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Self-Efficacy in the Standards of Foreign Language Learning Instrument

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Self-Efficacy in the Standards of Foreign Language Learning Instrument

Instructions:

On a scale from 0 (no chance) to 100 (completely certain), **how sure are you that you can** perform each of the tasks below with **reasonable grammatical accuracy, fluency, and ease**? Remember that you may use any number between 0 and 100.

0	10	20	30	40	50	60	70	80	90	100
No		20%		40%		60%		80%		100%
Chance		Certain		Certain		Certain		Certain		Certain

1. COMMUNICATION

Communication: Interpersonal

Spoken:

I can introduce someone and use basic greetings and leave-taking expressions.
I can ask people questions about where they live, people they know, and things they have.
I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on familiar topics.
I can get simple information about travel.
I can order something to eat or drink.
I can ask for and give directions referring to a map.
I can make and respond to invitations.
I can say what I like and dislike.
I can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.
I can agree and disagree politely.
I can give and seek personal views and opinions in an informal discussion with friends.
I can narrate a story in the past tense.
I can give detailed accounts of experiences, describing feelings and reactions
I can describe dreams, hopes, and ambitions using the future tense.
I can explain and give reasons for my plans and intentions.
I can exchange information on the telephone.
I can give advice to my friends.
I can relate the plot of a book or film and describe my reactions.
I can initiate, maintain, and end discourse naturally with effective turn-taking.
I can take an active part in informal discussions in familiar contexts, commenting and explaining my point of view clearly.
I can respond to hypotheses in an informal discussion.
I can account for and sustain my opinions in discussion by providing relevant arguments and comments.
I can construct a chain of reasoned arguments.
I can explain a viewpoint on an issue giving the advantages and disadvantages of various options.
I can express my ideas and opinions clearly and precisely.
I can actively participate in a debate.
My accent can be easily understood by a native French speaker.
I can communicate in French with a French accent.

Written:

I can ask for clarification in an email.
I can make comparisons in written form
I can write an email to make future plans with a friend.
I can express my feelings and emotions in writing.

Mills, N. A. (in press). *A Guide du Routard Simulation: Increasing Self-Efficacy in the Standards through Project-Based Learning*. *Foreign Language Annals*.

I can express needs in written form.

I can participate in extended written chat conversations using the present tense.

I can participate in extended written chat conversations using a combination of present, past, and future tenses.

Communication: Interpretive

Written (Reading):

I can understand the essential items on a menu.

I can understand an email that provides me with information about a particular task.

I can understand a questionnaire well enough to give the most important information about myself (name, date of birth, nationality)

I can read a short message about a concrete event and understand what happened and where.

I can understand a short narrative on everyday topics

I can identify pieces of information in short, simple factual texts.

I can skim short advertisements in newspapers and identify important pieces of information.

I can understand the main points in short newspaper articles about current and familiar topics.

I can understand literary texts with a basic vocabulary and a simple straightforward plot.

I can understand the plot of a clearly structured story and recognize what the most important episodes and events are and what is significant about them.

I can read and understand articles and reports in which the writers express specific points of view.

I can read short stories and follow the flow of thoughts and actions and thus understand the overall meaning and many details.

I can read contemporary literary texts with ease.

I can recognize the social or historical background of a literary work.

Spoken (Listening):

I can understand questions and instructions.

I can catch the main point in short, clear, simple messages and announcements.

I can identify main ideas and details when listening about topics such as self, family, or school.

I can follow everyday conversations about familiar topics.

I can listen to a short narrative and form hypotheses about what will happen next.

I can understand the main ideas of an interview.

I can understand the details of an interview.

I can understand the main ideas of most TV shows.

I can understand the details of most TV shows.

I can understand the main ideas of a short documentary.

I can understand the details of a short documentary.

I can understand the main ideas of film clips in the target language.

I can understand the details of film clips in the target language.

I can watch a French film and summarize the main ideas.

I can watch a French film and then analyze and interpret it.

I can understand extended conversations and speech such as dialogues, monologues, and lectures.

Communication: Presentational

Written:

I can write a simple postcard

I can write simple directions.

