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ABSTRACT

A job analysis was conducted, focusing on the knowledge and abilities important for beginning French teachers. The results of the job analysis are to be used to define the content domain of the subject assessment in French for the Praxis series of professional assessments for beginning teachers. A domain of 212 knowledge statements and ability statements was developed by subject-matter experts. These statements were then incorporated into a survey that was administered to about 350 French teachers, teacher educators, and administrators. These professionals rated the importance of the knowledge statements and ability statements using a five-point scale. A cut point of a mean of 2.50 was established to differentiate important statements and unimportant statements. The results indicated that a total of 19 knowledge statements and ability statements failed to pass the cut point. It is recommended that these 19 statements not be included in the development of the subject assessment in French. Instead, emphasis should be put on the 193 statements that did pass the cut point. Seven tables and seven figures present survey findings. (Contains 16 references.) (Author/SLD)

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**DEFINING THE CONTENT DOMAIN FOR THE PRAXIS II
SUBJECT ASSESSMENT IN FRENCH:
A JOB ANALYSIS FOCUSING ON
KNOWLEDGE AND ABILITIES**

Richard J. Tannenbaum



Educational Testing Service
Princeton, New Jersey
November 1994

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**Defining the Content Domain for the Praxis II Subject Assessment
in French: A Job Analysis Focusing on Knowledge and Abilities**

**Richard J. Tannenbaum
Division of Applied Measurement Research**

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Table of Contents

List of Tables	iii
Abstract	2
Introduction	3
Purpose of the Study	3
Objectives of the Study	4
Method	4
Overview	4
Building Draft Domain of Knowledge and Abilities	4
Review of Draft Domain by External Review Panel	5
Advisory/Test Development Committee Meeting	6
Job Analysis Survey	7
Administration of the Job Analysis Survey	8
Analysis Plan	8
Primary Analyses	8
Cut Point of Mean Importance	9
Secondary Analyses	10
Results	10
Survey Respondents	10
Response Rate	10
Demographic Characteristics	10
Importance Ratings: Analysis of Means	10
Aggregate of Survey Respondents	10
Teachers and Teacher Educators	10
Subgroups of Survey Respondents	12
Importance Ratings: Correlational Analyses	14
Teachers and Teacher Educators	14
Subgroups of Survey Respondents	14
Mean Ratings of Content Coverage	14
Mean Ratings of Content Emphasis	15
All Content Areas, Regardless of Item Type	15
Four Content Areas and Multiple-Choice Items	16

Two Content Areas and Non-Multiple-Choice Items	16
Summary and Conclusion	16
References	18
Appendix A: External Review Panel	A1
Appendix B: Advisory/Test Development Committee Members	B1
Appendix C: Job Analysis Survey	C1
Appendix D: Survey Cover Letter	D1
Appendix E: Respondent Demographics	E1
Appendix F: Mean Importance Ratings: Teachers and Teacher Educators	F1
Appendix G: Mean Importance Ratings: Subgroups of Respondents	G1

List of Tables

Table 1:	Overall Mean Importance Ratings for Each of the Seven Content Areas by Teachers and Teacher Educators	11
Table 2:	Knowledge or Ability Statements with Mean Importance Ratings Below 2.50 by Teachers and Teacher Educators	11
Table 3:	Knowledge or Ability Statements with Mean Importance Ratings Below 2.50 by Geographic Region, Sex, and Teaching Experience	13
Table 4:	Correlations of the Profiles of Mean Importance Ratings: Geographic Region, Sex, and Teaching Experience	14
Table 5:	Mean Ratings of Content Coverage	15
Table 6a:	Mean Percentage Weights -- Regardless of Item Format	15
Table 6b:	Mean Percentage Weights -- Multiple-Choice Items	16
Table 7:	Total Number of Knowledge or Ability Statements Rated Below 2.50	17

Abstract

The purpose of this study was to conduct a job analysis focusing on the knowledge and abilities important for beginning French teachers. The results of the job analysis will be used to define the content domain of the Subject Assessment in French for the Praxis Series: Professional Assessments for Beginning Teachers®.

A domain of 212 knowledge statements and ability statements was developed by subject-matter experts. These statements were then incorporated into a survey that was administered to a large number of French teachers, teacher educators, and state administrators. These professionals rated the importance of the knowledge statements and ability statements using a 5-point scale.

A cut point of a mean of 2.50 was established to differentiate important statements ($M \geq 2.50$) and unimportant statements ($M < 2.50$). The results indicated that a total of 19 knowledge statements and ability statements failed to pass the cut point. It is recommended that these 19 statements not be included in the development of the Subject Assessment in French; emphasis, instead, should be put on the 193 statements that did pass the cut point.

Introduction

The Praxis Series: Professional Assessments for Beginning Teachers® offers assessments for each stage of the beginning teacher's career, from entry into teacher education to actual classroom performance (Educational Testing Service, 1992). The Praxis Series can be used by state agencies as one of several criteria for initial teacher licensure. The subject assessments for The Praxis Series are designed to assess a teacher candidate's subject-matter knowledge and, where appropriate, knowledge about and skills or abilities for teaching that subject matter. These assessments are based, in part, on the premise that competent beginning teachers should demonstrate an understanding of the subject matter they intend to teach (Grossman, Wilson, & Shulman, 1989) and demonstrate knowledge of teaching principles and strategies specific to the subject matter (Grossman, 1989; McDiarmid, Ball, & Anderson, 1989; Reynolds, 1992).

The Subject Assessment in French offers a multiple-choice core test, a Productive Language Skills (PLS) module, and a Content-Specific Pedagogy (CSP) module. The PLS module allows candidates to demonstrate the ability to speak and write in French. The CSP module allows candidates to demonstrate knowledge and abilities related to teaching French.

Purpose of the Study

The purpose of this study was to conduct a job analysis focusing on the knowledge and abilities important for beginning French teachers. The results of the job analysis will be used to define the content domain of the Subject Assessment in French. Because validity inferences associated with licensure (and certification) tests are based primarily on content-related evidence, the inclusion of a well-designed job analysis in the test development process is essential (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1985).

Job analysis refers to procedures designed to obtain descriptive information about the tasks performed on a job and/or the knowledge, skills, and abilities thought necessary to perform those tasks (Arvey & Faley, 1988; Gael, 1983). The specific type of information collected for a job analysis is determined by the purpose for which the information will be used. For purposes of developing licensure (and certification) tests, a job analysis should identify the important knowledge, abilities, or skills necessary to protect the public--interpreted as the importance of the test content for competent performance in an occupation (American Educational Research Association et al., 1985). In addition, it is recommended that a job analysis include the participation of various subject-matter experts (Mehrsers, 1987) and that the information collected be representative of the diversity within the occupation (Kuehn, Stallings, & Holland, 1990). Diversity refers to regional or job context factors and to subject-matter-expert factors such as race or ethnicity, experience, and sex. The job analysis conducted to support the content-related validity of the Subject Assessment in French was designed to be consistent with the *Standards for Educational and Psychological Testing*

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(American Educational Research Association et al., 1985) and current professional practice.

Objectives of the Study

The objectives of this study were: (a) to have subject-matter experts construct a domain of knowledge and abilities that they believed was important for the competent performance of beginning French teachers and then (b) to have a national sample of French professionals (i.e., teachers, teacher educators, and state administrators) verify or refute the importance of the knowledge statements and ability statements that constitute the domain. The verification/refutation objective is accomplished through the administration of a job analysis survey and serves as an independent check, by a wide range of professionals, on the relevance of the domain to the competent performance of a beginning French teacher. This independent check reduces the likelihood that unimportant knowledge statements and ability statements will be included during the development of the Subject Assessment in French. Statements that are verified to be important may be used in the development of the Subject Assessment in French.

Method

Overview

The methodology consisted of defining the knowledge and abilities important for beginning French teachers to perform their jobs in a competent manner. This was accomplished by having subject-matter experts define knowledge content areas and ability content areas and knowledge statements and ability statements within each content area, and then by presenting these judgments for verification or refutation through a national survey of French professionals. The verification/refutation aspect of the survey approach functions as a "check and balance" on the judgments of the subject-matter experts. The survey participants were French teachers, teacher educators, and state administrators. The names of the teachers and teacher educators to be asked to complete the survey were obtained from the database maintained by Market Data Retrieval Services (MDRS), a survey research organization. This database contains the names of over 90% of all public school teachers and teacher educators in the United States. The names of the state administrators were obtained from the membership directory of the National Council of State Supervisors of Foreign Languages. The survey participants were asked to rate the knowledge content areas, ability content areas, and the knowledge statements and ability statements in terms of their importance for the competent performance of beginning French teachers. The specific steps in the job analysis process are described below.

Building Draft Domain of Knowledge and Abilities

The first step in the job analysis was to construct preliminary knowledge content areas and ability content areas and knowledge statements and ability statements. This draft domain would function as the initial

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definition of knowledge and abilities important for the competent performance of beginning French teachers. The draft domain was constructed by Educational Testing Service (ETS) Test Development staff with subject-matter expertise in French and ETS Research staff with expertise in job analysis. In the process of developing this draft, the ETS subject-matter experts reviewed NTE French test specifications, Praxis II Spanish test specifications, state licensure requirements, and relevant professional literature (e.g., ACTFL Proficiency Guidelines, AATF Professional Standards).

The draft domain for French consisted of seven content areas partitioned into various subareas and 279 knowledge statements and ability statements. The content areas were: (a) Listening Comprehension, (b) Reading Comprehension, (c) Structure of the French Language, (d) Speaking, (e) Writing, (f) Culture, and (g) Foreign Language Pedagogy.

Review of Draft Domain by External Review Panel

After the draft domain was constructed, it was mailed to a panel of nine external subject-matter experts, four secondary school teachers, four teacher educators, and one school administrator (see Appendix A). The panel members were identified by the ETS Test Development staff based on the recommendations of professional organizations such as the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, and the Modern Language Association. The panelists were selected for their content expertise, their involvement with teacher education and development, and for their diversity with respect to race or ethnicity, sex, geographic region, and native languages (including native and non-native speakers of French).

The purpose of the External Review Panel was to critique the draft domain in terms of: (a) the appropriateness of its overall structure (defined by the seven major content areas) and (b) the appropriateness of the specific knowledge statements and ability statements in terms of their relevance to the competent performance of beginning French teachers. The panelists were asked to recommend specific modifications to the domain (i.e., additions, deletions, reorganizations, wording changes) so that it reflected what they believed to be a domain that sufficiently covered the knowledge and abilities important for beginning French teachers.

The recommendations of the panelists were obtained via telephone interviews conducted by ETS Research staff. The individual recommendations were compiled and discussed with ETS Test Development staff. The compiled recommendations were presented as an additional source of information during the Advisory/Test Development Committee meeting (see below). In general, the panelists believed that the number of knowledge statements and ability statements should be reduced. Statements were identified for potential deletion either because they were believed to overlap with other statements or because they were not believed to be relevant to the competent performance of a beginning French teacher. One of the panelists also expressed concern that the domain reflected current expectations rather than future goals for French education. Other recommendations focused on making wording changes to clarify

meaning.

Advisory/Test Development Committee Meeting

Evidence in support of content-related validity is enhanced by the inclusion of large numbers of subject-matter experts who represent the relevant areas of content expertise (Ghiselli, Campbell, & Zedeck, 1981). This job analysis study was designed, therefore, to obtain input from many subject-matter experts throughout the domain definition process. In addition to the External Review Panel, an Advisory/Test Development Committee of six French professionals (two secondary school teachers, two teacher educators, and two administrators) was formed (see Appendix B). This committee also had representation by race or ethnicity, sex, and geographic region.

The purpose of this committee was similar to that of the External Review Panel--to critique the draft domain in terms of the appropriateness of its overall structure and the appropriateness of the knowledge statements and ability statements. The committee members were asked to revise the domain consensually (to add, delete, or reorganize content, and to make wording changes) so that it reflected what they collectively believed to be a domain that covered the knowledge and abilities important for beginning French teachers. The committee members also reviewed and approved the rating scale of importance to be used in the national survey as well as the biographical information that would be asked of the survey participants. The biographical data are used to describe the composition of the French professionals who return usable surveys and to permit the analysis of the judged importance of the knowledge statements and ability statements by various subgroups of French professionals (e.g., males and females).

The revision of the draft domain occurred during a four-day meeting. The meeting was led jointly by ETS Test Development and Research staff. Prior to the meeting, the committee members had been mailed copies of the draft domain to review. The members had been informed about the purpose of the meeting and had been asked to come prepared to discuss their reviews of the draft domain. A computer was used during the meeting to make on-line changes to the domain as discussion occurred; at appropriate points of discussion, the compiled recommendations of the External Review Panel were presented. A projection of the revisions onto a large screen facilitated the revision process and helped to ensure the accuracy of the revisions. The revised domain consisted of 212 knowledge statements and ability statements clustered within the original, though reordered, seven content areas: (a) Listening Comprehension, (b) Structure of the French Language, (c) Reading Comprehension, (d) Culture, (e) Speaking, (f) Writing, and (g) Foreign Language Pedagogy.

After the meeting, the revised domain underwent further revision, to more closely parallel comparable domains in other foreign languages (Spanish and German); these changes involved the wording of certain statements and the re-ordering and re-grouping of certain subcategories. This version of the domain, with a letter summarizing the revisions (and explaining why they were

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made), was mailed to each of the committee members for consideration. With the exception of some minor wording changes, the committee members made no suggestions for further modifications.

Job Analysis Survey

As described previously, a job analysis survey was included to serve as an independent verification or refutation of the judgments of the subject-matter experts. The use of a survey facilitates obtaining judgments of domain importance from large numbers of French professionals; and basing test content decisions on these collective judgments reduces the likelihood that unimportant knowledge statements and ability statements will be included in the development of the Subject Assessment in French. The use of a survey also helps to reinforce the fairness and relevance of the test content to the diversity of teacher candidates. This is accomplished by computing mean importance ratings by different groups (e.g., teachers and teacher educators) and subgroups (e.g., geographic region, sex) of survey respondents. Knowledge statements and ability statements judged to be important by all groups and subgroups are targeted for inclusion in the Subject Assessment in French.

The job analysis survey (see Appendix C) consisted of three parts. Part I included the seven content areas and 212 knowledge statements and ability statements. Respondents were asked to judge the importance of the seven content areas and each of the 212 statements, using a 5-point scale:

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

This rating scale was approved by the members of the advisory committee; its emphasis on importance is consistent with the guidelines of the *Standards for Educational and Psychological Testing* (AERA et al., 1985) for defining content domains for licensure tests.

Part I also allotted space for survey respondents to add knowledge or ability content areas as well as knowledge or ability statements that they believed should be included in the domain. In addition, the respondents were asked to rate how well the knowledge or ability statements within a major content area covered the important aspects of that major content area. This provided an indication of content coverage. The rating scale was anchored by the following five points: (1) Very Poorly, (2) Poorly, (3) Adequately, (4) Well, and (5) Very Well.

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In Part II of the job analysis survey, the respondents were asked to indicate the percentage of test items that they believed should be included for the different content areas. The respondents were asked to do this for three different scenarios. In the first scenario, they were asked to distribute 100 items across all seven content areas, regardless of item format (e.g., multiple-choice, constructed-response). In the second scenario, they were asked to assume that the test would consist of 100 multiple-choice items. They were then asked to distribute the 100 items across four content areas: (a) Listening Comprehension, (b) Structure of the French Language, (c) Reading Comprehension, and (d) Culture. Lastly, they were asked to assume that the test would consist of non-multiple-choice items. They were then asked to indicate the percentage of items that should be allocated to the content areas of Speaking and Writing. These different scenarios were established at the request of Test Development staff to provide them with information that could later be used to assist them in developing test specifications.

