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TITLE IEA Six-Subject Survey Instruments: French Student Questionnaires.

INSTITUTION International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

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ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are two questionnaires for students of French as a Foreign Language in populations II, IV surveying what part French plays in the students' lives and assessing the interest and outside activities of these students. Population II consists of students aged 14 to 15 years; population IV, those students enrolled in the final year of pre-university training.

(RC)

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

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T = Teacher questionnaire
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2: Student Population

- 1 = I 6 = II and IV
2 = II 7 = I, II and IV
3 = III 8 = I and IV
4 = IV S = IV Specialist
5 = I and II N = NA: Teacher or School questionnaire

3: Subject

- S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
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2 = All Stage 2 Subjects
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4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Questions About Learning French

Data Bank Instrument Number Q6F1

ED102185

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IEA/M3/Stage 3

Pop II, p. 19

Booklet 33 contains a number of questions about you and your study of French. It is not a test. You are to answer the questions in this section as accurately as you can. You will record your answers to the questions in this section on answer card 20 in Section A. As before, you will indicate your answers by blackening in the oval that corresponds to the answer you choose.

IEA/M3/Stage 3

Pop IV, p. 18

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Booklet 45 contains a number of questions about you and your study of French. It is not a test. You are to answer the questions in this section as accurately as you can. You will record your answers to the questions in this section on answer card 20 in section A. As before, you will indicate your answers by blackening in the oval that corresponds to the answer you choose.

Q6F1

IEA/20 FR
IEA/10 FR

French as a Foreign Language

Section 1: QUESTIONS ABOUT LEARNING FRENCH

These questions are being given to a number of children in several countries to find out what they think about French and the part it plays in their lives. This is NOT a test, because there are no right or wrong answers. We just want to know how you feel about learning French and about the ways in which you are learning it.

When you are told to do so, work through the questions, indicating the answers you want to give by blackening in the appropriate space on your answer card. If you want to change an answer you have given, you may, but be sure to erase the mark for the old answer completely.

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For each of these questions, select the answer which is true for you, and indicate it by blackening in the appropriate space on your answer card.

1. The marks I get in French are usually
 - A. better than in most other subjects.
 - B. about average compared with other subjects.
 - C. worse than in most other subjects.

2. I like French
 - A. more than most other subjects.
 - B. about the same as other subjects.
 - C. less than most other subjects.

3. I would like to study French after the end of this school year.
 - A. yes
 - B. not sure
 - C. no

4. French gets more interesting all the time.
 - A. yes
 - B. not sure
 - C. no

5. I would like to be able to speak more languages than (mother tongue).
 - A. yes
 - B. not sure
 - C. no

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6. I hope that in my career I will be able to make some use of the French I learned at school.
- A. yes
 - B. not sure
 - C. no
7. I cannot profit from learning French because it is too difficult for me.
- A. yes
 - B. not sure
 - C. no
8. I think that everyone would benefit from learning French.
- A. yes
 - B. not sure
 - C. no
9. There are many subjects more important to learn at school than French.
- A. yes
 - B. not sure
 - C. no
10. It is important to learn French while still at school.
- A. yes
 - B. not sure
 - C. no

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Below is a list of things you may do outside school. Look at each one, and if it is something you do very often or used to do very often, blacken in space A on your answer card. If you do it sometimes, blacken in space B. If you rarely do it or have never done it, blacken in space C.

11. Read French newspapers or magazines.
- A. often
 - B. sometimes
 - C. rarely or never
12. Listen to French language radio programs or watch French language films or French language TV programs.
- A. often
 - B. sometimes
 - C. rarely or never
13. Talk with French speaking children or adults.
- A. often
 - B. sometimes
 - C. rarely or never
14. Correspond in French with a pen pal.
- A. often
 - B. sometimes
 - C. rarely or never
15. Attend meetings of French language societies or other French language cultural organizations.
- A. often
 - B. sometimes
 - C. rarely or never
16. Have visited a French-speaking country.
- A. more than a month
 - B. one month or less

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The following are activities which pupils learning French may carry out in the classroom. Look at each statement. If the statement refers to an activity you carry out often, blacken in space A; if you do it sometimes, blacken in space B; if you do it rarely or never, blacken in space C on your answer card.