I can write sentences and simple phrases about myself, for example where I live and what I do.

I can introduce myself in a self-portrait including information about family, school, job, and hobbies.

I can write on topics which are familiar to me or which interest me personally.

I can write short simple texts about experiences or events.
 I can describe the plot of a film or short story in a composition.
 I can write summaries of articles on topics of general interest
 I can debate about a topic in a composition, giving reasons for or against a specific point of view and explaining the advantages and disadvantages of different alternatives.
 I can write organized stories with an interesting plot.
 I can write about real or fictional experiences in a detailed and easily comprehensible way.
 I can write a review of a short film.
 I can write an analytical essay.
 I can write a letter to an editor making a statement in favor of or against a point of view.
 I can present points of view in a composition on a topic underlining the main ideas and supporting reasoning with examples.
 I can write a well-structured review of a paper giving reasons for my opinion.
 I can write a critical review of a cultural event (film, theater, etc.)
 I can write a short biography of a well-known person.
 I can write a research report on a literary figure or cultural topic.
 I can research and report on a regional aspect of France or a francophone country.
 I can write a persuasive essay.
 I can write an interview including both questions and responses.

Spoken:

I can describe myself, my family and other people.
 I can give a brief organized oral presentation using visual and technological support (i.e., PowerPoint) when appropriate
 I can present rehearsed skits.
 I can give prepared presentations about a cultural topic.
 I can give prepared presentations with near full control of present, past, and future tenses.

2. CULTURE (19 ITEMS)

Culture: Perspectives, Practices, Products

Perspectives:

I am familiar with the role of contemporary figures in the French/ francophone culture.
 I am familiar with the role of historical people in the French / francophone culture.
 I am familiar with the role of contemporary and historical events in French / francophone culture.
 I can recognize how practices and products (politics, art, architecture, music and literature) reflect the viewpoints of people in French-speaking countries.

Practices:

I can describe customs and traditions of the target culture.
 I can participate in real or simulated cultural events (i.e., family activities and holiday celebrations.)
 I can identify patterns of behavior typically associated with the culture such as eating and shopping customs, leisure activities, and national holidays.
 I can research, plan, and participate in a cultural event.

Products:

I can examine the influence of the geography of French and francophone countries on cultural elements such as food, clothing, housing, transportation, language, and art.
 I can provide information about French /francophone cuisine.
 I can provide information about French/ francophone lodging/housing.

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I can provide information about French/ francophone artists and their influence on French/francophone culture.
I can recognize important monuments and symbols of French and francophone culture.
I can express opinions about French / francophone media (television, commercials, etc.)
I can research and report on an event, idea, or person from the French/ francophone culture(s).
I can research and report on contemporary or historical events and issues.
I can give information regarding major current events of the target culture.
I can share opinions about literature and art from France and francophone countries.

3. CONNECTIONS

Connections:

I can identify examples of vocabulary and symbols from French that are used in other subjects.
I can relate content from other subject areas (history, politics, economics, literature) to topics discussed in French class.
I can discuss how members of the French/francophone culture view the United States.
I can identify examples of the target language and culture that are evident in and through media and entertainment.
I can demonstrate knowledge of geographical locations and identify geographical features of the places where the target language is spoken.

4. COMPARISONS

Comparisons:

I can compare patterns of behavior and interaction in my culture to that of the French/ francophone culture(s).
I can demonstrate an awareness of my own culture.
I can compare and contrast social conventions of the target culture with those of my own culture.
I understand that language and meaning do not transfer directly from one language to another.
I can recognize and discuss national differences among French-speaking countries.
I can analyze and explain local, regional, and national differences in the countries where French is spoken.
I can examine and compare similarities and differences that exist within and among the culture(s) studied.

5. COMMUNITIES

Communities:

I can identify resources through the community or the Internet that provide basic cultural information about the French / francophone culture(s).
I can locate and use resources, such as individuals and organizations, accessible through the community or Internet, to reinforce cultural understanding.
I can find resources on campus that will enhance my understanding of French language and culture(s).
I can use my knowledge of French language and culture(s) in a study abroad setting.
I can use the French language both within and beyond the school setting.

TOTAL: 125 ITEMS