Part III was the background information (biographical data) section. The survey respondents were asked to answer several questions that described their demographic makeup (e.g., teaching experience, sex, race or ethnicity). This information was used to describe the survey respondents and to perform relevant subgroup analyses.

Administration of the Job Analysis Survey

The job analysis survey, accompanied by a letter of invitation to participate (see Appendix D for a copy of the letter), was mailed to a random sample of 1,029 French professionals: teachers ($n = 663$), teacher educators ($n = 297$), and state administrators ($n = 69$). These distributions represent the selection of 13 teachers from each state and the District of Columbia, and approximately 6 teacher educators and 1 state administrator from each state and the District of Columbia. (Multiple administrators were included, however, from Alabama, Georgia, Illinois, Louisiana, New York, North Carolina, Texas, and Virginia. This was consistent with the number of state administrators acknowledged as representing these states.) The teachers and teacher educators were randomly selected from the database maintained by Market Data Retrieval Services (MDRS), a survey research organization. This database contains the names of over 90% of all public school teachers and teacher educators in the United States. The state administrators were obtained from the membership directory of the National Council of State Supervisors of Foreign Languages. One week after the surveys were mailed, a follow-up postcard was mailed to all the French professionals reminding them to complete and to return their job analysis surveys.

Analysis Plan

Primary Analyses

Mean importance ratings, standard deviations (Sds), and correlations of the profiles of mean importance ratings were to be computed by different groups (teachers, administrators, and teacher educators) and subgroups (race

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or ethnicity, sex, geographic region, and teaching experience) of survey respondents. To be included in these analyses, however, each group and subgroup was required to have at least 30 respondents (e.g., ≥ 30 teacher educators, ≥ 30 females). This minimal number is necessary, according to Walpole (1974), to increase the probability that the computed mean values are accurate estimates of the corresponding population mean values.

The computation of means is used to determine the absolute level of importance attributed to the knowledge statements and ability statements by the survey respondents. The mean analysis is used to establish a cut point (discussed below) to differentiate important and unimportant knowledge statements and ability statements. It is with respect to this cut point that test content inclusion decisions are made. Statements for which the mean importance rating meets or exceeds the cut point value for all groups and all subgroups of survey respondents are considered for inclusion in the development of the Subject Assessment in French.

The computation of correlations is used to determine intergroup (e.g., teachers-teacher educators) agreement and intrasubgroup (e.g., male-female) agreement with respect to the relative importance of the knowledge statements and ability statements.

Cut Point of Mean Importance

Since the purpose of job analysis is to ensure, to the extent possible, that only the more important knowledge statements and ability statements are included in the development of the Subject Assessment in French, a cut point for content inclusion needs to be established. Previous job analysis studies (Reynolds, Tannenbaum, & Rosenfeld, 1992; Tannenbaum, 1992a, 1992b) that similarly defined content domains for other Praxis Series subject assessments used a cut point of a mean importance rating of 2.50 (midpoint between moderately important and important). That is, knowledge or ability statements with a mean importance rating equal to or greater than 2.50 were classified as important (passed the cut point); and statements with a mean importance rating of less than 2.50 were classified as unimportant (failed to pass the cut point). This same cut point value of 2.50 was used in the present study.

It should also be noted that, similar to the previous job analysis studies, a caveat to the strict application of the cut point was introduced. Because survey respondents were not involved in the development of the knowledge and ability domain, they may lack certain insights that the Advisory/Test Development Committee members have because of their high level of involvement in the definition of the domain. As a consequence, if the committee members believe that a knowledge or ability statement rated below 2.50 should be considered for inclusion in the development of the Subject Assessment in French, and the members can provide *compelling written rationales*, that knowledge or ability statement may be reinstated for inclusion. The latitude given the committee members in making final test content decisions is consistent with recommended professional practice. Madaus and Mehrens (1990) have clearly stated that the results of a job

analysis survey should influence final decisions but should not force the decisions, and that final decisions should be left to the committee members.

Secondary Analyses

Means and Sds were to be computed for the ratings of both content coverage and content emphasis. The former provides an indication of the comprehensiveness of the domain of knowledge and abilities. The latter provides an indication of the weight that the content areas should receive, depending upon the item type, on the Subject Assessment in French. These values were to be computed for teachers, administrators, and teacher educators.

Results

Survey Respondents

Response rate. Of the 1,029 total job analysis surveys that were mailed, 12 were returned because of an invalid mailing address, and 6 were returned after data analysis had already been completed. The response rate, adjusted for these 18 surveys, was 35% (356/1,011).

Demographic Characteristics. On average, 349 respondents completed the background information section of the job analysis survey. Of those providing background information, 69% were female, 87% were White, and 73% had 11 or more years of teaching experience. The largest proportion (62%) were teachers; and 29% were college faculty (teacher educators). Only 6% ($n = 19$) of the respondents identified themselves as state administrators. A complete breakdown of the demographic characteristics of the survey respondents is provided in Appendix E.

Importance Ratings: Analysis of Means

Aggregate of survey respondents. Means and SDs were computed for the 212 knowledge statements and ability statements by the total number ($n = 356$) of survey respondents. This level of analysis provides an overall description of the perceived importance of the statements. The means ranged from a low of 1.79 (~ moderately important) to a high of 3.86 (~ very important); 27% ($n = 58$) were between 4.00 and 3.50; 24% ($n = 50$) were between 3.49 and 3.25; 20% ($n = 43$) were between 3.24 and 3.00; and 25% ($n = 52$) were between 2.99 and 2.50; and 4% ($n = 9$) were less than 2.50. The average standard deviation for the profile of 212 knowledge statements and ability statements was 0.75 (minimum SD = 0.38, and maximum SD = 1.14).

Teachers and teacher educators. Table 1 presents the means and SDs for each of the seven content areas by teachers and teacher educators. (Administrators were not included in the analysis because too few surveys, i.e., < 30, were returned by this subgroup.) All the content areas were rated important or higher. For both the teachers and the teacher educators, Speaking and Structure of the French Language received the highest ratings.

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Table 1

Overall Mean Importance Ratings for Each of the Seven Content Areas by Teachers and Teacher Educators

Content Areas	Teachers		Teacher Educators	
	Mean	SD	Mean	SD
Listening Comprehension	3.54	0.56	3.56	0.58
Structure of the French Language	3.62	0.54	3.75	0.46
Reading Comprehension	3.22	0.68	3.56	0.59
Culture	3.20	0.74	3.42	0.65
Speaking	3.74	0.47	3.79	0.46
Writing	3.38	0.63	3.48	0.64
Foreign Language Pedagogy	3.51	0.64	3.29	0.71

Means and SDs were also computed for each of the 212 knowledge statements and ability statements for teachers and teacher educators. These values are presented in Appendix F. Those statements with a mean importance rating lower than the cut point of 2.50 are displayed in Table 2. In total, 16 statements (8%) had a mean rating of less than 2.50 across the teachers and teacher educators. One statement, "Be aware of linguistic variations related to social factors," was rated below 2.50 only by teachers. Two statements, "Know about the culture of French-speaking groups and regions within Francophone countries" and "Identify some sociocultural differences between other Francophone countries and the United States," were rated below 2.50 only by teacher educators.

Table 2

Knowledge or Ability Statements with Mean Importance Ratings Below 2.50 by Teachers and Teacher Educators

Knowledge or ability statements	Teachers	Teacher Educators
7. Be aware of linguistic variations related to social factors	2.42	
24. Be aware of regional/national variations of pronunciation/vocabulary	2.26	2.24
48. Be aware of the existence of borrowings from other languages		2.35
53. Know the main stages of the development of the French language	1.80	1.80
56. Regular and irregular verbs in literary tenses	2.33	2.29

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Knowledge or ability statements	Teachers	Teacher Educators
97. Be aware of regional and national variations in vocabulary	2.40	2.32
110. Analyze/interpret works of literature for rhetorical and stylistic devices	2.12	2.48
112. Identify the rhythmic and metrical devices used in a poem	2.04	
130. Know about culture of French-speaking groups/regions within non-Francophone countries		2.40
137. Identify sociocultural differences between other Francophone countries and the U.S.		2.32
145. Demonstrate an awareness of contemporary world politics/economics affecting French-speaking countries	2.48	
147. Demonstrate familiarity with some works and authors of other French-speaking countries	2.46	
149. Know about figures, works, and events in the arts of other French-speaking cultures	2.25	2.44
150. Place movements or styles in the arts in their historical and social context	2.37	
201. Give a rationale for teaching a particular content area in French	2.49	2.34
202. Evaluate the impact of a given learning theory on the teaching of French	2.28	2.07

Subgroups of survey respondents. In order to support the fairness and relevance of the test content to the diversity of teacher candidates, means were computed for appropriate subgroups of survey respondents: geographic region, sex, and teaching experience (only for respondents who identified themselves as teachers). Subgroup analyses were not conducted by race or ethnicity because of the small numbers of non-White respondents (i.e., < 30). These values are presented in Appendix G.

Those statements with a mean importance rating lower than the cut point of 2.50 are displayed in Table 3. In total, 18 statements (8%) had a mean rating of less than 2.50 across the different subgroups of survey respondents. Of these 18, 15 were "flagged" by the analysis of the mean responses of the teachers and teacher educators. The three additional statements flagged by the analysis of the subgroup responses were: "Demonstrate an understanding of the rules of French syllabification"; "Identify the tone of a text or passage"; and "Know some significant historical events and figures of other French-speaking countries or regions." It should be noted that the mean for the first statement was below the cut point only for the southern region. The mean for the second statement was below the cut point for the central region and for teachers with six or more years of experience. The mean for the last statement was below the cut point for the central and southern regions and for teachers with five or fewer years of experience.

Table 3
Knowledge or Ability Statements with Mean Importance Ratings Below 2.50 by Geographic Region, Sex, and Teaching Experience

	Geographic Region					Sex			Teaching Experience	
	NE (88)	C (86)	S (97)	FW (81)	F (245)	M (107)	≤5 yrs (39)	≥6 yrs (302)		
7. Be aware of linguistic variations related to social factors	2.38	2.43	2.43	2.43	2.43		2.38	2.42		
24. Be aware of regional/national variations of pronunciation/vocabulary	2.39	2.19	2.20	2.25	2.25	2.30	2.13	2.28		
44. Demonstrate an understanding of the rules of French syllabification		2.46	2.43			2.46	2.48			
48. Be aware of the existence of borrowings from other languages	1.88	1.64	1.78	1.84	1.69	2.04	1.88	1.82		
53. Know the main stages of the development of the French language	2.48	2.18	2.43	2.25	2.28	2.03	2.03	2.38		
56. Regular and irregular verbs in literary tenses	2.47	2.25	2.35	2.43	2.36	2.44	2.35	2.41		
97. Be aware of regional and national variations in vocabulary	2.45	1.98	2.08	2.32	2.15	2.36	2.26	2.10		
110. Analyze/interpret works of literature for rhetorical and stylistic devices		2.48						2.46		
111. Identify the tone of a text or passage	2.44	2.08	2.08	2.11	2.13	2.30	2.13	2.03		
112. Identify the rhythmic and metrical devices used in a poem		2.35	2.40							
137. Identify sociocultural differences between other Francophone countries and the U.S.		2.49	2.45				2.48			
143. Know significant historical events/figures of other French-speaking countries and regions		2.49	2.37				2.29			
145. Awareness of contemporary world politics/economics affecting French-speaking countries		2.35	2.40				2.39	2.47		
147. Demonstrate familiarity with some works and authors of other French-speaking countries		2.11	2.24	2.48	2.33	2.38	2.39	2.22		
149. Know about figures, works, and events in the arts of other French-speaking cultures		2.37	2.44		2.48		2.45	2.35		
150. Place movements or styles in the arts in their historical and social context		2.26	2.35		2.45		2.45	2.47		
201. Give a rationale for teaching a particular content area in French		2.13	2.22	2.36	2.23	2.30		2.22		
202. Evaluate the impact of a given learning theory on the teaching of French		2.19	2.22	2.36	2.23	2.30		2.22		

NOTE. NE = Northeast; C = Central; S = Southern; FW = Far West

The Praxis Series: Professional Assessments for Beginning Teachers®

Importance Ratings: Correlational Analyses

Teachers and teacher educators. The correlation between the profiles of mean importance ratings for teachers and teacher educators was .89. This indicates a high degree of agreement between the two groups in terms of the relative importance of the knowledge statements and ability statements.

Subgroups of survey respondents. Pairwise correlations of the profiles of mean importance ratings were computed within the different subgroups. For example, within the subgroup of sex, the profile of means for males was correlated with the profile of means for females. The correlation values for all the subgroups are presented in Table 4. There was a high level of agreement in terms of the relative importance of the statements within each of the subgroups of respondents; the average (Fisher z) correlation was .96.

Table 4

Correlations of the Profiles of Mean Importance Ratings: Geographic Region, Sex, and Teaching Experience

	1	2	3	4
GEOGRAPHIC REGION				
1. Northeast				
2. Central	.96			
3. Southern	.95	.97		
4. Far West	.96	.97	.96	
SEX				
1. Female				
2. Male	.97			
TEACHING EXPERIENCE				
1. ≤ 5 yrs				
2. ≥ 6 yrs	.94			

Mean Ratings of Content Coverage

Teachers and teacher educators indicated that each of the seven content areas was well covered by its respective knowledge or ability statements. All the mean ratings, presented in Table 5, exceeded 4.00 on the 1-to-5 point scale described on page 7.

Table 5

Mean Ratings of Content Coverage

Content Areas	Teachers		Teacher Educators	
	Mean	SD	Mean	SD
Listening Comprehension	4.41	0.70	4.41	0.74
Structure of the French Language	4.56	0.66	4.42	0.76
Reading Comprehension	4.35	0.75	4.37	0.80
Culture	4.37	0.80	4.30	0.81
Speaking	4.49	0.67	4.38	0.76
Writing	4.44	0.69	4.42	0.73
Foreign Language Pedagogy	4.48	0.72	4.20	0.87

Mean Ratings of Content Emphasis

All content areas, regardless of item type. The teachers and teacher educators agreed on the emphasis they believed should be put on each of the seven content areas (see Table 6A). Both groups believed that Speaking should receive the most emphasis; both groups also believed that Foreign Language Pedagogy should receive the least emphasis.

Table 6a

Mean Percentage Weights -- Regardless of Item Format

Content Areas	Teachers		Teacher Educators	
	Mean	SD	Mean	SD
Listening Comprehension	16.71	5.52	15.77	5.48
Structure of the French Language	16.66	7.34	16.68	8.84
Reading Comprehension	14.41	4.41	15.48	4.41
Culture	11.06	4.26	12.33	5.07
Speaking	18.35	5.80	17.16	4.71
Writing	13.13	5.04	14.08	6.13
Foreign Language Pedagogy	9.76	7.59	8.66	6.32

Four content areas and multiple-choice items. As illustrated in Table 6B, the teachers and teacher educators agreed on the emphasis that should be put on Listening Comprehension, Structure of the French Language, Reading Comprehension, and Culture, if assessed using multiple-choice items. Both groups believed that Structure of the French Language should receive the most emphasis; both groups also believed that Culture should receive the least emphasis.