17. Speaking French to the teacher.

- A. often
- B. sometimes
- C. rarely or never

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18. Speaking in (name of Mother Tongue).

- A. often
- B. sometimes
- C. rarely or never

19. Listening to the teacher speaking in (name of Mother Tongue).

- A. often
- B. sometimes
- C. rarely or never

20. Listening to records, radio, or T.V. programs or films in the French language.

- A. often
- B. sometimes
- C. rarely or never

21. Repeating taped, filmed, or broadcast oral exercises in French.

- A. often
- B. sometimes
- C. rarely or never

22. Writing exercises in French.

- A. often
- B. sometimes
- C. rarely or never

23. Translating from or into French.

- A. often
- B. sometimes
- C. rarely or never

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24. Writing essays in French.

- A. often
- B. sometimes
- C. rarely or never

25. Reading of short passages in French for detailed study.

- A. often
- B. sometimes
- C. rarely or never

26. Reading French for pleasure.

- A. often
- B. sometimes
- C. rarely or never

QUESTIONNAIRES

GENERAL NOTES

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1. Instructions for all questionnaires should encourage all respondents to give a response to every item. It is left to National Centers to frame the statement for their own countries. Indeed, test administrators and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.
2. Obviously greater freedom is permissible in the translation of questionnaire items than in test items. In some instances items will have to be completely adapted for national use. However, where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied.
3. In the stem of most questions the word "indicate" has been used. Where the National Center has decided to use an MRC card, the stem will have to be changed to read something like "indicate by blackening in the appropriate space on the answer card". Where punch cards will be returned by a National Center, their stem should be changed to something like "indicate by circling the appropriate letter below".
4. Some questions in which the response indicates the grouping of a continuous variable, a short-hand convention using the signs \geq (less than or equal to) and $<$ (greater than) has been used. National Centers should translate these signs into appropriate words for the respondents to the questionnaires. The convention has been used for the sake of accuracy.
5. Where appropriate, national examples should be given in order to help respondents answer the questions accurately.
6. Unscaled Variables. Where it has been difficult to evolve an international scale which adequately represents different practices in participating countries, the variable has been designated as an international unscaled variable. National Centers are asked to formulate for each of these variables up to a nine-point scale which will be appropriate for use within their country and which agrees with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of categorisation between the different countries, that is, all countries should collect data on the same dimension and ordered in the same way. It is important that National Centers transmit copies of their classificatory schemes to IEA International.

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7. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as "home tasks" for the student. Students would be asked to find out the answer to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as "home tasks" include: Father's Occupation and Father's and Mother's Education.
8. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g., number of students in class, grade student is in, etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).
9. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.
10. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.
11. Wherever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.

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12. The definition of Civic Education to be used within any one country will be left to each National Center to decide. This is because the content and nomenclature of Civic Education courses will vary from country to country. The definition arrived at should be sent to IEA International in Stockholm.

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Instrument Name French Student Questionnaire

Data Bank Instrument Number Q6F2

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IEA/M3/Stage 3

Pop II, p. 20

Pop IV, p. 19

That is the end of section 1. We are now ready to start section 2.

The questions in this section deal with some of your interests and outside activities

It is not a test. In answering the questions, choose the answer that suits you best and mark your choice in Section V on the other side of your answer card.

Are there any questions?

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French as a Foreign LanguageSection 2: FRENCH STUDENT QUESTIONNAIRE

1. Indicate if you have subjects other than French in which the language of instruction is French.
 - A. Yes
 - B. No

2. Indicate if your father ever studied French.
 - A. Yes
 - B. No
 - C. Do not know

3. Indicate if your mother ever studied French.
 - A. Yes
 - B. No
 - C. Do not know

4. Indicate how your parents feel about your studying French.
 - A. I don't know about their feelings, or I can't answer this question
 - B. They are not favorable to it
 - C. They don't care either way
 - D. They are favorable to it

5. Indicate if your parents ever help you with your French homework.
 - A. Often
 - B. Occasionally
 - C. Rarely or never

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Questions 6-17 consist of a series of statements about the study of French. For each statement, indicate whether you strongly agree, agree, are uncertain, disagree, or strongly disagree with it.

