymouth.

Roles: Committee members who want the carnival to go through the town and those who want the carnival to stay in the park, or go past the hospital. There can be wider discussions about the type of dance that the committee is going to organise after the Carnival and whether they should have a Carnival Queen.

3 Other suggested problems for which appropriate roles and situations could be devised are:

- proposals for developing new roads
- the dangers of the Safari Park
- the risk of pollution from industrial cargo at the docks.

Braymouth is an imaginary town but similar facts and figures could be found for a real town or city which could then be used as a setting for a problem.

MEDIA SIMULATION*

Introduction

This simulation was inspired by Radio Covingham (see page 68) and first adapted for the EFL classroom by Janet McAlpin and Marion Geddes. Radio Covingham is a simulation intended for use by native speakers in British secondary schools and it is not suitable as it stands for most foreign learners of English. The published materials, however, gave rise to an idea for a simulation for EFL learners set in a radio studio, a TV studio and a newspaper office. The task is the production of a radio and a TV programme, each 15 minutes in length, and a newspaper of 2 pages. All the news is researched, reported, produced and recorded by the students themselves and based on information given to the General Editor for each group.

In the Media Simulation described here the teachers worked as a team and put all their students together — 52 in all. The students then worked in 3 mixed-proficiency groups with one team working on the radio programme, one team on the video recording of the TV programme and the third on the production of the newspaper. However, a teacher who has not got access to all the equipment could choose one of the media, such as radio, and the students could work on the radio programme only.

The objective of the Media Simulation is to provide an opportunity for students to organise their time and work towards a common goal. During the simulation the teacher is there to give advice, answer questions and possibly be available for interview by reporters. The challenge to the teacher lies in the organisation, preparation and briefing of the students so that they know exactly what their task is and what they should be doing. The value of this exercise to the students lies not simply in the end products themselves but in the amount of realistic communication in English required in their creation.

Radio Portland this radio station produces a news programme called "News and Views at 2".

Portland Television this television network produces a programme called "News View".

Portland Portfolio: this is the local newspaper.

The Institute in London where the Media Simulations took place is in a street named Portland Place and this is how the newspaper, radio and TV stations got their name. The teacher can invent imaginary titles for his own simulation using the names of streets or towns known to the students.

* Teacher's notes by Gill Sturtridge

Equipment

In an **ideal** situation the following equipment is recommended:

<i>Portland Portfolio:</i>	a typewriter, carbon paper, paper, stencils, some form of duplicator, and stapler.
<i>Radio Portland</i>	2 tape-recorders (one of them portable), microphones, microphone stands, tapes, sound effects, and a stop watch.
<i>Portland TV:</i>	video recording and playback equipment, card and paper for visuals and captions, a stencil for lettering, tapes for sound effects and a tape-recorder for playback, a stop watch.

All three of the media can share a "Reuter Room" or corner, where the reporters can listen to recorded news flashes on a tape-recorder.

Obviously this range of equipment is not available in many teaching situations and the teacher must use the equipment he has; a version of Radio Portland can be satisfactorily produced with one tape-recorder and a microphone.

The News Items

'The news' consists of: telegrams referring to news stories; reports; letters from readers or listeners; advertisements and tape-recordings of news reports from news agencies. These are the raw materials from which the students produce their programmes and newspaper.

With the exception of the tape-recordings the news is given to the General Editor of each group. He sorts through the news and distributes it to the relevant Sub-Editor's desk; stories about overseas news go to the Sub-Editor, Foreign News, while letters from readers and advertisements go to the Sub-Editor, Public Relations.

The tape-recordings belong to the News Agency or Reuter Room; the reporters come and listen to the recorded news and report the stories back to their Sub-Editors. The news in this particular example of the Media Simulation was all imaginary. It was collected and created by the teachers for a particular group of students; the relevance and topicality of the news is the secret of the simulation's success. All the news items refer to jokes or information that the students and teachers are familiar with. For example, one student has become very interested in ballroom dancing and one of the news items is a report that he has won an International Competition for ballroom dancing and is therefore going to give up his career as an economist. The reporters interview the student and a story develops. With this type of news input some items in the programmes and the newspaper can be made very lighthearted. If it is felt that the students would prefer to work on more serious news, then articles from current newspapers and journals, or recordings taken from news broadcasts, can be used.

The Roles

	The Portland Portfolio	Radio Portland "News and Views at 2"	Portland Television "News Views"
The General Editor	1		
The General Editor/Producer		1	1
The Assistant Producer			1
The Assistant Producer (Technician)		1	
The Sub-Editor: Foreign News	1	1	1
The Sub-Editor (Printer)	1		
Foreign News Reporters	4	4	4
The Sub-Editor: Home News	1	1	1
Home News Reporters	4	4	4
The Sub-Editor: Public Relations	1	1	1
Public Relations Reporters	4	4	4

Further roles could include a Sub-Editor for the Arts or for Sport and the reporters for those sections.