Table 6b

Mean Percentage Weights -- Multiple-Choice Items

Content Areas	Teachers		Teacher Educators	
	Mean	SD	Mean	SD
Listening Comprehension	27.71	6.98	25.83	8.35
Structure of the French Language	28.96	9.49	28.93	12.16
Reading Comprehension	24.45	6.18	26.30	8.14
Culture	18.41	7.14	19.59	8.42

Two content areas and non-multiple-choice items. Both the teachers and teacher educators believed that more emphasis should be put on Speaking (56% and 53%, respectively) than on Writing (44% and 47%, respectively).

Summary and Conclusion

The purpose of this study was to conduct a job analysis focusing on the knowledge and abilities important for beginning French teachers. The results of the job analysis will be used to define the content domain of the Subject Assessment in French for the Praxis Series: Professional Assessments for Beginning Teachers.

A domain of 212 knowledge statements and ability statements was developed by subject-matter experts. These statements were then incorporated into a survey that was administered to a large number of French teachers, teacher educators, and state administrators. These professionals rated the importance of the knowledge statements and ability statements using a 5-point scale. The survey component functioned as an independent verification or refutation of the importance of the statements defined by the subject-matter experts.

A cut point of a mean of 2.50 was established to differentiate important statements ($\bar{M} \geq 2.50$) and unimportant statements ($\bar{M} < 2.50$). The results indicated that a total of 19 knowledge statements and ability statements failed to pass the cut point. These 19 statements are listed in Table 7.

Table 7Total Number of Knowledge or Ability Statements Rated Below 2.50

Knowledge or ability statements

- 7. Be aware of linguistic variations related to social factors
 - 24. Be aware of regional/national variations of pronunciation/vocabulary
 - 44. Demonstrate an understanding of the rules of French syllabification
 - 48. Be aware of the existence of borrowings from other languages
 - 53. Know the main stages of the development of the French language
 - 56. Regular and irregular verbs in literary tenses
 - 97. Be aware of regional and national variations in vocabulary
 - 110. Analyze/interpret works of literature for rhetorical and stylistic devices
 - 111. Identify the tone of a text or passage
 - 112. Identify the rhythmic and metrical devices used in a poem
 - 130. Know about culture of French-speaking groups/regions within non-Francophone countries
 - 137. Identify sociocultural differences between other Francophone countries and the U.S.
 - 143. Know significant historical events/figures of other French-speaking countries and regions
 - 145. Demonstrate an awareness of contemporary world politics/economics affecting French-speaking countries
 - 147. Demonstrate familiarity with some works and authors of other French-speaking countries
 - 149. Know about figures, works, and events in the arts of other French-speaking cultures
 - 150. Place movements or styles in the arts in their historical and social context
 - 201. Give a rationale for teaching a particular content area in French
 - 202. Evaluate the impact of a given learning theory on the teaching of French
-

It is recommended that these 19 statements not be included in the development of the Subject Assessment in French. Primary emphasis, in the test development process, should be placed on the 193 knowledge statements and ability statements that did pass the 2.50 cut point. Consideration should only be given to the 19 flagged statements if the members of the Advisory/Test Development Committee firmly believe that these statements are important enough for reinstatement and can support their decisions with compelling written rationales.

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Appendix A
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A1

27

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B1

30

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B4

Appendix C
Job Analysis Survey

C1

33

JOB ANALYSIS INVENTORY

FOR BEGINNING TEACHERS

OF FRENCH

By

Educational Testing Service
Princeton, New Jersey

C3

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INTRODUCTION

Educational Testing Service (ETS) is developing a new series of teacher licensure (certification) tests, The Praxis Series: Professional Assessments for Beginning Teachers™. These assessments include a set of Subject Assessments which measure subject matter knowledge and, where appropriate, knowledge about teaching that subject. The inventory that follows is designed to identify the knowledge and abilities important for the competent job performance of beginning French teachers. It was developed by classroom teachers, teacher educators, and state department of education officials, along with ETS staff.

The inventory asks you to respond to a list of knowledge and ability statements and to rate the importance of each statement for a beginning (newly licensed/certified) French teacher.

The information you provide will guide the development of the Subject Assessment in French. In addition, this study will greatly contribute to our understanding of French teaching as a profession. We expect the results of the study to be widely disseminated.

The inventory has been mailed to a national sample of 1,000 professionals in the field of French and foreign language education. Its value is directly related to the number of individuals who return their completed inventories; therefore, your responses are extremely important. Please take the time to complete and return the inventory.

PART I - KNOWLEDGE AND ABILITIES FOR FRENCH TEACHERS

The purpose of this inventory is to determine what you believe beginning (newly licensed/certified) French teachers should know and be able to do in order to perform their jobs in a competent manner. On the following pages you will find seven major content areas and beneath each, a list of knowledge and ability statements that define the particular content area. The order of presentation of the seven content areas is not meaningful.

The seven content areas are:

- I. Listening Comprehension
- II. Structure of the French Language
- III. Reading Comprehension
- IV. Culture
- V. Speaking
- VI. Writing
- VII. Foreign Language Pedagogy

For each knowledge and ability statement within each of these content areas, you will be asked to make the following judgment:

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

To familiarize yourself with the content areas and statements, you may wish to glance through the inventory before making your judgments.

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

I. **LISTENING COMPREHENSION:** The Ability to Understand Standard French When Spoken by an Educated Native Speaker at a Normal Rate of Speech

	<u>IMPORTANCE</u>
1. Understand the contribution of intonation to meaning	0 1 2 3 4
2. Extract meaning of an utterance based on key words	0 1 2 3 4
3. Infer meaning of words, phrases and sentences from context and situation . . .	0 1 2 3 4
4. Understand high frequency idiomatic expressions	0 1 2 3 4
5. Understand the purpose of spoken messages (e.g., questions, suggestions, requests*)	0 1 2 3 4
6. Understand messages expressed in a variety of time frames (e.g., past, present, and future)	0 1 2 3 4
7. Be aware of linguistic variations related to social factors	0 1 2 3 4
8. Recognize important grammatical signals (e.g., /z/ as a plural marker in <i>les amis</i>)	0 1 2 3 4
9. Recognize conversational transition words and expressions (e.g., <i>et alors, et puis, hein, bon, bof</i>)	0 1 2 3 4
10. Understand the supporting details in extended discourse (e.g., stories, speeches, lectures)	0 1 2 3 4
11. Understand the main idea of extended discourse (e.g., stories, speeches, lectures)	0 1 2 3 4
12. Understand and identify the main idea of non-technical broadcasts (e.g., radio/TV advertisements, talks, announcements, news broadcasts)	0 1 2 3 4
13. Understand specific information in announcements (e.g., radio/TV advertisements, news broadcasts)	0 1 2 3 4
14. Make inferences based on information in a non-technical talk or broadcast	0 1 2 3 4
15. Understand and identify the main idea of an informal conversation	0 1 2 3 4
16. Understand important details of an informal conversation	0 1 2 3 4

* Please note: Examples are for illustration only, and are not meant to indicate the entire scope of the statement; the importance rating should be made based on the overall statement.

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

I. LISTENING COMPREHENSION (cont.)	IMPORTANCE
17. Make inferences based on information in an informal conversation	0 1 2 3 4
18. Recognize internal inconsistencies in a spoken message (e.g., when a speaker gives contradictory information or makes statements that do not coincide with what the speaker said earlier)	0 1 2 3 4
19. Make inferences about the situation in which a message is spoken (e.g., location, relationships)	0 1 2 3 4
20. Identify the affective or emotional content of a spoken message (e.g., sadness, humor, irony, sarcasm)	0 1 2 3 4
21. Understand everyday telephone exchanges (e.g., calling for information, calling a business, routine social calls)	0 1 2 3 4
22. Understand utterances with some background noise	0 1 2 3 4
23. Understand conversations on a variety of everyday topics	0 1 2 3 4
24. Be aware of regional and national variations of pronunciation and vocabulary	0 1 2 3 4
25. Overall evaluation of the importance of Listening Comprehension	0 1 2 3 4
26. How well do the statements in Section I cover the important aspects of Listening Comprehension?	
1 2 3 4 5	
Very Poorly Poorly Adequately Well Very Well	

What important aspects, if any, are not covered?

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

**II. STRUCTURE OF THE FRENCH LANGUAGE (Language Structure and Expression):
Demonstrate the Correct Formation and Use of Grammatical Structure and Appropriate Style in Standard Written and Spoken French**

A. Speech Analysis: Detect and correct errors in spoken French

- | | | | | | |
|--|---|---|---|---|---|
| 27. Recognize common pronunciation problems of nonnative speakers | 0 | 1 | 2 | 3 | 4 |
| 28. Correct common pronunciation errors | 0 | 1 | 2 | 3 | 4 |
| 29. Recognize basic grammatical and lexical errors in spoken French | 0 | 1 | 2 | 3 | 4 |
| 30. Correct basic grammatical and lexical errors in spoken French | 0 | 1 | 2 | 3 | 4 |
| 31. Recognize language that is inappropriate to the task and/or the audience addressed | 0 | 1 | 2 | 3 | 4 |
| 32. Correct speech that is inappropriate to the task and/or the audience addressed | 0 | 1 | 2 | 3 | 4 |
| 33. Correct unclear speech to clarify meaning | 0 | 1 | 2 | 3 | 4 |
| 34. Distinguish between errors that impede comprehension and those that do not | 0 | 1 | 2 | 3 | 4 |

B. Writing Analysis: Detect, correct, and analyze errors in standard written French

- | | | | | | |
|--|---|---|---|---|---|
| 35. Identify written errors | 0 | 1 | 2 | 3 | 4 |
| 36. Correct written errors | 0 | 1 | 2 | 3 | 4 |
| 37. Distinguish between errors that impede comprehension and those that do not | 0 | 1 | 2 | 3 | 4 |
| 38. Revise writing to clarify meaning | 0 | 1 | 2 | 3 | 4 |

C. Language Analysis: Analyze various aspects of the French language (such as morphology, phonology, and syntax)

- | | | | | | |
|---|---|---|---|---|---|
| 39. Analyze words showing roots, prefixes and suffixes (e.g., <i>douce + ment</i>) | 0 | 1 | 2 | 3 | 4 |
| 40. Analyze verb forms showing stem + ending | 0 | 1 | 2 | 3 | 4 |
| 41. Demonstrate an understanding of the basic principles of the grammar of spoken French | 0 | 1 | 2 | 3 | 4 |
| 42. Demonstrate an understanding of the major differences between spoken and written French | 0 | 1 | 2 | 3 | 4 |
| 43. Demonstrate an understanding of the nature of French spelling | 0 | 1 | 2 | 3 | 4 |

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

II. STRUCTURE OF THE FRENCH LANGUAGE (cont.)

IMPORTANCE

44. Demonstrate an understanding of the rules of French syllabification	0	1	2	3	4
45. Recognize rules for word order	0	1	2	3	4
46. Distinguish between true cognates and false cognates (e.g., <i>voyager</i> = voyage, but <i>travailler</i> ≠ to travel)	0	1	2	3	4
47. Distinguish levels of language (e.g., slang, colloquial, formal)	0	1	2	3	4
48. Be aware of the existence of borrowings from other languages	0	1	2	3	4
49. Understand the contributions of the French language to English	0	1	2	3	4
50. Understand the basic structure of the French sound system	0	1	2	3	4
51. Contrast the English and French sound systems	0	1	2	3	4
52. Compare selected grammatical features of French and English	0	1	2	3	4
53. Know the main stages of the development of the French language	0	1	2	3	4

D. Grammar

Demonstrate the correct formation and use(s) of:

54. regular and irregular verbs (including verbs with stem changes and spelling changes) in high-frequency tenses	0	1	2	3	4
55. regular and irregular verbs (including verbs with stem changes and spelling changes) in less frequent tenses	0	1	2	3	4
56. regular and irregular verbs (including verbs with stem changes and spelling changes) in literary tenses (i.e., <i>passé simple</i> and <i>passé antérieur</i>)	0	1	2	3	4
57. reflexive and reciprocal verbs	0	1	2	3	4
58. <i>connaître</i> vs. <i>savoir</i>	0	1	2	3	4
59. <i>imparfait</i> vs. <i>passé composé</i>	0	1	2	3	4
60. distinction between the immediate and the distant future (e.g., <i>je vais partir</i> vs. <i>je partirai</i>)	0	1	2	3	4
61. immediate past (<i>venir de</i> + infinitive)	0	1	2	3	4
62. time expressions with <i>depuis</i> , <i>pendant</i> , and <i>pour</i>	0	1	2	3	4
63. verb tenses to express a variety of meanings and functions (e.g., the use of a conditional for suggesting, softening commands, or conjecturing)	0	1	2	3	4

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

II. STRUCTURE OF THE FRENCH LANGUAGE (cont.)

IMPORTANCE

Demonstrate the correct formation and use(s) of:

64. indicative vs. subjunctive in dependent clauses (e.g., <i>Je pense que</i> + indicative; <i>Je veux que</i> + subjunctive)	0	1	2	3	4
65. choice of auxiliary in compound tenses (i.e., <i>être</i> vs. <i>avoir</i>)	0	1	2	3	4
66. agreement of past participles (e.g., <i>la lettre que tu m'as envoyée</i>)	0	1	2	3	4
67. expression of the passive	0	1	2	3	4
68. subject-verb agreement	0	1	2	3	4
69. modal verbs (e.g., <i>pouvoir</i> , <i>devoir</i> + infinitive)	0	1	2	3	4
70. pronoun systems (i.e., demonstrative, disjunctive, personal, possessive)	0	1	2	3	4
71. <i>y</i> and <i>en</i>	0	1	2	3	4
72. relative clauses	0	1	2	3	4
73. different types of interrogative structures	0	1	2	3	4
74. indefinite pronouns and adjectives, including negative forms (e.g., <i>quelqu'un</i> , <i>quelque chose</i> , <i>aucun</i> , <i>personne</i>)	0	1	2	3	4
75. demonstrative and possessive adjectives	0	1	2	3	4
76. expressions of quantity (e.g., <i>beaucoup de</i> , <i>plusieurs</i> , <i>un tas de</i>)	0	1	2	3	4
77. adjectives (including position)	0	1	2	3	4
78. article systems (definite, indefinite, partitive)	0	1	2	3	4
79. coordinating and subordinating conjunctions (e.g., <i>et</i> , <i>ou</i> , <i>mais</i> , <i>si</i> , <i>parce que</i> , <i>avant que</i>)	0	1	2	3	4
80. prepositions followed by infinitives	0	1	2	3	4
81. the comparative and superlative of adjectives and adverbs	0	1	2	3	4
82. verbs followed by certain prepositions	0	1	2	3	4
83. verbs requiring the direct vs. the indirect objects (e.g., <i>payer/chercher/écouter qqch.</i> vs. <i>entrer dans</i> , <i>manquer/plaire à qqn.</i>)	0	1	2	3	4
84. prepositions with geographical names (e.g., <i>à Paris</i> , <i>en France</i>)	0	1	2	3	4
85. choice/omission of prepositions with dates, seasons, time (e.g., <i>le 3 avril</i> , <i>à quelle heure</i> , <i>en août</i>)	0	1	2	3	4

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

II. STRUCTURE OF THE FRENCH LANGUAGE (cont.)

IMPORTANCE

Demonstrate the correct formation and use(s) of:

- | | | | | | |
|--|---|---|---|---|---|
| 86. <i>en</i> + present participle | 0 | 1 | 2 | 3 | 4 |
| 87. <i>avant de</i> and <i>après</i> + verbal structures | 0 | 1 | 2 | 3 | 4 |
| 88. possession with <i>de</i> , <i>à</i> | 0 | 1 | 2 | 3 | 4 |
| 89. position of adverbs | 0 | 1 | 2 | 3 | 4 |
| 90. plural forms of nouns | 0 | 1 | 2 | 3 | 4 |
| 91. emphatic constructions (e.g., <i>Mon père, il travaille chez Renault</i>) | 0 | 1 | 2 | 3 | 4 |
| 92. causative constructions (e.g., <i>faire, laisser</i> + infinitive) | 0 | 1 | 2 | 3 | 4 |
| 93. Overall evaluation of the importance of Structure of the French Language | 0 | 1 | 2 | 3 | 4 |

94. How well do the statements in Section II cover the important aspects of Structure of the French Language?

- | | | | | |
|-------------|--------|------------|------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| Very Poorly | Poorly | Adequately | Well | Very Well |

What important aspects, if any, are not covered?

