

AN INVESTIGATION OF THE EFFECT OF
EVALUATION TECHNIQUES ON PUPIL
ACHIEVEMENT IN THE TEACHING OF A
FRENCH PROGRAM

CENTRE FOR NEWFOUNDLAND STUDIES

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AN INVESTIGATION OF THE EFFECT OF EVALUATION
TECHNIQUES ON PUPIL ACHIEVEMENT IN THE
TEACHING OF A FRENCH PROGRAM



by
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A Thesis presented in partial fulfillment
of the requirements for the degree of
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ABSTRACT

The purpose of the present study was to examine the effect of evaluation on student achievement in the learning of French as a second language. The study questioned whether student knowledge of the evaluation of listening and speaking skills would affect student achievement in these skill areas.

The sample consisted of 64 grade eight students attending two separate elementary schools in an urban district of eastern Newfoundland. Each class was randomly assigned to treatment and traditional groups. Students in the traditional group anticipated traditional evaluation procedures, which stressed the reading and writing skills. Students in the treatment group anticipated evaluation of all four language skills--listening, speaking, reading, and writing.

Tests were developed for each of the skill areas of listening, speaking, reading, and writing to accompany Component V of the Passeport Francais program, the basic skills approach to French language learning currently in use in the schools. The tests were checked for validity and reliability. After five weeks of instruction by their teachers, which was monitored by the investigator, the

students were administered the tests focussing on each of the language skill areas.

The hypotheses predicted that there would be no significant difference in achievement between the treatment and traditional groups with respect to the results of the criterion-referenced achievement tests in the skill areas under investigation.

The data collected from the four subtests were compared between the two groups using a series of t-tests for independent samples. A .01 level of significance was used.

The major findings of the study revealed that students achieve at a higher level in French, if they are aware that their evaluation includes each of the language skills of listening, speaking, reading, and writing. Students who do not anticipate evaluation of the listening and speaking skills do not achieve at as high a level in those skill areas.

The findings also suggested that students experience greater success when evaluation procedures reflect the aims and teaching strategies of the French language program being used.

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TABLE OF CONTENTS

CHAPTER		Page
I	THE PROBLEM	1
	Theoretical Background and Rationale	1
	Purpose of the Study	5
	Operational Definitions	6
	Limitations of the Study	8
II	REVIEW OF LITERATURE	9
	Evaluation and Objectives	9
	Evaluating the Four Language Skills	14
	Testing in French Programs	21
	Conclusion	23
III	DESIGN OF THE STUDY	25
	General Design of the Study	25
	Sample	27
	The Instruments	27
	Validity and Reliability of the Instruments	29
	Analysis of the Data	30
IV	PRESENTATION OF RESULTS	31
V	SUMMARY, CONCLUSIONS, RECOMMENDATIONS	39

CHAPTER

Page

Overview of Procedures	39
Conclusions	41
Implications for Education	45
Recommendations	47

BIBLIOGRAPHY	49
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APPENDIX A	SPEAKING TEST	53
APPENDIX B	LISTENING COMPREHENSION TEST	62
APPENDIX C	READING TEST	69
APPENDIX D	WRITING TEST	75

LIST OF TABLES

TABLE		Page
1	Reliability Coefficient	29
2	Means and t-value for Listening Scores	31
3	Means and t-value for Speaking Scores	32
4	Means and t-value for Reading Scores	33
5	Means and t-value for Writing Scores	34

LIST OF FIGURES

FIGURE		Page
1	Posttest mean scores for treatment and traditional groups	35
2	Mean gain scores for traditional and treatment groups	37

CHAPTER I

THE PROBLEM

Theoretical Background and Rationale

The present French program in use in Newfoundland schools reflects a basic skills approach to learning French as a second language. The objectives of this approach deal mainly with the development of the four skills--listening, speaking, reading, and writing. To evaluate the student effectively, therefore, the teacher must be careful to test all four skills.

With the overall priority of our present French program being communicative competence, an important amount of classroom time must be provided for the aural-oral development. Concomitant with this in-class emphasis, evaluation procedures must be established to ensure that stated program objectives are being achieved.¹

If the four skills are to be taught and stressed in a particular unit of study, then it might be said that one cannot evaluate student achievement fairly by testing only the reading or writing components. In Carroll's words:

¹Department of Education: Province of Newfoundland, Oral Evaluation--Grades IV-X (1969), p. 1.

Tests and examinations play the role of exemplifying and concretizing the major objectives of teaching, in the sense that they show the student what he is expected to be able to perform.²

A student who is aware that he is only being evaluated on the reading or writing skill knows that he is not expected to perform in the language. Even though emphasis on reading and writing might perfect these skills, it de-emphasizes the aural-oral skills and doesn't evaluate the total learning.