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A Strongly Agree B Agree C Uncertain D Disagree E Strongly disagree

6. Studying French may someday help me to get a good job....	A	B	C	D	E
7. I need to study French because a foreign language is required in the school curriculum or to be admitted to a higher school.	A	B	C	D	E
8. I need to study French because it is used in school in the higher grades	A	B	C	D	E
9. I need to study French in order to read books, newspapers, or magazines that I want to read	A	B	C	D	E
10. Studying French will help me if I need to study another foreign language later on....	A	B	C	D	E
11. Studying French will allow me to make friends more easily with French-speaking people...	A	B	C	D	E
12. Studying French will enable me to meet, talk, or correspond with a greater variety of people.....	A	B	C	D	E
13. One is well educated only if he knows at least one foreign language	A	B	C	D	E
14. I am studying French because I enjoy it	A	B	C	D	E

	A	B	C	D	E
	Strongly Agree	Agree	Uncer- tain	Dis- agree	Strongly Disagree
15. I am studying French because I was given no choice in the matter	A	B	C	D	E
16. Studying French will help me to understand my own language better	A	B	C	D	E
17. Studying French will help me to know and appreciate the way of life of people who speak French	A	B	C	D	E

For questions 18-21 indicate how well you intend or plan to be able to:

	A	B	C	D	E
	Not at all	A little	Somewhat well	Well	Very Well
18. Speak French...	A	B	C	D	E
19. Understand French when spoken ...	A	B	C	D	E
20. Read French ...	A	B	C	D	E
21. Write French ...	A	B	C	D	E

22. Indicate in what grade at school you first started studying French.

- A. Grades 1 or 2
- B. Grades 3 or 4
- C. Grades 5 or 6
- D. Grades 7 or 8
- E. Grade 9 or higher

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23. Indicate how well you knew French before you started studying it at school.

- A. I didn't know any French
- B. I knew only a few words
- C. I knew the language fairly well
- D. I knew the language very well

24. Including this year, indicate how many years you have studied French altogether.

- A. 1 year
- B. 2 years
- C. 3 to 4 years
- D. 5 to 6 years
- E. 7 years or more

25. Indicate how well you can speak French now (that is, say anything you want in it).

- A. Not at all
- B. A little
- C. Somewhat well
- D. Well
- E. Very well

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26. Indicate how well you can understand French when other people speak to you in it.

- A. Not at all
- B. A little
- C. Somewhat well
- D. Well
- E. Very well

27. Indicate how well you can read French now.

- A. Not at all
- B. A little
- C. Somewhat well
- D. Well
- E. Very well

28. Indicate how well you can write French now, that is write anything you want to in it.
- A. Not at all
 - B. A little
 - C. Somewhat well
 - D. Well
 - E. Very well
29. Indicate how often you have a chance, outside of school, to talk with people in French.
- A. Never
 - B. Sometimes
 - C. Often
30. Indicate if you have spent any time in a French-speaking country.
- A. Never
 - B. Short visit (less than one month)
 - C. Between one month and one year
 - D. Between one and two years
 - E. More than two years
31. Indicate how easy or hard you find the study of French, as compared with other subjects.
- A. Very easy
 - B. Somewhat easy
 - C. Neither easy nor hard
 - D. Somewhat hard
 - E. Very hard

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32. Indicate how hard you work in learning or studying French compared to other subjects in school.
- A. I work harder in French than in other subjects
 - B. I work in French about as hard as I do in other subjects
 - C. I do not work in French as hard as I do in other subjects
33. Indicate about how many hours of homework you do each week in French.
- A. Less than 1 hour
 - B. Between 1 and 2 hours
 - C. Between 2 and 3 hours
 - D. Between 3 and 4 hours
 - E. More than 4 hours
34. Indicate about how many hours of instruction you receive each week in French.
- A. 2 hours or less
 - B. Between 2 and 3 hours
 - C. Between 3 and 4 hours
 - D. Between 4 and 5 hours
 - E. More than 5 hours
35. Indicate how many students there are in the class in which you study French.
- A. Fewer than 15
 - B. 15 - 20
 - C. 21 - 25
 - D. 26 - 30
 - E. 31 or more

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36. Indicate about how many books or magazines in French there are in your home.
- A. None
 - B. Few (1 - 10)
 - C. Many
37. Indicate how often you read French books, see French movies and TV programs, and listen to French programs on the radio.
- A. Rarely or never
 - B. Sometimes (about once a week)
 - C. Often (more than once a week)

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