III. READING COMPREHENSION: The Ability to Understand Standard Written French

A. Understand the content and organization of a reading selection

IMPORTANCE

- | | | | | | |
|--|---|---|---|---|---|
| 95. Identify the main ideas, subject, or theme | 0 | 1 | 2 | 3 | 4 |
| 96. Identify supporting details | 0 | 1 | 2 | 3 | 4 |
| 97. Be aware of regional and national variations in vocabulary | 0 | 1 | 2 | 3 | 4 |
| 98. Identify the organization of a passage | 0 | 1 | 2 | 3 | 4 |

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

III. READING COMPREHENSION (cont.)

IMPORTANCE

99. Locate the place in a passage where a specific kind of information can be found	0	1	2	3	4
100. Understand the basic meaning of passages from literature, including poetry, the novel, theater, essays	0	1	2	3	4
B. Understand the implied content of a reading selection					
101. Distinguish what is implied from what is directly stated in a passage	0	1	2	3	4
102. Make inferences from the directly stated content	0	1	2	3	4
103. Recognize the level of formality of a text	0	1	2	3	4
104. Distinguish fact from opinion	0	1	2	3	4
105. Infer the author's likely purpose(s) for writing the selection (to criticize, defend, etc.)	0	1	2	3	4
106. Predict the logical sequence of ideas or the outcome of events	0	1	2	3	4
107. Infer an author's reason for mentioning specific details	0	1	2	3	4
108. Understand the logical relationship between a passage and material that precedes or follows it	0	1	2	3	4
109. Infer the probable source or audience for a text	0	1	2	3	4
110. Analyze and interpret works of literature for rhetorical and stylistic devices	0	1	2	3	4
111. Identify the tone of a text or passage	0	1	2	3	4
112. Identify the rhythmic and metrical devices used in a poem	0	1	2	3	4
113. Relate the information in a text to situations outside the text	0	1	2	3	4
114. Analyze and interpret a literary passage by placing it in its cultural and historical context	0	1	2	3	4

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

III. READING COMPREHENSION (cont.)

IMPORTANCE

C. Understand the way in which the language is used in a reading selection

- | | | | | | |
|---|---|---|---|---|---|
| 115. Recognize the ambiguity of a word, phrase, or sentence | 0 | 1 | 2 | 3 | 4 |
| 116. Recognize how the meaning of a word, phrase, or sentence is affected by the context in which it appears | 0 | 1 | 2 | 3 | 4 |
| 117. Determine the meaning(s) of figurative language (e.g., metaphors, similes) | 0 | 1 | 2 | 3 | 4 |
| 118. Understand the function of key transition indicators (e.g., <i>donc, ainsi, d'abord...ensuite...enfin, de sorte que, parce que/quoique</i>) | 0 | 1 | 2 | 3 | 4 |
| 119. Understand selections from authentic materials commonly read by the general public (e.g., newspapers, magazines, printed signs/ announcements) | 0 | 1 | 2 | 3 | 4 |
| 120. Identify the referents for nouns and pronouns (as cohesive devices within a text) | 0 | 1 | 2 | 3 | 4 |
| 121. Overall evaluation of the importance of Reading Comprehension | 0 | 1 | 2 | 3 | 4 |
| 122. How well do the statements in Section III cover the important aspects of Reading Comprehension? | | | | | |

- | | | | | |
|-------------|--------|------------|------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| Very Poorly | Poorly | Adequately | Well | Very Well |

What important aspects, if any, are not covered?

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

IV. CULTURE: Knowledge of the Society, History, and Geography of French-Speaking Regions and Countries

A. Geography	<u>IMPORTANCE</u>
123. Identify (e.g., on a map of Europe/the World) the location of France and its major regions, provinces, cities, etc.	0 1 2 3 4
124. Identify (e.g., on a map) the location of other French-speaking countries	0 1 2 3 4
125. List the French-speaking countries	0 1 2 3 4
126. List the regions of France	0 1 2 3 4
127. Identify the major geographical features of the regions of France	0 1 2 3 4
 B. Lifestyles and Society	
128. Be aware of major political and social institutions of France (e.g., government, schools)	0 1 2 3 4
129. Know something about the peoples of Francophone countries	0 1 2 3 4
130. Know about the culture of French-speaking groups and regions within non-Francophone countries (e.g., Cajuns in Louisiana)	0 1 2 3 4
131. Recognize the contributions of France and French-speaking cultures to the United States.	0 1 2 3 4
132. Know something about themes (attitudes or values) in French culture	0 1 2 3 4
133. Know about contemporary lifestyles (e.g., food, mealtimes, customs, holidays, sports, family relationships, religion, regional variations, foreign influences, monetary units) of France	0 1 2 3 4
134. Know something about contemporary lifestyles (e.g., food, mealtimes, customs, holidays, sports, family relationships, religion, regional variations, foreign influences, monetary units) of other French-speaking countries and regions	0 1 2 3 4
135. Identify and explain stereotypes typically associated with French culture (e.g., French men wear berets, France is technologically unsophisticated)	0 1 2 3 4

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

IV. CULTURE (cont.)

IMPORTANCE

C. Sociolinguistic Elements of French

- | | | | | | |
|---|---|---|---|---|---|
| 136. Identify sociocultural differences between France and the United States (e.g., social distances implicit in particular relationships) | 0 | 1 | 2 | 3 | 4 |
| 137. Identify some sociocultural differences between other Francophone countries and the United States | 0 | 1 | 2 | 3 | 4 |
| 138. Be aware of non-verbal aspects of communication in French culture (e.g., body language) | 0 | 1 | 2 | 3 | 4 |
| 139. Be aware of the major differences in the way communicative tasks are carried out in French and United States cultures (e.g., how to greet someone, how to apologize, how to accept a compliment) | 0 | 1 | 2 | 3 | 4 |
| 140. Characteristics of French orthography that are likely to cause problems for nonnative learners (e.g., cedilla, accent marks, internal punctuation [e.g., 1.000 F; 7,52 F, 22h30]) | 0 | 1 | 2 | 3 | 4 |

D. History

- | | | | | | |
|--|---|---|---|---|---|
| 141. Know about the major contributions in science and technology from the French-speaking world | 0 | 1 | 2 | 3 | 4 |
| 142. Know significant events and principal figures in French history | 0 | 1 | 2 | 3 | 4 |
| 143. Know some significant historical events and figures of other French-speaking countries or regions | 0 | 1 | 2 | 3 | 4 |
| 144. Demonstrate an awareness of contemporary world politics and economics affecting France (e.g., political movements, the European Economic Community, economic position in relation to the rest of the EEC) | 0 | 1 | 2 | 3 | 4 |
| 145. Demonstrate an awareness of contemporary world politics and economics affecting French-speaking countries | 0 | 1 | 2 | 3 | 4 |

E. Literature and Fine Arts

- | | | | | | |
|---|---|---|---|---|---|
| 146. Demonstrate familiarity with the major works and authors of the literature of France | 0 | 1 | 2 | 3 | 4 |
| 147. Demonstrate familiarity with some works and authors of other French-speaking countries | 0 | 1 | 2 | 3 | 4 |

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

IV. CULTURE (cont.)

IMPORTANCE

- 148. Know about significant figures, works, and events in French theater, music, art, film, architecture, dance, etc. 0 1 2 3 4
- 149. Know about some figures, works, and events in theater, music, art, architecture, dance, etc. of other French-speaking cultures (e.g., Gilles Vigneault of Canada, West African "griot" storytellers) 0 1 2 3 4
- 150. Place movements or styles in the arts in their historical and social context 0 1 2 3 4
- 151. Overall evaluation of the importance of Culture 0 1 2 3 4

152. How well do the statements in Section IV cover the important aspects of Culture?

- 1 2 3 4 5
- Very Poorly Poorly Adequately Well Very Well

What important aspects, if any, are not covered?

V. SPEAKING: The Ability to Speak Standard French

IMPORTANCE

- 153. Speak well enough to be understood by a native speaker of French 0 1 2 3 4
- 154. Present ideas in a related and logical manner 0 1 2 3 4
- 155. Converse in a clearly participatory fashion on a variety of concrete, everyday topics 0 1 2 3 4
- 156. Speak with accurate pronunciation and intonation 0 1 2 3 4
- 157. Speak with a moderate degree of fluency (i.e., without any uncomfortably long pauses, frequent repetitions, or lapses into English) 0 1 2 3 4
- 158. Demonstrate a working vocabulary relevant to a variety of concrete, everyday topics 0 1 2 3 4

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

V. SPEAKING (cont.)

IMPORTANCE

159. Speak with sufficient grammatical accuracy so as not to distract native French speakers who are unaccustomed to interacting with foreigners	0	1	2	3	4
160. Initiate, sustain, and bring to closure a variety of communicative tasks	0	1	2	3	4
161. Describe a visual stimulus (such as a picture, movie, or eye-witness event)	0	1	2	3	4
162. Paraphrase orally a spoken stimulus	0	1	2	3	4
163. Paraphrase orally a written stimulus	0	1	2	3	4
164. Give a brief talk to a formal assembly, observing the appropriate degree of formality	0	1	2	3	4
165. Present opinions on familiar topics	0	1	2	3	4
166. Restate and compare differing points of view	0	1	2	3	4
167. Defend opinions on familiar topics	0	1	2	3	4
168. Narrate and describe situations, using appropriate structures to convey past, present, and future	0	1	2	3	4
169. Supply a synonym for or explanation of a word/phrase that has not been understood (i.e., use circumlocution)	0	1	2	3	4
170. Request clarification of a spoken message that has not been understood	0	1	2	3	4
171. Summarize orally a speaker's main idea(s)	0	1	2	3	4
172. Read aloud with the intonation, inflection, and fluency necessary to communicate effectively a variety of written material (e.g., announcements, anecdotes, contemporary poetry)	0	1	2	3	4
173. Provide comprehensible directions/instructions to students and/or other listeners	0	1	2	3	4
174. Overall evaluation of the importance of Speaking	0	1	2	3	4

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

V. SPEAKING (cont.)

175. How well do the statements in Section V cover the important aspects of Speaking?

1	2	3	4	5
Very Poorly	Poorly	Adequately	Well	Very Well

What important aspects, if any, are not covered?

VI. WRITING: The Ability to Write Standard French (Composing Skills)

IMPORTANCE

176. Write well enough to be understood by native speakers of French	0	1	2	3	4
177. Present ideas in a related and logical manner	0	1	2	3	4
178. Use structures and transitional words/phrases to produce writing that is cohesive	0	1	2	3	4
179. Write simple social correspondence	0	1	2	3	4
180. Write a formal or business letter, observing the appropriate format and degree of formality	0	1	2	3	4
181. Take notes	0	1	2	3	4
182. Write summaries	0	1	2	3	4
183. Describe an event or situation of a factual nature	0	1	2	3	4
184. Describe a visual stimulus (such as a picture, movie, or eye-witness event)	0	1	2	3	4
185. Narrate in paragraph-length discourse	0	1	2	3	4
186. Describe (situations, scenes, etc.) in paragraph-length discourse	0	1	2	3	4
187. Use a variety of sentence structures	0	1	2	3	4
188. Explain a process or procedure	0	1	2	3	4

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

VI. WRITING (cont.)

IMPORTANCE

189. Give directions/instructions	0	1	2	3	4
190. Present and defend an opinion on familiar topics	0	1	2	3	4
191. Restate and compare differing points of view	0	1	2	3	4
192. Develop topic sentences in various ways (e.g., cause and effect, chronological order)	0	1	2	3	4
193. Use vocabulary relevant to a variety of concrete, everyday topics	0	1	2	3	4
194. Use language appropriate to the task and/or the audience addressed	0	1	2	3	4
195. Produce writing that is free of major mechanical errors (i.e., free of errors in grammar, punctuation, spelling, diacriticals, syllabication)	0	1	2	3	4
196. Overall evaluation of the importance of Writing	0	1	2	3	4

197. How well do the statements in Section VI cover the important aspects of Writing?

1	2	3	4	5
Very Poorly	Poorly	Adequately	Well	Very Well

What important aspects, if any, are not covered?

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

VII. FOREIGN LANGUAGE PEDAGOGY: Knowledge of Students, Curricula, Teaching Strategies, and Resources

A. Planning	<u>IMPORTANCE</u>
198. Give a rationale for learning French	0 1 2 3 4
199. Explain the role of French in the total curriculum	0 1 2 3 4
200. Give a rationale for teaching a particular topic in the curriculum in French (e.g., subjunctive, Francophone culture, sound system)	0 1 2 3 4
201. Give a rationale for teaching a particular content area (e.g., mathematics, science, language arts) in French	0 1 2 3 4
 B. Curriculum and Instruction	
202. Evaluate the impact of a given learning theory (e.g., Monitor Model, Suggestopedia) on the teaching of French	0 1 2 3 4
203. Demonstrate an understanding of current methodologies appropriate to foreign language education (e.g., delayed production, proficiency-based approaches)	0 1 2 3 4
204. Demonstrate an awareness of the importance of articulation (coordination among elementary, middle, secondary school and college/university French curricula)	0 1 2 3 4
205. Be aware of the criteria for the selection of appropriate curricular materials and resources (e.g., textbooks, authentic materials, computer software, laboratory materials, learning kits)	0 1 2 3 4
206. Be aware of the criteria for the selection of appropriate mass media (e.g., film, television, video)	0 1 2 3 4
207. Be aware of the criteria for the selection of appropriate instructional technologies (e.g., computer, videodisc, interactive television, <i>le minitel</i>)	0 1 2 3 4
208. Select and use a variety of appropriate teaching strategies which relate to specific objectives	0 1 2 3 4
209. Be aware of strategies to integrate French with other curricular areas	0 1 2 3 4
210. Use students' out-of-class experiences and knowledge to teach French	0 1 2 3 4

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

VII. FOREIGN LANGUAGE PEDAGOGY (cont.)

IMPORTANCE

211. Manage student interaction in a French classroom	0	1	2	3	4
212. Demonstrate an awareness of strategies for motivating and encouraging students' to succeed in French	0	1	2	3	4
213. Be aware that there are many factors that may affect the teaching of French (e.g., socioeconomic, linguistic)	0	1	2	3	4
214. Be aware that there are many factors that may affect students' learning of French (e.g., socioeconomic, linguistic)	0	1	2	3	4
215. Demonstrate an awareness of professional and scholarly literature (e.g., journals, reference works, magazines) appropriate for French teachers and students	0	1	2	3	4
216. Demonstrate an awareness of professional and scholarly organizations for French and other foreign language teachers and students	0	1	2	3	4
217. Understand current language proficiency guidelines (e.g., ACTFL, FSI)	0	1	2	3	4
218. Show students ways to study French effectively	0	1	2	3	4
219. Understand special needs of some foreign language students (e.g., dyslexics) in the learning of French	0	1	2	3	4

C. Evaluation

220. Construct assessment measures to evaluate students' performance in French	0	1	2	3	4
221. Use a variety of evaluation strategies (e.g., portfolios, observations, interviews, oral discussions, essays, written tests, journals, daily logs) to assess students' performance in French	0	1	2	3	4
222. Develop a variety of questioning strategies that ask students to display their understanding of particular topics	0	1	2	3	4
223. Engage students in developing their own questions about topics in French	0	1	2	3	4
224. Recognize patterns of error in students' work and assist students in developing strategies to recognize and correct them	0	1	2	3	4
225. Overall evaluation of the importance of Foreign Language Pedagogy	0	1	2	3	4

How important is this knowledge or ability for all newly licensed (certified) French teachers, regardless of the grade level they teach, if they are to perform their jobs in a competent manner? (The scope of the job need not be limited to what takes place in the classroom.)