Setting up the Simulation

Put a label 'RADIO PORTLAND' on the classroom door so that the students see it when they arrive. Set up the room with desks for the different sections with a card on each, for example 'HOME NEWS'. If all 3 media situations are being used at the same time, give different coloured badges to the different groups, for example, an orange badge marked 'REPORTER - RADIO PORTLAND'. If only one media is being used, for example radio, it is useful to give distinctive colours to each of the news desks. In this way the participants can easily identify each other.

Give the General Editors and Sub-Editors in-trays and out-trays for their news. Try to make all the letters, telegrams and memoranda look as authentic as possible.

Procedure

Select the students who are to be the General Editors for each group and arrange to see them before the simulation takes place. Discuss their role-cards with them and give them time to read 'the news'.

When all the students arrive for the lesson, explain what is going to happen and give out the role-cards and badges. Give out the General Memorandum to all Production Staff. The Memorandum tells students more about what they are to do and makes them feel that they are part of the organisation. It also presents them with a reading passage from which they have to extract the main points quickly. While the students are studying their role-cards and the memorandum, the General Editors will have sorted out the news and distributed it to the correct news desks for the Sub-Editors to begin work. The students can then go to their allotted news desk and begin their discussions.

The sample materials shown here relate to one particular Media Simulation (radio version) and obviously would have to be adapted before being used.

RADIO PORTLAND

MEMORANDUM

To Production staff of 'News and Views at 2'

From Station Manager, Radio Portland

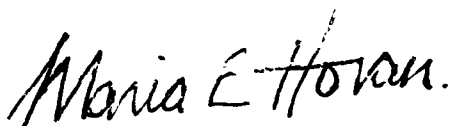
I've received a rocket from the national network about over-running. Last Friday we were cut off in mid-sentence so that the network could come in at precisely 14.15.

'News and Views at 2' is a fifteen minute programme. That does not mean fifteen minutes and fifteen seconds, or even fifteen minutes and one second. So please keep an eye on the clock.

We can, of course, under-run a bit, even by as much as half a minute, which can be filled in with a continuity announcement or trailer. But aim to come out somewhere within the last ten seconds before the national network comes in. This can be done if you check the timing during rehearsal, and if you can have one or two optional items near the end of the programme which can be broadcast or not according to the time available.

Reporters - excellent work in the Camden Town floods last week. We beat the news agencies by more than half an hour. However, do remember that you should try to avoid asking questions in interviews which can be answered by 'yes' or 'no'. Begin the questions with letter 'H' or 'W' - how? why? what? And follow up interesting answers. Listen to what the person is saying.

'News and Views at 2' now has a wide audience in the area, and CD(ODM) made complimentary noises last week about your output. Keep up the good work.



MARIA E HORAN

role cards

GENERAL EDITOR

You are the General Editor of the daily radio programme **NEWS & VIEWS AT 2**.

This involves:

- 1 looking through all the communications in your in-tray
- 2 passing on the relevant communications to your 3 sub-editors
- 3 discussing the proposals for handling the news suggested by each sub-editor
- 4 deciding how much time each sub-editor can have for his section of the programme
- 5 making final decisions on the order of items
- 6 supervising the production of the programme and making sure it runs for no more than 15 minutes
- 7 ensuring that the programme is ready for broadcast at 2 pm

Your sub-editors will expect you to be available to give advice and make decisions during the planning of the programme. During programme production you will have the full support of technical staff.

SUB EDITOR — Public Relations

Your department is responsible for answering all correspondence from listeners.

This involves:

- 1 reading all letters received
- 2 deciding which ones to answer on the programme
- 3 deciding whether to read the letter in full or to summarise it on the programme
- 4 giving an answer in the way you think most interesting to your listeners.

You will have to consult the **GENERAL EDITOR** to find out how much time you can have for letters today, and in which part of the programme they should come.

SUB EDITOR — Foreign News

Your department is responsible for processing the day's foreign news.

This involves:

- 1 reading all press releases and listening to reports from abroad
- 2 following up potentially interesting stories
- 3 deciding what news should be included in the programme
- 4 deciding what form the news should take and what the order of the items should be

You will have to consult the General Editor to find out how much time you can have for foreign news, and when it should appear on the programme.

SUB EDITOR — Home News

Your department is responsible for processing the day's home news.

This involves:

- 1 reading all memos and news items concerning Britain
- 2 following up potentially interesting stories
- 3 deciding what news should be included in the programme
- 4 deciding what form the news should take and what the order of the items should be

You will have to consult the General Editor to find out how much time you can have for home news, and when it should appear on the programme.

ASSISTANT PRODUCER

You are the Assistant Producer of the daily radio programme **NEWS & VIEWS AT 2**

This involves:

- 1 helping the General Editor look through the news
- 2 helping the reporters with their recording equipment
- 3 finding sound effects to go in the programme
- 4 making sure that the studio is ready for recording
- 5 helping the General Editor wherever possible
- 6 ensuring that the programme is only 15 minutes long and that it is ready for broadcast at 2 pm.

REPORTER — Foreign News

Your department is responsible for processing the day's foreign news.