Often tests and even more frequently, quizzes, can be put together haphazardly shortly before they are administered because the teacher is overworked and unable to devote much time or thought to their preparation. Mackey states:

Testing in the modern-language class is oftentimes inadequate: The teacher is usually preoccupied with classroom activities and cannot devote the time to test what has been taught.³

This practice is particularly true with respect to the testing of the aural-oral skills. Generally, the time involved in the construction of aural-oral tests accounts for the reason why these tests do not form part of the evaluation.

² John B. Carroll, "Learning Theory for the Classroom Teacher", ACTFL Review of Foreign Language Education, Volume 6 (Skokie, Illinois, 1974), p. 81.

³ William F. Mackey, Language Teaching Analysis, (Indiana University Press, 1967), p. 405.

Traditionally, tests in the second language classroom have evaluated the reading and writing skills, often by means of translation. This practice would seem to be followed in many classrooms in this Province, as well as elsewhere. Rivers points out that:

With a changing emphasis in teaching objectives and methods, there is always the danger that a time lag will develop between teaching and testing. Certain forms of tests become so established with the passing of time that teachers who were tested by these methods themselves tend to accept them without reflection as being of unquestionable value. Many teachers do not even pause to analyze what the types of questions they are asking and the types of exercises they are setting are really testing. They are merely dismayed at the results and complain about deteriorating standards.⁴

She indicates also that:

... what is being demanded of foreign-language students ... is the demonstration of their ability to understand, speak, and read the foreign language. ... Teachers are conscious of these expectations and, for the most part, are trying to satisfy them by making the active communication skills the foundation of their classroom procedures. ... Despite this change in approach, many tests, ... have not changed to a marked degree. ... As a result, numbers of students are being taught one way and tested in another.⁵

The courses now being taught in Newfoundland schools are influenced by the audio-lingual approach to the teaching of second language. Rivers says:

⁴Wilga M. Rivers, Teaching Foreign Language Skills, (Chicago: University of Chicago Press, 1968), p. 301.

⁵Ibid., p. 302.

The objectives of the audio-lingual method are clearly stated to be the development of mastery at various levels of competence in all four language skills--beginning with listening and speaking, and using these as a basis for the teaching of reading and writing.⁶

With the concern for the development of the oral skills, then, these skills should form an important part of the evaluation. The Passeport Francais program states that:

Passeport Francais provides the materials necessary to help students develop a level of proficiency in the basic language skills--aural comprehension, oral facility, reading and writing. It therefore follows that a good testing program assesses the student's level of achievement within each of these basic skills.

This research assumed that the types of evaluation used are of importance, not only in order to indicate more truly the objectives of a program but also in order to motivate the students to concentrate on all four skills. The Modern Language Association of America discusses the importance of tests themselves in motivating student progress. It feels that:

... students display their highest peak of interest and concentration during a testing period. The teacher need only be sure that

⁶ Wilga M. Rivers, Teaching Foreign Language Skills, (Chicago: University of Chicago Press, 1968), p. 44.

⁷ Morgan Kenny and others, Passeport Francais: General Information, Philosophy and Testing. (D.C. Heath and Company, Canada Ltd., 1973), p. 1.

the student knows what to expect on the test: What material will be covered and what testing techniques will be used.⁸

Therefore, if aural-oral skills are not emphasized in the testing period, students will not be motivated to concentrate on these skills. Mackey says:

A teacher who stresses the reading and writing skills may encourage adequate proficiency in these skills, but is overlooking the inclusion of the listening and speaking components of the language.⁹

The question of evaluation, then, is an important one, not only from the point of view of testing the program's objectives but also the effect that evaluation has on the overall achievement level of that course.

Purpose of the Study

The purpose of this study is to examine the problem, "Does the evaluation of all four skills (listening, speaking, reading and writing) affect student achievement?"

From the viewpoint of educational theory, it would appear that students who are evaluated on all four skills would concentrate more particularly on the learning of the aural-oral skills than students who are evaluated by a more

⁸Modern Language Association of America: A Handbook on Foreign Language Classroom Testing, (United States Department of Health, Education and Welfare, June, 1968), p. 7.

⁹William F. Mackey, Language Teaching Analysis, (Indiana University Press, 1967), p. 403.

traditional method employing only the reading and writing skills.

Two groups of grade eight students were involved in this study. One of the groups (the treatment group) was aware of the method of evaluation from the beginning of the unit. The other group (the traditional group) anticipated evaluation to be done by a more traditional method. The purpose of this study is to determine whether the method of evaluation had an effect on the students' achievement.

In attempting to investigate the question, four hypotheses will be examined:

- a) There is no significant difference between achievement of the traditional and treatment groups with regard to Listening Skills.
- b) There is no significant difference between achievement of the traditional and treatment groups with regard to Speaking Skills.
- c) There is no significant difference between achievement of the traditional and treatment groups with regard to Reading Skills.
- d) There is no significant difference between achievement of the traditional and treatment groups with regard to Writing Skills.