Circle your response using the 5-point scale adjacent to each statement.

- (0) Of no importance
- (1) Of little importance
- (2) Moderately important
- (3) Important
- (4) Very important

VII. FOREIGN LANGUAGE PEDAGOGY (cont.)

226. How well do the statements in Section VII cover the important aspects of Foreign Language Pedagogy?

1	2	3	4	5
Very Poorly	Poorly	Adequately	Well	Very Well

What important aspects, if any, are not covered?

PART II - RECOMMENDATIONS FOR TEST CONTENT EMPHASIS

For each of the three sections below, you are asked to indicate WHAT PERCENTAGE OF ITEMS should be included on the Subject Assessment in French for the major content areas you just finished evaluating.

- (A) If the Subject Assessment in French were to contain 100 items, **regardless of item format (e.g., multiple-choice, short answer)**, **WHAT PERCENTAGE OF ITEMS** should be included for each of the seven content areas below? If you believe a content area should not be part of the Subject Assessment in French, put a 0 in the appropriate space. Make sure your responses add up to 100.

<u>MAJOR CONTENT AREAS</u>	<u>PERCENTAGE OF TEST ITEMS (out of 100)</u>
227. Listening Comprehension	_____
228. Structure of the French Language	_____
229. Reading Comprehension	_____
230. Culture	_____
231. Speaking	_____
232. Writing	_____
233. Foreign Language Pedagogy	_____

- (B) If the Subject Assessment in French were to include a section composed of 100 **multiple-choice items** in the four content areas below, **WHAT PERCENTAGE OF ITEMS** should be included for each content area? If you believe a content area should not be part of the Subject Assessment in French, put a 0 in the appropriate space. Make sure your responses add up to 100.

<u>MAJOR CONTENT AREAS</u>	<u>PERCENTAGE OF TEST ITEMS (out of 100)</u>
234. Listening Comprehension	_____
235. Structure of the French Language	_____
236. Reading Comprehension	_____
237. Culture	_____

- (C) If the Subject Assessment in French were to contain a section composed of **non-multiple-choice items** in Speaking and Writing, **WHAT PERCENTAGE OF ITEMS** should be included for each content area? Make sure your responses add up to 100.

<u>MAJOR CONTENT AREAS</u>	<u>PERCENTAGE OF TEST ITEMS (out of 100)</u>
238. Speaking	_____
239. Writing	_____

PART III - BACKGROUND INFORMATION

The information that you provide in this section is completely confidential and will be used for research purposes only. Please answer the questions by circling the number that most closely describes you or your professional activities. Unless otherwise indicated, please circle only one response for each question.

240. Where do you work?

- | | | |
|----------------------------|--------------------|--------------------|
| 1. Alabama | 18. Kentucky | 36. Ohio |
| 2. Alaska | 19. Louisiana | 37. Oklahoma |
| 3. Arizona | 20. Maine | 38. Oregon |
| 4. Arkansas | 21. Maryland | 39. Pennsylvania |
| 5. California | 22. Massachusetts | 40. Rhode Island |
| 6. Colorado | 23. Michigan | 41. South Carolina |
| 7. Connecticut | 24. Minnesota | 42. South Dakota |
| 8. Delaware | 25. Mississippi | 43. Tennessee |
| 9. District of
Columbia | 26. Missouri | 44. Texas |
| 10. Florida | 27. Montana | 45. Utah |
| 11. Georgia | 28. Nebraska | 46. Vermont |
| 12. Hawaii | 29. Nevada | 47. Virginia |
| 13. Idaho | 30. New Hampshire | 48. Washington |
| 14. Illinois | 31. New Jersey | 49. West Virginia |
| 15. Indiana | 32. New Mexico | 50. Wisconsin |
| 16. Iowa | 33. New York | 51. Wyoming |
| 17. Kansas | 34. North Carolina | |
| | 35. North Dakota | |

241. What is your age?

1. Under 25
2. 25-34
3. 35-44
4. 45-54
5. 55-64
6. Over 64

242. What is your sex?

1. Female
2. Male

243. Which of the following best describes the area in which you work?

1. Urban
2. Suburban
3. Rural

244. How do you describe yourself?

1. Native American, American Indian, or Alaskan Native
2. Asian American, Asian, Native Hawaiian, or Pacific Islander
3. African American or Black
4. Mexican American or Chicano
5. Puerto Rican
6. Latin American, South American, Central American, or other Hispanic
7. White
8. Other (please specify) _____

245. Are you a native French speaker?

1. Yes
2. No

246. If you are a native French speaker, what is your place of origin?

1. France
2. Francophone Canada
3. West Africa
4. North Africa
5. Caribbean
6. Other (please specify) _____

247. Which of the following best describes your highest educational attainment?

1. Less than a bachelor's
2. Bachelor's
3. Bachelor's + additional credits
4. Master's
5. Master's + additional credits
6. Doctorate

248. Which of the following best describes your current employment status?

1. Permanent substitute (assigned on a long-term basis)
2. Regular teacher (not a substitute)
3. Principal or assistant principal
4. School administrator
5. Curriculum supervisor
6. State administrator
7. College faculty
8. Other (please specify) _____

249. How many years have you taught French?

1. Never taught French
2. Less than a year
3. 1 - 2 years
4. 3 - 5 years
5. 6 - 10 years
6. 11 - 15 years
7. 16 - 20 years
8. 21 or more years

250. What grade level(s) are you currently teaching? (Circle all that apply)

1. Preschool/Kindergarten
2. Grades 1-4
3. Grades 5-8
4. Grades 9-12
5. College
6. Do not teach
7. Did teach, but have retired (please give date of retirement) _____

251. Circle the following organizations to which you belong.

1. American Association of Teachers of French (AATF)
2. American Federation of Teachers (AFT)
3. American Council on the Teaching of Foreign Languages (ACTFL)
4. National Council of State Supervisors of Foreign Languages (NCSSFC)
5. National Education Association (NEA)
6. Association for Supervision and Curriculum Development (ASCD)
7. Other (please specify) _____

**THANK YOU FOR COMPLETING THIS INVENTORY.
PLEASE RETURN IT WITHIN 10 DAYS USING THE ENCLOSED ENVELOPE.**

YOUR COOPERATION IS GREATLY APPRECIATED.

Appendix D

Survey Cover Letter

D1 58

EDUCATIONAL TESTING SERVICE



PRINCETON, N.J. 08541

609-921-9000
609-734-1090 (Fax)
CABLE-EDUCTESTSVC

DIVISION OF APPLIED
MEASUREMENT RESEARCH

April 6, 1993

Dear Colleague:

I am writing to ask your cooperation in a project that should be of importance to teachers, college faculty, administrators, and other professionals in the field of foreign language education. Educational Testing Service (ETS) is in the process of developing a new series of tests, The Praxis Series: Professional Assessments for Beginning Teachers™. These assessments include a set of Subject Assessments which measure subject matter knowledge and, where appropriate, knowledge about teaching that subject. I am asking for your help as we develop the Subject Assessment in French.

As part of the developmental process of the Subject Assessment in French, ETS has worked closely with teachers, college faculty, and school administrators to identify knowledge and ability statements that are believed to be important for the competent performance of beginning French teachers. The enclosed inventory has been developed as a way to obtain your judgments of the importance of these knowledge and ability statements for beginning French teachers. The information obtained from these inventories will be used to guide the design and content of the Subject Assessment in French.

This inventory is being mailed to approximately 1,000 professionals in the specialty area of French. Its value is directly related to the number of individuals who return their inventories. Because you represent a large number of professionals, your judgments are very important. Your responses will be kept in strict confidence. The inventory asks for some background information about you; this is solely for purposes of describing the group of respondents.

The results of this study are expected to be widely disseminated and should be very useful to the profession. A postage-paid envelope is enclosed for the return of your completed inventory. Thank you for your participation in this very important project.

Sincerely,

Richard Tannenbaum, Ph.D.
Research Scientist

Enc. (3)

(6)

Appendix E

Respondent Demographics

	Number	Percent
GEOGRAPHIC REGION		
Northeast	88	25.0
Central	86	24.4
Southern	97	27.6
Far West	81	23.0
Total	352	
AGE (years)		
Under 25	7	2.0
25 - 34	31	8.8
35 - 44	97	27.5
45 - 54	146	41.4
55 - 64	59	16.7
Over 64	13	3.7
Total	353	
SEX		
Female	245	68.8
Male	107	30.1
Total	352	
SCHOOL SETTING		
Urban	120	34.7
Suburban	118	34.1
Rural	108	31.2
Total	346	
RACE/ETHNICITY		
Native American, American Indian, or Alaskan Native	6	1.7
Asian American, Asian, Native Hawaiian, or Pacific Islander	5	1.4
African American or Black	13	3.8
Mexican American or Chicano	0	0.0
Puerto Rican	0	0.0
Latin American, South America, Central American, or other Hispanic	2	0.6
White	300	87.0

	Number	Percent
RACE/ETHNICITY (cont.)		
Other	19	5.5
Total	345	
NATIVE FRENCH SPEAKER		
Yes	47	13.2
No	305	85.7
Total	352	
PLACE OF ORIGIN		
France	20	41.7
Francophone Canada	9	18.8
West Africa	3	6.3
North Africa	0	0.0
Caribbean	0	0.0
Other	16	6.3
Total	48	33.3
HIGHEST EDUCATIONAL ATTAINMENT		
Less than Bachelor's	1	0.3
Bachelor's	9	2.6
Bachelor's + Credits	69	19.7
Master's	30	8.5
Master's + Credits	149	42.5
Doctorate	93	26.5
Total	351	
CURRENT EMPLOYMENT STATUS		
Permanent Substitute	1	0.3
Regular Teacher (not a substitute)	205	61.4
Principal or Assistant Principal	0	0.0
School Administrator	1	0.3
Curriculum Supervisor	4	1.2
State Administrator	19	5.7
College Faculty	97	29.0

	Number	Percent
CURRENT EMPLOYMENT STATUS (cont.)		
Other	7	2.1
Total	334	
TEACHING EXPERIENCE (years)		
Never taught	11	3.1
Less than 1	3	0.9
1 - 2	14	4.0
3 - 5	22	6.3
6 - 10	46	13.1
11 - 15	57	16.2
16 - 20	65	18.5
21 or more	134	38.1
Total	352	
CURRENT TEACHING POSITION¹		
Preschool/Kindergarten	3	0.8
Grades 1-4	7	1.8
Grades 5-8	15	3.8
Grades 9-12	224	56.7
College	115	29.1
Do not teach	22	5.6
Did teach, but have retired	9	2.8
Total	395	
MEMBERSHIP IN ORGANIZATIONS¹		
American Association of Teachers of French (AATF)	205	31.4
American Federation of Teachers (AFT)	28	4.3
American Council on the Teaching of Foreign Languages (ACTFL)	111	17.0
National Council of State Supervisors of Foreign Languages (NCSSFC)	19	2.9
National Education Association	120	18.4
Association for Supervision and Curriculum Development (ASCD)	30	4.6
Other	139	21.3
Total	652	

¹ Multiple responses are permitted.

Appendix F

Mean Importance Ratings: Teachers and Teacher Educators

Teachers N = 206		Teacher Educators N = 97	
Mean	S.D.	Mean	S.D.

I. LISTENING COMPREHENSION

1. Understand the contribution of intonation to meaning	3.06	0.78	3.05	0.81
2. Extract meaning of an utterance based on key words	3.50	0.66	3.51	0.72
3. Infer meaning of words, phrases, and sentences	3.54	0.58	3.54	0.68
4. Understand high frequency idiomatic expressions	3.37	0.73	3.51	0.68
5. Understand the purpose of spoken messages	3.62	0.58	3.76	0.48
6. Understand messages expressed in a variety of time frames	3.65	0.60	3.77	0.47
7. Be aware of linguistic variations	2.42	0.90	2.50	0.79
8. Recognize important grammatical signals	3.55	0.75	3.74	0.55
9. Recognize transition words and expressions	2.82	0.86	2.96	0.83
10. Understand the supporting details in extended discourse	2.77	0.77	2.94	0.64
11. Understand the main idea of extended discourse	3.56	0.61	3.71	0.52
12. Understand/identify the main idea of non-technical broadcasts	3.15	0.75	3.46	0.68
13. Understand specific information in announcements	2.73	0.83	2.91	0.74
14. Make inferences based on information in non-technical talks	2.79	0.77	3.10	0.80
15. Understand/identify the main idea of an informal conversation	3.73	0.48	3.82	0.41
16. Understand important details of an informal conversation	3.28	0.75	3.40	0.67
17. Make inferences based on information in an informal conversation	3.12	0.73	3.14	0.78
18. Recognize internal inconsistencies in a spoken message	2.88	0.85	3.05	0.79
19. Make inferences about situations	2.99	0.78	3.00	0.82
20. Identify the emotional content of a spoken message	3.02	0.74	3.10	0.79
21. Understand everyday telephone exchanges	3.41	0.72	3.28	0.72
22. Understand utterances with some background noise	2.70	0.87	2.53	0.80
23. Understand conversations on a variety of everyday topics	3.53	0.61	3.54	0.58
24. Be aware of variations of pronunciation/vocabulary	2.26	0.88	2.24	0.81
25. Overall evaluation of Listening Comprehension	3.54	0.56	3.56	0.58

II. STRUCTURE OF THE FRENCH LANGUAGE

A. Speech Analysis

27. Recognize pronunciation problems of nonnative speakers	3.57	0.62	3.62	0.57
28. Correct pronunciation errors	3.44	0.65	3.55	0.60
29. Recognize basic grammatical and lexical errors	3.55	0.60	3.72	0.45
30. Correct basic grammatical and lexical errors	3.34	0.72	3.49	0.62
31. Recognize inappropriate language	3.30	0.73	3.23	0.74
32. Correct inappropriate language	3.18	0.74	3.02	0.80
33. Correct unclear speech to clarify meaning	3.36	0.65	3.48	0.65
34. Distinguish errors that impede comprehension and those that do not	3.56	0.62	3.62	0.66

B. Writing Analysis

35. Identify written errors	3.64	0.54	3.74	0.46
36. Correct written errors	3.49	0.64	3.63	0.51
37. Distinguish errors that impede comprehension and those that do not	3.57	0.65	3.57	0.67
38. Revise writing to clarify meaning	3.36	0.65	3.49	0.63

Teachers N = 206		Teacher Educators N = 97	
Mean	S.D.	Mean	S.D.

