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.

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.

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