This involves:

- 1 following the Sub-Editor's advice on which stories to follow
- 2 listening to reports from abroad in the Reuter News Room and taking notes
- 3 reporting the overseas stories to the Sub-Editor
- 4 interviewing and making recordings of people in the news, using a tape-recorder

sample news item

To: 1 General Editor, Radio Portland	From: Telex Room
2 'News and Views at 2'	Date: 25.8.77
3	B.F. to on
4	P.A.

FILE REF:	SUBJECT:
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We have just received the following telex from our correspondent in Ankara, Turkey :

FEARS GROWING HERE FOR HEALTH AND SAFETY OF TURKISH OLYMPIC SWIMMER STOP
LAST NEWS FROM BRIGHTON AT START OF ATTEMPT TO SWIM ENGLISH CHANNEL
STOP PLEASE INVESTIGATE

18 August 1977.

The Editor

Dear Editor

I understand that there is a wide range of newspapers and magazines, including ones which cater for minority interests, in Britain.

Could you give me more information please?

Yours sincerely

Chu Chin Mi

16 Temple Road
Santiago
Chile
19.8.77

Dear Sir

I am writing a book of recipes that is to be called Sweet and Salt around the World. I will be in London during the week of August 22nd and wonder if you would be able to tell me about any English recipes on your famous programme News & Views at 2. I'm sure some of your other listeners would be interested too.

I am interested only in recipes that combine salty foods (eg. salt, meat etc.) with sweet foods (eg. sugar, fruit etc.)

Yours truly
H. Harold

Caracas,
Venezuela

20th August 1977

The Editor,

Dear Sir,

I am a Venezuelan student and I am going to study at a college in London soon. My friends here in Caracas who have been to London say that it's very difficult to find accommodation.

I should be very grateful if you could give me some advice

Yours faithfully,

Berta Fuenzalida S.

WINTER WARMTH CO LTD., 2 Cold Lane, London EC4

23 August, 1977

Dear Sir

I have pleasure in enclosing our latest brochure, illustrating our latest designs in woollen underwear. I think you will agree that this year's models succeed in combining elegance with warmth.

I understand that a large number of your listeners are from overseas, many of them from countries where the local temperatures require them to wear only the minimum of cotton clothing. They are therefore unaware of the practical advantages that could be derived from the wearing of some of our products. For the health and benefit of your listeners you may wish to bring their attention to our products.

Yours truly

A handwritten signature in dark ink, appearing to read 'A J Winter', with a horizontal line underneath the name.

A J Winter Esq

The Editor
News and Views at 2
Radio Portland
11 Portland Place
London W1

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A SELECTION OF PUBLISHED SIMULATIONS

Simulations Designed for ELT

ELTDU
Oxford University Press
40 Walton Crescent
Oxford OX2 6DP

State Your Case (Advanced Business English)
The Crisis Series (Assignments for
Technical English)
The Case of Harkwood Ltd (Financial
Management)
Assignment Mornesia (International
Diplomacy etc)

Paul Norbury Publications Ltd
Caxton House
High Street
Tenterden
Kent

Saxon Menné — *Q Cards*:
1. *The Parent-Teacher Meeting*
2. *The Budget Meeting*
3. *The Creditors' Meeting*
4. *The Detective*
5. *Press Conference*
6. *Interview for a Job*

BP Educational Service (with
Linguistic Systems Engineering,
Glendale, Isle of Skye)
Britannic House
Moor Lane
London EC2Y 9BU

Language Training Pack 1 :
North Sea Challenge

Longman Group Ltd
Longman House
Burnt Mill
Harlow, Essex

Gaynor Ramsey: *Play Your Part*
A selection of role-play exercises suitable
for adolescent or adult learners

Hodder & Stoughton Ltd
PO BOX 702
Mill Road
Dunton Green
Sevenoaks, Kent

Frank Heyworth: *The Language of
Discussion*
Role play exercises for advanced students

Simulations Designed for Native Speakers of English

CRAC
Bateman Street
Cambridge
(for Esso)

The Star River Project

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London EC2Y 9BU

Decisions : *WestOil Distribution*
EastOil Personnel

Coca-Cola Corporation
Public Relations Dept
Atlantic House
7 Rockley Road
London W14 ODM

Man and His Environment

Management Games Ltd
63B George Street
Bedford
MK45 2DD

Survival and Red Desert

Front Page

Radio Covingham

Property Trial

Appointments Board

The Dolphin Project

Airport Controversy

The Azim Crisis

Action for Libel

(This series was formerly published
by ILEA under the title:
Nine Graded Simulations.)

Pitman Medical

Beck, Francis, Souhami : *Tutorials in
Differential Diagnosis*

Institution of Electrical
Engineers
Savoy Place
London WC2R OBL

Robert Gordon's Institute
of Technology:
Power Station Game
Hydropower

Christian Aid
PO BOX 1
London SW9 8BH

The Trading Game
Garry Shirts: *Starpower*
BaFa BaFa

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& Industrial Education
16 Park Crescent
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