II. STRUCTURE OF THE FRENCH LANGUAGE (cont.)

C. Language Analysis

39. Analyze words (i.e., roots, prefixes and suffixes)	2.85	0.87	2.88	0.76
40. Analyze verb forms showing stem + ending	3.53	0.65	3.48	0.70
41. Understand the basic principles of the grammar of spoken French	3.69	0.54	3.62	0.59
42. Understand the major differences between spoken and written French	3.00	0.81	3.18	0.75
43. Understand the nature of French spelling	3.24	0.71	3.28	0.78
44. Understand the rules of French syllabification	2.54	1.00	2.63	0.97
45. Recognize rules for word order	3.34	0.73	3.29	0.73
46. Distinguish between true and false cognates	3.44	0.65	3.35	0.80
47. Distinguish levels of language	2.82	0.78	3.02	0.67
48. Be aware of borrowings from other languages	2.61	0.87	2.35	0.89
49. Understand the contributions of the French language to English	2.95	0.80	2.51	0.91
50. Understand the structure of the French sound system	3.50	0.63	3.43	0.77
51. Contrast the English and French sound systems	2.87	0.95	2.67	0.97
52. Compare grammatical features of French and English	2.83	0.85	2.68	0.92
53. Know the main stages of the development of the French language	1.80	1.00	1.80	0.92

D. Grammar

Demonstrate the correct formation and use(s) of:

54. regular and irregular verbs in high-frequency tenses	3.82	0.41	3.84	0.37
55. regular and irregular verbs in less frequent tenses	3.09	0.74	3.02	0.76
56. regular and irregular verbs in literary tenses	2.33	0.97	2.29	0.91
57. reflexive and reciprocal verbs	3.57	0.59	3.62	0.57
58. <i>connaître</i> vs. <i>savoir</i>	3.61	0.61	3.51	0.68
59. <i>imparfait</i> vs. <i>passé composé</i>	3.62	0.60	3.74	0.51
60. immediate and the distant future	3.10	0.91	2.89	0.93
61. immediate past	3.30	0.80	3.30	0.72
62. time expressions with <i>depuis</i> , <i>pendant</i> , and <i>pour</i>	3.15	0.82	3.47	0.68
63. verb tenses	2.98	0.84	3.17	0.68
64. indicative vs. subjunctive in dependent clauses	3.04	0.86	3.47	0.68
65. choice of auxiliary in compound tenses	3.73	0.53	3.86	0.40
66. agreement of past participles	3.20	0.82	2.90	0.96
67. expression of the passive	2.62	0.95	2.92	0.88
68. subject-verb agreement	3.85	0.37	3.91	0.33
69. modal verbs	3.48	0.67	3.62	0.51
70. pronoun systems	3.65	0.55	3.75	0.46
71. <i>y</i> and <i>en</i>	3.42	0.71	3.59	0.69
72. relative clauses	3.21	0.78	3.51	0.60
73. different types of interrogative structures	3.63	0.53	3.58	0.65
74. indefinite pronouns and adjectives	3.26	0.74	3.27	0.76
75. demonstrative and possessive adjectives	3.65	0.52	3.65	0.54
76. expressions of quantity	3.46	0.69	3.61	0.57
77. adjectives (including position)	3.75	0.45	3.68	0.53
78. article systems (definite, indefinite, partitive)	3.80	0.44	3.79	0.46

67

	Teachers N = 206		Teacher Educators N = 97	
	Mean	S.D.	Mean	S.D.
II. <u>STRUCTURE OF THE FRENCH LANGUAGE (cont.)</u>				
<u>Demonstrate the correct formation and use(s) of:</u>				
79. coordinating and subordinating conjunctions	3.24	0.76	3.38	0.62
80. prepositions followed by infinitives	3.08	0.77	3.24	0.73
81. the comparative and superlatives of adjectives and adverbs	3.50	0.63	3.38	0.70
82. verbs followed by prepositions	3.00	0.83	3.17	0.79
83. verbs requiring the direct vs. the indirect objects	3.09	0.82	3.40	0.67
84. prepositions with geographical names	3.35	0.73	3.42	0.69
85. choice/omission of prepositions with dates, seasons, time	3.23	0.77	3.31	0.77
86. <i>en</i> + present participle	3.03	0.84	3.17	0.79
87. <i>avant de</i> and <i>après</i> + verbal structures	2.98	0.85	3.21	0.77
88. possession with <i>de</i> , <i>à</i>	3.47	0.67	3.34	0.75
89. position of adverbs	3.13	0.83	3.07	0.80
90. plural forms of nouns	3.74	0.49	3.57	0.59
91. emphatic constructions	2.98	0.83	2.69	0.85
92. causative constructions	2.86	0.82	3.00	0.77
93. Overall evaluation of Structure of the French Language	3.62	0.54	3.75	0.46
III. <u>READING COMPREHENSION</u>				
A. Understand the content and organization of a reading selection				
95. Identify the main ideas	3.82	0.39	3.94	0.28
96. Identify supporting details	3.41	0.62	3.42	0.59
97. Be aware of variations in vocabulary	2.40	0.82	2.32	0.80
98. Identify the organization of a passage	2.80	0.91	3.22	0.81
99. Locate specific information in a passage	3.34	0.76	3.48	0.74
100. Understand meaning of passages from literature	3.21	0.84	3.61	0.60
B. Understand the implied content of a reading selection				
101. Distinguish what is implied from what is directly stated	3.10	0.77	3.24	0.71
102. Make inferences from the directly stated content	3.14	0.73	3.32	0.69
103. Recognize the level of formality of a text	2.81	0.85	2.99	0.74
104. Distinguish fact from fiction	3.32	0.82	3.47	0.70
105. Infer the author's purpose(s) for writing the selection	2.91	0.80	3.10	0.80
106. Predict the logical sequence of ideas	2.96	0.82	2.93	0.81
107. Infer an author's reason for mentioning specific details	2.61	0.84	2.71	0.86
108. Understand logical relationships	2.99	0.81	3.35	0.77
109. Infer the probable source or audience for a text	2.60	0.87	2.63	0.80
110. Analyze/interpret works of literature	2.12	0.97	2.48	0.91
111. Identify the tone of a text	2.51	0.89	2.91	0.80
112. Identify the rhythmic and metrical devices used in a poem	2.04	1.00	2.59	0.87
113. Relate the information in a text to situations outside the text	2.89	0.84	2.96	0.83
114. Analyze/interpret a literary passage	2.61	0.97	3.00	0.79
C. Understand the way in which the language is used in a reading selection				
115. Recognize the ambiguity of a word, etc.	2.70	0.88	3.04	0.74
116. Recognize how meaning of a word, etc. is affected by context	3.09	0.76	3.32	0.68
117. Determine the meaning(s) of figurative language	2.67	0.88	2.91	0.80

	Teachers N = 206		Teacher Educators N = 97	
	Mean	S.D.	Mean	S.D.
III. READING COMPREHENSION (cont.)				
118. Understand the function of key transition indicators	3.07	0.83	3.27	0.80
119. Understand selections from authentic materials	3.41	0.72	3.58	0.62
120. Identify the referents for nouns and pronouns	3.11	0.89	3.46	0.67
121. Overall evaluation of Reading Comprehension	3.22	0.68	3.56	0.59
IV. CULTURE				
A. Geography				
123. Identify the location of France and its major regions, etc.	3.78	0.54	3.74	0.55
124. Identify the location of other French-speaking countries	3.57	0.70	3.40	0.74
125. List the French-speaking countries	2.84	1.04	2.74	0.94
126. List the regions of France	2.66	1.00	2.69	0.86
127. Identify the major geographical features of the regions of France	3.06	0.90	3.01	0.86
B. Lifestyles and Society				
128. Be aware of major political/social institutions of France	3.05	0.84	3.24	0.79
129. Know about the peoples of Francophone countries	3.15	0.82	2.87	0.74
130. Know about culture of French-speaking groups	2.86	0.85	2.40	0.90
131. Recognize the contributions of French-speaking cultures to the U.S.	3.22	0.78	2.79	0.85
132. Know about attitudes/values in French culture	3.27	0.74	3.32	0.71
133. Know about lifestyles of France	3.57	0.60	3.47	0.65
134. Know about lifestyles of other French-speaking countries	3.02	0.84	2.67	0.86
135. Identify/explain stereotypes associated with French culture	3.17	0.91	3.09	0.86
C. Sociolinguistic Elements of French				
136. Identify sociocultural (sc) diffs. France and the United States	2.91	0.85	2.88	0.80
137. Identify sc diffs. other Francophone countries and the United States	2.53	0.86	2.32	0.83
138. Be aware of non-verbal aspects of communication	2.97	0.85	2.90	0.83
139. Be aware of the major diff. in communicative tasks	3.39	0.74	3.32	0.73
140. Characteristics of French orthography	3.45	0.70	3.26	0.79
D. History				
141. Know major contributions in science and technology	2.71	0.87	2.69	0.83
142. Know significant events and principal figures	3.07	0.78	3.26	0.75
143. Know significant events and figures of other French-speaking countries	2.57	0.85	2.57	0.86
144. Be aware of contemporary world politics/economics affecting France	2.82	0.84	2.92	0.83
145. Be aware of contemporary world politics/economics affecting French-speaking countries	2.48	0.93	2.53	0.81
E. Literature and Fine Arts				
146. Be familiar with major works/authors of France	3.03	0.81	3.46	0.70
147. Be familiar with works/authors of other French-speaking countries	2.46	0.87	2.58	0.89
148. Know significant figures, works, and events in French theater	2.87	0.88	3.18	0.76
149. Know about figures, etc. in the arts of other French-speaking cultures	2.25	0.83	2.44	0.83
150. Place styles in the arts in historical/social context	2.37	0.98	2.89	0.86
151. Overall evaluation of Culture	3.20	0.74	3.42	0.65
V. SPEAKING				
153. Speak well enough to be understood by a native speaker	3.83	0.39	3.87	0.36
154. Present ideas in a logical manner	3.69	0.52	3.64	0.57
155. Converse in a clearly participatory fashion	3.65	0.56	3.67	0.59

V. SPEAKING (cont.)

	Teachers N = 206		Teacher Educators N = 97	
	Mean	S.D.	Mean	S.D.
156. Speak with accurate pronunciation and intonation	3.61	0.57	3.46	0.62
157. Speak with a moderate degree of fluency	3.56	0.61	3.68	0.53
158. Demonstrate a working vocabulary	3.71	0.49	3.67	0.49
159. Speak with sufficient grammatical accuracy	3.42	0.72	3.65	0.56
160. Initiate and sustain a variety of communicative tasks	3.45	0.65	3.48	0.62
161. Describe a visual stimulus	3.52	0.65	3.46	0.63
162. Paraphrase a spoken stimulus	3.25	0.72	3.23	0.78
163. Paraphrase a written stimulus	3.27	0.72	3.28	0.72
164. Give a brief talk to a formal assembly	2.56	0.87	2.91	0.98
165. Present opinions on familiar topics	3.38	0.72	3.56	0.61
166. Restate/compare differing points of view	2.99	0.80	3.17	0.77
167. Defend opinions on familiar topics	3.10	0.78	3.33	0.81
168. Narrate/describe situations	3.51	0.67	3.69	0.53
169. Supply a synonym for a word/phrase	3.39	0.73	3.51	0.67
170. Request clarification of a spoken message	3.61	0.61	3.73	0.53
171. Summarize a speaker's main idea(s)	3.31	0.74	3.44	0.74
172. Read aloud with the intonation, inflection, etc.	3.44	0.68	3.54	0.71
173. Provide comprehensible directions/instructions	3.78	0.46	3.81	0.44
174. Overall evaluation of Speaking	3.74	0.47	3.79	0.46

VI. WRITING

176. Write well enough to be understood by native speakers of French	3.68	0.59	3.73	0.51
177. Present ideas in a logical manner	3.60	0.59	3.65	0.52
178. Use structures and transitions to produce cohesive writing	3.40	0.65	3.45	0.65
179. Write simple social correspondence	3.57	0.60	3.55	0.65
180. Write a formal letter or business letter	2.73	0.83	2.75	0.90
181. Take notes	3.15	0.84	3.07	0.99
182. Write summaries	3.14	0.82	3.25	0.79
183. Describe an event or situation	3.39	0.67	3.52	0.65
184. Describe a visual stimulus	3.42	0.67	3.45	0.60
185. Narrate in paragraph-length discourse	3.21	0.77	3.42	0.65
186. Describe (situations, scenes, etc.) in paragraph-length discourse	3.26	0.72	3.45	0.63
187. Use a variety of sentence structures	3.35	0.72	3.37	0.68
188. Explain a process/procedure	3.18	0.79	3.14	0.80
189. Give directions/instructions	3.66	0.54	3.65	0.50
190. Present/defend an opinion	3.10	0.77	3.26	0.83
191. Restate/compare differing points of view	2.88	0.82	3.11	0.82
192. Develop topic sentences	2.94	0.90	3.20	0.85
193. Use relevant vocabulary	3.62	0.56	3.63	0.53
194. Use appropriate language	3.41	0.69	3.35	0.68
195. Produce writing that is free of major errors	3.34	0.74	3.59	0.59
196. Overall evaluation of Writing	3.38	0.60	3.48	0.64

	Teachers N = 206		Teacher Educators N = 97	
	Mean	S.D.	Mean	S.D.
VII. FOREIGN LANGUAGE PEDAGOGY				
A. Planning				
198. Give a rationale for learning French	3.58	0.68	3.34	0.90
199. Explain the role of French in the total curriculum	3.36	0.83	3.17	0.90
200. Give a rationale for teaching a particular topic	3.25	0.88	3.04	0.99
201. Give a rationale for teaching a particular content area	2.49	1.17	2.34	1.06
B. Curriculum and Instruction				
202. Evaluate the impact of a learning theory on teaching	2.28	1.05	2.07	0.98
203. Understanding current methodologies	2.91	0.96	2.68	1.05
204. Be aware of the importance of articulation	2.96	0.90	2.79	1.00
205. Be aware of criteria for selecting curricular materials	3.30	0.77	3.25	0.79
206. Be aware of criteria for selecting mass media	3.13	0.77	3.03	0.79
207. Be aware of criteria for selecting instructional technologies	3.00	0.86	2.89	0.83
208. Select/use a variety of teaching strategies	3.62	0.60	3.40	0.80
209. Be aware of strategies to integrate French with other curricula	2.90	0.89	2.64	1.01
210. Use students' experiences to teach	3.27	0.78	3.06	0.92
211. Manage student interaction	3.77	0.47	3.62	0.57
212. Be aware of strategies for motivating students'	3.74	0.49	3.56	0.68
213. Be aware of factors that affect teaching	3.46	0.72	3.02	0.89
214. Be aware of factors that affect students' learning	3.49	0.71	3.05	0.91
215. Be aware of professional/scholarly literature	2.85	0.76	2.91	0.87
216. Be aware of professional/scholarly organizations	2.85	0.79	2.85	0.87
217. Understand current language proficiency guidelines	2.95	0.87	2.89	0.89
218. Show students ways to study effectively	3.70	0.52	3.51	0.65
219. Understand needs of foreign language students	3.03	0.88	2.75	0.95
C. Evaluation				
220. Construct assessment measures	3.63	0.57	3.47	0.82
221. Use a variety of evaluation strategies	3.65	0.56	3.43	0.79
222. Develop strategies to determine students' understanding	3.59	0.57	3.41	0.67
223. Engage students in developing their own questions	3.33	0.76	3.12	0.97
224. Recognize patterns of error in students' work	3.58	0.58	3.44	0.71
225. Overall evaluation of Foreign Language Pedagogy	3.51	0.64	3.29	0.71

Appendix G

Mean Importance Ratings: Subgroups of Respondents

G1

72

I. LISTENING COMPREHENSION

	Geographic Region				Sex		Teaching Experience	
	NE N=88	C N=86	S N=97	FW N=81	F N=245	M N=107	≤5 yrs N=39	≥6 yrs N=302
1. Understand the contribution of intonation to meaning	3.05	2.99	3.02	3.12	3.06	3.01	3.14	3.05
2. Extract meaning of an utterance based on key words	3.59	3.53	3.41	3.47	3.53	3.43	3.60	3.49
3. Infer meaning of words, phrases and sentences	3.58	3.55	3.51	3.48	3.58	3.43	3.83	3.49
4. Understand high frequency idiomatic expressions	3.44	3.42	3.41	3.38	3.41	3.41	3.03	3.43
5. Understand the purpose of spoken messages	3.72	3.66	3.56	3.74	3.69	3.59	3.60	3.63
6. Understand messages expressed in a variety of time frames	3.85	3.71	3.60	3.59	3.68	3.68	3.57	3.67
7. Be aware of linguistic variations	2.55	2.38	2.43	2.55	2.43	2.59	2.38	2.42
8. Recognize important grammatical signals	3.70	3.58	3.57	3.54	3.61	3.56	3.37	3.58
9. Recognize transition words and expressions	2.95	2.94	2.78	2.79	2.85	2.91	2.53	2.87
10. Understand the supporting details in extended discourse	3.01	2.79	2.62	2.81	2.76	2.90	2.70	2.78
11. Understand the main idea of extended discourse	3.74	3.62	3.46	3.59	3.61	3.57	3.60	3.55
12. Understand/identify the main idea of non-technical broadcasts	3.42	3.22	3.25	3.22	3.27	3.29	3.43	3.10
13. Understand specific information in announcements	3.00	2.62	2.81	2.74	2.76	2.87	2.83	2.71
14. Make inferences based on information in a non-technical talks	2.95	2.81	2.92	2.88	2.87	2.92	3.03	2.74
15. Understand/identify the main idea of an informal conversation	3.84	3.73	3.72	3.76	3.78	3.73	3.80	3.72
16. Understand important details of an informal conversation	3.49	3.27	3.31	3.23	3.33	3.31	3.40	3.26
17. Make inferences based on information in an informal conversation	3.26	3.01	3.11	3.15	3.17	3.06	3.07	3.13
18. Recognize internal inconsistencies in a spoken message	3.07	2.87	2.81	2.94	2.88	2.99	2.79	2.90
19. Make inferences the situations	3.20	2.94	2.92	2.96	3.00	3.03	2.93	2.99
20. Identify the emotional content of a spoken message	3.21	3.05	2.95	2.98	3.07	2.99	2.97	3.03
21. Understand everyday telephone exchanges	3.53	3.34	3.29	3.39	3.45	3.26	3.33	3.43
22. Understand utterances with some background noise	2.80	2.60	2.52	2.66	2.67	2.62	2.67	2.70
23. Understand conversations on a variety of everyday topics	3.56	3.49	3.50	3.59	3.58	3.42	3.57	3.53

Note. NE = Northeast; C = Central; S = Southern; FW = Far West

	Geographic Region					Sex		Teaching Experience	
	NE N=88	C N=86	S N=97	FW N=81	F N=245	M N=107	≤5 yrs N=39	≥6 yrs N=302	
2.38	2.19	2.20	2.25	2.25	2.30	2.13	2.28		
3.60	3.60	3.52	3.56	3.60	3.51	3.61	3.53		
3.61	3.58	3.51	3.59	3.61	3.46	3.63	3.56		
3.55	3.46	3.41	3.38	3.44	3.45	3.60	3.41		
3.69	3.55	3.51	3.56	3.60	3.52	3.50	3.56		
3.51	3.29	3.32	3.34	3.37	3.32	3.33	3.34		
3.34	3.31	3.11	3.35	3.30	3.19	3.31	3.30		
3.25	3.08	2.97	3.20	3.16	3.03	3.31	3.15		
3.49	3.33	3.29	3.38	3.40	3.31	3.33	3.36		
3.55	3.58	3.47	3.69	3.59	3.49	3.55	3.56		
3.76	3.64	3.60	3.58	3.66	3.62	3.70	3.63		
3.61	3.50	3.49	3.40	3.50	3.50	3.53	3.48		
3.60	3.62	3.47	3.64	3.62	3.48	3.63	3.55		
3.52	3.39	3.26	3.43	3.41	3.34	3.27	3.38		
2.86	2.89	2.88	2.86	2.89	2.86	2.83	2.85		
3.48	3.50	3.51	3.46	3.52	3.40	3.60	3.51		
3.74	3.56	3.65	3.65	3.68	3.56	3.80	3.67		
3.24	3.00	2.99	3.00	3.00	3.21	2.90	3.01		
3.33	3.23	3.12	3.34	3.27	3.23	2.97	3.29		
2.70	2.57	2.43	2.61	2.53	2.71	2.65	2.52		

I. LISTENING COMPREHENSION (cont.)

- 24. Be aware of variations of pronunciation/vocabulary
- 25. Overall importance of Listening Comprehension

II. STRUCTURE OF THE FRENCH LANGUAGE

A. Speech Analysis

- 27. Recognize common pronunciation problems of nonnative speakers
- 28. Correct pronunciation errors
- 29. Recognize basic grammatical and lexical errors
- 30. Correct basic grammatical and lexical errors
- 31. Recognize inappropriate language
- 32. Correct inappropriate language
- 33. Correct unclear speech to clarify meaning
- 34. Distinguish errors that impede comprehension and those that do not

B. Writing Analysis

- 35. Identify written errors
- 36. Correct written errors
- 37. Distinguish errors that impede comprehension and those that do not
- 38. Revise writing to clarify meaning

C. Language Analysis

- 39. Analyze words (i.e., roots, prefixes and suffixes)
- 40. Analyze verb forms showing stem + ending
- 41. Understanding the basic principles of the grammar of spoken French
- 42. Understanding of major differences between spoken and written French
- 43. Understanding of the nature of French spelling
- 44. Understanding of the rules of French syllabification

	Geographic Region				Sex			Teaching Experience	
	NE N=88	C N=86	S N=97	FW N=81	F N=245	M N=107	≤5 yrs N=39	≥6 yrs N=302	
45. Recognize rules for word order	3.40	3.35	3.28	3.30	3.36	3.30	3.42	3.33	
46. Distinguish between true and false cognates	3.49	3.36	3.44	3.38	3.43	3.41	3.45	3.44	
47. Distinguish levels of language	3.02	2.82	2.80	2.99	2.87	2.99	2.94	2.80	
48. Be aware of borrowings from other languages	2.55	2.46	2.55	2.51	2.56	2.46	2.48	2.63	
49. Understand the contributions of the French language to English	2.84	2.70	2.79	2.79	2.86	2.67	3.00	2.94	
50. Understand the structure of the French sound system	3.51	3.54	3.42	3.46	3.51	3.42	3.58	3.49	
51. Contrast the English and French sound systems	2.82	2.77	2.75	2.89	2.84	2.75	2.90	2.86	
52. Compare grammatical features of French and English	2.94	2.73	2.72	2.76	2.81	2.75	2.84	2.83	
53. Know the main stages of the development of the French language	1.88	1.64	1.78	1.84	1.69	2.04	1.68	1.82	
D. Grammar									
<u>Demonstrate the correct formation and use(s) of:</u>									
54. regular and irregular verbs in high-frequency tenses	3.86	3.79	3.64	3.78	3.84	3.77	3.77	3.83	
55. regular and irregular verbs in less frequent tenses	3.28	3.04	2.98	3.03	3.01	3.24	2.94	3.12	
56. regular and irregular verbs in literary tenses	2.49	2.18	2.43	2.25	2.28	2.51	2.03	2.38	
57. reflexive and reciprocal verbs	3.68	3.64	3.42	3.55	3.60	3.51	3.45	3.60	
58. <i>connaître</i> vs. <i>savoir</i>	3.64	3.60	3.48	3.60	3.62	3.49	3.52	3.62	
59. <i>imparfait</i> vs. <i>passé composé</i>	3.73	3.59	3.55	3.66	3.65	3.58	3.67	3.61	
60. immediate and the distant future	3.14	2.98	2.93	3.06	3.05	3.01	3.35	3.06	
61. immediate past	3.33	3.23	3.26	3.35	3.29	3.31	3.35	3.29	
62. time expressions with <i>depuis</i> , <i>pendant</i> , and <i>pour</i>	3.33	3.20	3.18	3.34	3.23	3.34	3.13	3.15	
63. verb tenses	3.12	3.05	2.86	3.11	3.01	3.09	3.00	2.98	
64. indicative vs. subjunctive in dependent clauses	3.44	3.23	2.91	3.10	3.10	3.32	2.87	3.07	
65. choice of auxiliary in compound tenses	3.86	3.74	3.70	3.75	3.77	3.73	3.71	3.74	
66. agreement of past participles	3.31	2.99	3.07	3.09	3.12	3.11	3.32	3.18	

Note. NE = Northeast; C = Central; S = Southern; FW = Far West

II. STRUCTURE OF THE FRENCH LANGUAGE (cont.)

Demonstrate the correct formation and use(s) of:

- 67. expression of the passive
- 68. subject-verb agreement
- 69. modal verbs
- 70. pronoun systems
- 71. *y* and *en*
- 72. relative clauses
- 73. different types of interrogative structures
- 74. indefinite pronouns and adjectives
- 75. demonstrative and possessive adjectives
- 76. expressions of quantity
- 77. adjectives (including position)
- 78. article systems (definite, indefinite, partitive)
- 79. coordinating and subordinating conjunctions
- 80. prepositions followed by infinitives
- 81. the comparative and superlative of adjectives and adverbs
- 82. verbs followed by prepositions
- 83. verbs requiring the direct vs. the indirect objects
- 84. prepositions with geographical names
- 85. choice/omission of prepositions with dates, seasons, time
- 86. *en* + present participle
- 87. *avant de* and *après* + verbal structures
- 88. possession with *de*, *à*
- 89. position of adverbs

Note. NE = Northeast; C = Central; S = Southern; FW = Far West

	Geographic Region				Sex		Teaching Experience	
	NE N=88	C N=86	S N=97	FW N=81	F N=245	M N=107	≤5 yrs N=39	≥6 yrs N=302
2.90	2.73	2.54	2.79	2.69	2.84	2.68	2.61	
3.84	3.87	3.86	3.84	3.87	3.81	3.94	3.85	
3.57	3.55	3.42	3.55	3.52	3.52	3.58	3.46	
3.67	3.73	3.65	3.65	3.69	3.63	3.52	3.68	
3.56	3.46	3.33	3.45	3.43	3.48	3.35	3.43	
3.47	3.23	3.19	3.21	3.28	3.26	3.13	3.22	
3.60	3.61	3.51	3.59	3.62	3.47	3.74	3.61	
3.33	3.37	3.14	3.14	3.27	3.17	3.39	3.24	
3.67	3.71	3.57	3.58	3.67	3.57	3.68	3.64	
3.47	3.63	3.38	3.53	3.52	3.45	3.45	3.46	
3.81	3.70	3.65	3.71	3.75	3.63	3.77	3.75	
3.76	3.80	3.77	3.75	3.79	3.72	3.77	3.80	
3.33	3.39	3.18	3.24	3.28	3.30	3.47	3.20	
3.24	3.17	3.04	3.15	3.11	3.23	3.16	3.07	
3.58	3.49	3.39	3.39	3.49	3.40	3.45	3.50	
3.28	3.06	2.89	3.06	3.03	3.18	3.10	2.98	
3.26	3.21	3.08	3.19	3.17	3.22	3.03	3.10	
3.50	3.36	3.26	3.40	3.39	3.35	3.23	3.37	
3.37	3.30	3.15	3.20	3.26	3.24	3.16	3.24	
3.35	2.92	2.97	3.04	3.03	3.15	3.06	3.03	
3.25	2.98	2.93	3.02	3.00	3.18	3.03	2.97	
3.43	3.39	3.39	3.40	3.41	3.39	3.48	3.47	
3.17	3.13	3.00	3.20	3.14	3.10	3.32	3.10	

	Geographic Region				Sex			Teaching Experience	
	NE N=88	C N=86	S N=97	FW N=81	F N=245	M N=107	≤5 yrs N=39	≥6 yrs N=302	
3.70	3.65	3.66	3.69	3.72	3.59	3.74	3.74	3.74	
2.86	3.01	2.71	3.00	2.90	2.88	3.06	3.06	2.96	
3.03	2.93	2.75	2.96	2.89	3.00	3.03	3.03	2.83	
3.67	3.63	3.58	3.62	3.63	3.61	3.57	3.57	3.62	
3.90	3.87	3.84	3.84	3.88	3.80	3.84	3.84	3.82	
3.49	3.42	3.37	3.38	3.42	3.39	3.48	3.48	3.39	
2.47	2.25	2.35	2.43	2.36	2.44	2.35	2.35	2.41	
3.19	2.73	2.74	3.05	2.91	2.95	2.83	2.83	2.79	
3.47	3.32	3.26	3.44	3.37	3.37	3.29	3.29	3.35	
3.55	3.27	3.20	3.33	3.34	3.30	3.45	3.45	3.17	
3.23	3.13	3.05	3.14	3.14	3.12	3.10	3.10	3.10	
3.29	3.19	3.07	3.23	3.17	3.26	3.23	3.23	3.12	
3.05	2.87	2.75	2.88	2.86	2.94	3.03	3.03	2.77	
3.56	3.38	3.18	3.43	3.37	3.41	3.45	3.45	3.30	
3.15	2.88	2.85	3.14	3.00	3.00	3.00	3.00	2.89	
3.06	2.79	2.92	3.05	2.96	2.93	3.13	3.13	2.92	
2.77	2.52	2.65	2.69	2.61	2.75	2.77	2.77	2.58	
3.26	3.04	2.99	3.15	3.09	3.15	3.19	3.19	2.95	
2.74	2.53	2.55	2.57	2.57	2.66	2.97	2.97	2.54	
2.45	1.98	2.08	2.32	2.15	2.36	2.26	2.26	2.10	

II. STRUCTURE OF THE FRENCH LANGUAGE (cont.)

Demonstrate the correct formation and use(s) of:

90. plural forms of nouns
91. emphatic constructions
92. causative constructions
93. Overall importance of Structure of the French Language

III. READING COMPREHENSION

A. Understand the content and organization of a reading selection

95. Identify the main ideas
96. Identify supporting details
97. Be aware of variations in vocabulary
98. Identify the organization of a passage
99. Locate specific information in a passage
100. Understand meaning of passages from literature

B. Understand the implied content of a reading selection

101. Distinguish what is implied from what is directly stated
102. Make inferences from the directly stated content
103. Recognize the level of formality of a text
104. Distinguish fact from fiction
105. Infer the author's purpose(s) for writing the selection
106. Predict the logical sequence of ideas
107. Infer an author's reason for mentioning specific details
108. Understand logical relationships
109. Infer the probable source or audience for a text
110. Analyze/interpret works of literature

Note. NE = Northeast; C = Central; S = Southern; FW = Far West

III. READING COMPREHENSION (cont.)

- 111. Identify the tone of a text
- 112. Identify the rhythmic and metrical devices used in a poem
- 113. Relate the information in a text to situations outside the text
- 114. Analyze/interpret a literary passage

C. Understand the way in which the language is used in a reading selection

- 115. Recognize the ambiguity of a word, etc.
- 116. Recognize how meaning of a word, etc. is affected by context
- 117. Determine the meaning(s) of figurative language
- 118. Understand the function of key transition indicators
- 119. Understand selections from authentic materials
- 120. Identify the referents for nouns and pronouns
- 121. Overall importance of Reading Comprehension

IV. CULTURE

A. Geography

- 123. Identify the location of France and its major regions, etc.
- 124. Identify the location of other French-speaking countries
- 125. List the French-speaking countries
- 126. List the regions of France
- 127. Identify the major geographical features of the regions of France

B. Lifestyles and Society

- 128. Be aware of major political/social institutions of France
- 129. Know about the peoples of Francophone countries
- 130. Know about culture of French-speaking groups
- 131. Recognize the contributions of French-speaking cultures to the U.S.

Note. NE = Northeast; C = Central; S = Southern; FW = Far West

	Geographic Region				Sex		Teaching Experience	
	NE N=88	C N=86	S N=97	FW N=81	F N=245	M N=107	≤5 yrs N=39	≥6 yrs N=302
2.81	2.48	2.52	2.67	2.60	2.69	2.77	2.46	
2.44	2.06	2.08	2.11	2.13	2.30	2.13	2.03	
3.12	2.87	2.78	3.00	2.98	2.87	2.97	2.88	
2.93	2.56	2.67	2.65	2.71	2.71	2.71	2.60	
3.06	2.65	2.77	2.76	2.81	2.83	2.60	2.71	
3.31	3.12	3.14	3.13	3.19	3.15	3.13	3.08	
2.93	2.59	2.64	2.78	2.72	2.77	2.80	2.64	
3.25	3.06	3.06	3.13	3.10	3.17	3.07	3.07	
3.73	3.46	3.38	3.47	3.50	3.51	3.43	3.40	
3.27	3.24	3.10	3.19	3.17	3.26	3.28	3.08	
3.47	3.31	3.21	3.29	3.29	3.38	3.15	3.23	
3.77	3.73	3.80	3.77	3.81	3.67	3.83	3.76	
3.69	3.47	3.51	3.47	3.61	3.37	3.70	3.54	
3.04	2.60	2.80	2.81	2.86	2.75	3.07	2.80	
2.73	2.57	2.65	2.70	2.64	2.76	2.77	2.64	
2.98	3.06	2.98	3.10	3.08	2.93	3.20	3.03	
3.16	3.07	3.01	3.16	3.14	3.03	3.24	3.01	
3.24	2.92	3.01	3.17	3.15	2.95	3.40	3.10	
2.86	2.51	2.72	2.80	2.79	2.60	2.97	2.84	
3.15	3.10	3.06	3.16	3.21	2.93	3.40	3.19	

	Geographic Region				Sex			Teaching Experience	
	NE N=88	C N=86	S N=97	FW N=81	F N=245	M N=107	≤5 yrs N=39	≥6 yrs N=302	
IV. CULTURE (cont.)									
132. Know about attitudes/values in French culture	3.36	3.34	3.22	3.35	3.34	3.26	3.43	3.24	
133. Know about lifestyles of France	3.57	3.57	3.57	3.47	3.62	3.38	3.63	3.56	
134. Know about lifestyles of other French-speaking countries	3.10	2.74	3.00	2.89	2.98	2.83	3.10	3.00	
135. Identify/explain stereotypes associated with French culture	3.16	3.19	3.16	3.20	3.25	3.01	3.33	3.14	
C. Sociolinguistic Elements of French									
136. Identify sociocultural (sc) diffs. France and the United States	2.88	2.92	2.85	3.09	2.93	2.96	3.10	2.87	
137. Identify sc diffs. other Francophone countries and the U.S.	2.65	2.35	2.40	2.67	2.52	2.56	2.71	2.50	
138. Be aware of non-verbal aspects of communication	2.95	2.92	3.06	2.95	3.03	2.87	3.03	2.96	
139. Be aware of the major diff. in communicative tasks cultures	3.40	3.39	3.40	3.38	3.45	3.27	3.39	3.39	
140. Characteristics of French orthography	3.47	3.42	3.37	3.30	3.46	3.26	3.32	3.47	
D. History									
141. Know major contributions in science and technology	2.80	2.71	2.73	2.66	2.76	2.67	2.61	2.72	
142. Know significant events and principal figures	3.24	3.09	3.14	3.08	3.17	3.08	3.16	3.05	
143. Know significant events and figures of other French-speaking countries	2.84	2.49	2.45	2.63	2.62	2.58	2.48	2.58	
144. Be aware of contemporary world politics/economics affecting France	2.91	2.80	2.77	2.95	2.89	2.81	2.71	2.84	
145. Be aware of contemporary world pol./economics affecting French-speaking countries	2.68	2.49	2.37	2.65	2.55	2.56	2.29	2.51	
E. Literature and Fine Arts									
146. Be familiar with the major works/authors of France	3.38	3.01	3.16	3.08	3.14	3.21	3.06	3.02	
147. Be familiar with works/authors of other French-speaking countries	2.75	2.35	2.40	2.64	2.53	2.55	2.39	2.47	
148. Know significant figures, works, and events in the French theater	3.13	2.84	2.89	3.01	2.97	2.96	2.87	2.87	
149. Know about figures, etc. in the arts of other French-speaking cultures	2.53	2.11	2.24	2.48	2.33	2.38	2.39	2.22	
150. Place styles in the arts in their historical/social context	2.72	2.37	2.44	2.54	2.48	2.62	2.45	2.35	
151. Overall importance of Culture	3.35	3.23	3.29	3.29	3.33	3.19	3.14	3.21	

Note: NE = Northeast; C = Central; S = Southern; FW = Far West

	Geographic Region					Sex			Teaching Experience	
	NE	C	S	FW	F	M	≤5 yrs	≥6 yrs		
	N=88	N=86	N=97	N=81	N=245	N=107	N=39	N=302		
V. SPEAKING										
153. Speak well enough to be understood by a native speaker	3.83	3.87	3.81	3.86	3.85	3.84	3.81	3.83	3.83	
154. Present ideas in a logical manner	3.71	3.56	3.65	3.71	3.67	3.64	3.71	3.68	3.68	
155. Converse in a clearly participatory fashion	3.76	3.59	3.57	3.74	3.68	3.62	3.71	3.64	3.64	
156. Speak with accurate pronunciation and intonation	3.62	3.47	3.45	3.60	3.56	3.46	3.48	3.63	3.63	
157. Speak with a moderate degree of fluency	3.67	3.54	3.45	3.73	3.59	3.59	3.58	3.56	3.56	
158. Demonstrate a working vocabulary	3.72	3.58	3.66	3.80	3.71	3.62	3.77	3.70	3.70	
159. Speak with sufficient grammatical accuracy	3.57	3.42	3.41	3.65	3.50	3.50	3.29	3.45	3.45	
160. Initiate and sustain a variety of communicative tasks	3.67	3.32	3.31	3.57	3.46	3.45	3.65	3.41	3.41	
161. Describe a visual stimulus	3.64	3.39	3.39	3.58	3.54	3.40	3.55	3.51	3.51	
162. Paraphrase orally a spoken stimulus	3.31	3.11	3.14	3.39	3.25	3.21	3.19	3.26	3.26	
163. Paraphrase orally a written stimulus	3.34	3.20	3.10	3.39	3.28	3.23	3.23	3.27	3.27	
164. Give a brief talk to a formal assembly	2.84	2.53	2.57	2.81	2.57	2.95	2.55	2.56	2.56	
165. Present opinions on familiar topics	3.59	3.40	3.26	3.53	3.41	3.49	3.48	3.36	3.36	
166. Restate/compare differing points of view	3.24	3.00	2.80	3.23	3.02	3.15	3.00	2.99	2.99	
167. Defend opinions on familiar topics	3.39	3.09	2.97	3.27	3.13	3.27	3.16	3.09	3.09	
168. Narrate/describe situations	3.72	3.55	3.40	3.67	3.57	3.58	3.45	3.52	3.52	
169. Supply a synonym for a word/phrase	3.48	3.32	3.36	3.54	3.45	3.36	3.35	3.40	3.40	
170. Request clarification of a spoken message	3.71	3.73	3.55	3.65	3.66	3.66	3.65	3.61	3.61	
171. Summarize a speaker's main idea(s)	3.55	3.22	3.22	3.48	3.34	3.42	3.39	3.30	3.30	
172. Read aloud with intonation, inflection, etc.	3.63	3.35	3.43	3.51	3.49	3.44	3.42	3.45	3.45	
173. Provide comprehensible directions/instructions	3.84	3.79	3.76	3.78	3.84	3.69	3.81	3.78	3.78	
174. Overall importance of Speaking	3.78	3.73	3.71	3.83	3.75	3.76	3.76	3.73	3.73	

	Geographic Region				Sex			Teaching Experience	
	NE	C	S	FW	F	M	≤5 yrs	≥6 yrs	
	N=88	N=86	N=97	N=81	N=245	N=107	N=39	N=302	
VI. WRITING									
176. Write well enough to be understood by native speakers of French	3.72	3.64	3.64	3.74	3.69	3.66	3.84	3.65	
177. Present ideas in a logical manner	3.71	3.59	3.49	3.63	3.60	3.61	3.74	3.57	
178. Use structures and transitions to produce cohesive writing	3.53	3.35	3.32	3.49	3.41	3.42	3.58	3.37	
179. Write simple social correspondence	3.66	3.53	3.45	3.66	3.58	3.54	3.74	3.54	
180. Write a formal or business letter	2.83	2.66	2.76	2.76	2.74	2.81	2.94	2.69	
181. Take notes	3.30	2.96	3.07	3.21	3.17	3.08	3.23	3.13	
182. Write summaries	3.41	3.10	3.03	3.29	3.20	3.24	3.16	3.14	
183. Describe an event or situation	3.63	3.45	3.27	3.48	3.47	3.43	3.55	3.37	
184. Describe a visual stimulus	3.57	3.42	3.30	3.51	3.49	3.37	3.57	3.39	
185. Narrate in paragraph-length discourse	3.44	3.24	3.07	3.44	3.28	3.28	3.20	3.21	
186. Describe (situations, scenes, etc.) in paragraph-length discourse	3.46	3.31	3.11	3.53	3.34	3.33	3.42	3.24	
187. Use a variety of sentence structures	3.49	3.33	3.19	3.43	3.36	3.37	3.48	3.33	
188. Explain a process/procedure	3.29	3.11	3.05	3.24	3.19	3.13	3.26	3.16	
189. Give directions/instructions	3.78	3.58	3.58	3.68	3.69	3.56	3.71	3.65	
190. Present/defend an opinion	3.38	3.08	3.00	3.19	3.14	3.21	3.13	3.09	
191. Restate/compare differing points of view	3.17	2.84	2.78	3.04	2.92	3.04	2.87	2.88	
192. Develop topic sentences	3.29	2.98	2.81	3.05	3.00	3.11	2.87	2.95	
193. Use relevant vocabulary	3.72	3.59	3.57	3.64	3.63	3.62	3.74	3.59	
194. Use appropriate language	3.52	3.31	3.32	3.45	3.41	3.39	3.55	3.39	
195. Produce writing that is free of major errors	3.52	3.33	3.38	3.40	3.38	3.46	3.26	3.35	
196. Overall importance of Writing	3.55	3.31	3.36	3.44	3.39	3.48	3.35	3.39	

VII. FOREIGN LANGUAGE PEDAGOGY

A. Planning

- 198. Give a rationale for learning French
- 199. Explain the role of French in the total curriculum
- 200. Give a rationale for teaching a particular topic
- 201. Give a rationale for teaching a particular content area

B. Curriculum and instruction

- 202. Evaluate the impact of a learning theory on teaching
- 203. Understanding current methodologies
- 204. Be aware of the importance of articulation
- 205. Be aware of criteria for selecting curricular materials
- 206. Be aware of criteria for selecting mass media
- 207. Be aware of criteria for selecting instructional technologies
- 208. Select/use a variety of teaching strategies
- 209. Be aware of strategies to integrate French with other curricula
- 210. Use students' experiences to teach
- 211. Manage student interaction
- 212. Be aware of strategies for motivating students
- 213. Be aware of factors that affect teaching
- 214. Be aware of factors that affect students' learning
- 215. Be aware of professional/scholarly literature
- 216. Be aware of professional/scholarly organizations
- 217. Understand current language proficiency guidelines
- 218. Show students ways to study effectively
- 219. Understand needs of foreign language students

	Geographic Region				Sex		Teaching Experience	
	NE	C	S	FW	F	M	≤5 yrs	≥6 yrs
	N=88	N=86	N=97	N=81	N=245	N=107	N=39	N=302
	3.55	3.44	3.56	3.46	3.55	3.45	3.81	3.54
	3.30	3.22	3.32	3.41	3.35	3.26	3.61	3.31
	3.22	3.11	3.09	3.29	3.20	3.17	3.45	3.21
	2.63	2.26	2.35	2.74	2.45	2.66	2.61	2.47
	2.19	2.13	2.22	2.36	2.23	2.30	2.61	2.22
	2.88	2.90	2.76	3.00	2.91	2.84	2.90	2.91
	2.94	2.98	2.87	3.08	2.98	2.96	2.97	2.96
	3.22	3.41	3.27	3.23	3.29	3.26	3.32	3.29
	3.09	3.20	3.04	3.11	3.13	3.10	3.32	3.10
	3.02	3.06	2.55	2.89	2.98	3.00	3.00	2.99
	3.55	3.60	3.57	3.56	3.64	3.43	3.81	3.59
	2.95	2.75	2.81	2.93	2.90	2.79	3.06	2.87
	3.32	3.20	3.11	3.33	3.30	3.11	3.52	3.23
	3.72	3.80	3.69	3.68	3.79	3.59	3.90	3.75
	3.73	3.70	3.66	3.72	3.78	3.52	3.81	3.72
	3.36	3.31	3.26	3.35	3.38	3.22	3.55	3.44
	3.36	3.42	3.27	3.36	3.42	3.23	3.65	3.46
	2.89	2.78	2.80	3.00	2.91	2.80	2.90	2.85
	2.89	2.78	2.88	2.85	2.88	2.82	2.87	2.84
	3.00	2.90	2.93	3.05	3.00	2.93	3.03	2.94
	3.69	3.65	3.61	3.63	3.71	3.51	3.81	3.68
	3.02	2.81	3.03	2.94	3.01	2.87	3.30	2.98

Note. NE = Northeast; C = Central; S = Southern; FW = Far West

VII. FOREIGN LANGUAGE PEDAGOGY (cont.)

C. Evaluation

- 220. Construct assessment measures
- 221. Use a variety of evaluation strategies
- 222. Develop strategies to determine students' understanding
- 223. Engage students in developing their own questions
- 224. Recognize patterns of error in students' work
- 225. Overall importance of Foreign Language Pedagogy

	Geographic Region				Sex		Teaching Experience	
	NE N=88	C N=86	S N=97	FW N=81	F N=245	M N=107	≤5 yrs N=39	≥6 yrs N=302
3.64	3.57	3.61	3.57	3.68	3.43	3.61	3.64	
3.65	3.56	3.57	3.59	3.66	3.45	3.77	3.63	
3.65	3.49	3.48	3.58	3.63	3.40	3.74	3.57	
3.33	3.30	3.15	3.38	3.35	3.19	3.48	3.30	
3.67	3.57	3.43	3.56	3.59	3.49	3.71	3.56	
3.45	3.45	3.41	3.55	3.50	3.43	3.55	3.50	