Operational Definitions

Listening Skill: This skill includes listening comprehension, sound discrimination (lexical meaning, structural meaning) translation, intonation and comprehension of new vocabulary.

Speaking Skill: This skill includes oral reading of a recombined dialogue, oral questions on the dialogue and structures of the unit of study and general questions on information contained in the unit.

Reading Skill: This skill includes a reading passage followed by multiple choice, rejoinder and complete sentence responses to questions on the content of the passage.

Writing Skill: This skill includes a written expose of a series of pictures pertaining to the unit of study, questions on points of grammar contained in the unit, a dictation, and general questions to be answered in complete sentences in French.

Traditional Group: This group consists of students who were taught in the regular manner and who were anticipating traditional evaluation procedures emphasizing the reading and writing skills.

Treatment Group: This group consists of students who were taught in the regular manner but who were anticipating evaluation in all four skills.

Passeport Francais Program: This is the program presently being used in Newfoundland schools commencing at the Grade Eight level.

Component: This term refers to a unit of study in the Passeport Francais program.

Limitations of the Study

The results of this study must take into consideration the following limitations:

- a) Only the Grade Eight population is used. The results may not be valid for earlier or later grades.
- b) Only one subject area "French" is being examined for the purposes of this study. One cannot generalize with respect to evaluation and achievement in other subject areas.
- c) The student samples used in the study are Newfoundland students. Since the province is relatively removed from the influence of a French milieu, the results may not be generalizable to all areas of Canada.
- d) The study evaluates only one unit in a year's course of work or 20 teaching days. The results may differ over a longer period of time.
- e) The students were taught by their regular classroom teachers and variations in teaching style and techniques may influence the findings.

CHAPTER II

REVIEW OF LITERATURE

Evaluation and Objectives

Evaluation is inseparably related to both objectives and classroom procedures and must be given equal consideration as the class proceeds through the course. First of all, the teacher must establish the student goals, then proceed to plan activities which will enable the student to achieve these goals.

The main objective of evaluation in the classroom is to judge achievement, that of both student and teacher.

Cornfield states that:

Tests are essential to measure the teacher's effectiveness as well as the student's achievement.¹⁰

Rivers says:

Tests should be conceived as teaching devices and, therefore, as a natural step in the educational process. They should serve a twofold instructional purpose, acting as a guide to the student and a guide to the teacher. Each test should help the student by indicating to him the level of achievement he is expected to have reached, the level he

¹⁰ Ruth Cornfield, Foreign Language Instruction, (Meredith Publishing Co., New York, 1966), p. 145.

has reached, and the discrepancy between the two. . . . Well-designed tests are also a guide to the teacher.¹¹

Evaluation of achievement is the feedback which encourages improvement and identifies both student and teacher strengths and weaknesses. A careful analysis of test scores enables the teacher to devote extra attention to a particular skill or structure that may not have been adequately mastered.

Evaluation often seems confusing depending on whether one is considering it from a theoretical or "testing" perspective. Tyler defines evaluation as:

A process for determining to what extent the educational objectives of a learning experience have been organized so as to produce a desired result. It is also a process to determine the degree to which changes in behavior are actually taking place. This evaluation must continue throughout the whole curriculum development to determine if any changes are taking place and to offer any relevant improvements in the curriculum.¹²

Even though this definition is not meant specifically to include language learning processes, it does concur with that of authors of second language research.

Valette refers to the three important roles that tests play in the second language program:

¹¹ Wilga M. Rivers, Teaching Foreign Language Skills, (Chicago: University of Chicago Press, 1968), p. 289.

¹² Ralph Tyler, Perspectives of Curriculum Evaluation, (Chicago: Rand McNally, 1967), p. 72.

They define course objectives, they stimulate student progress and they evaluate class achievement.¹³

She further states:

. . . before determining a testing program for a specific course--indeed before setting out to teach a course--the teacher should clearly envision the course objectives.¹⁴

In Rivers' words:

No test will be efficiently constructed if the teacher designing it does not have a clear picture in his mind of what he expects his students to know.¹⁵

. . . Before deciding which skills he wishes to test and which aspects of skills he must emphasize in particular tests, the teacher must first establish the objectives of the course . . . he should carefully analyze the skill areas involved and devise items which test individually the various elements identified in this analysis. . . .¹⁶

Chastain says:

A representative sample of items should be assembled from which the teacher picks his material in accordance with the objectives of a lesson or unit.¹⁷

¹³ Rebecca M. Valette, Modern Language Testing, (Harcourt Brace Jovanovich, Inc., New York, 1977), p. 17.

¹⁴ Ibid., p. 17.

¹⁵ Wilga M. Rivers, Teaching Foreign Language (Chicago: University of Chicago Press, 1968), p. 308.

¹⁶ Ibid., p. 290.

¹⁷ Kenneth Chastain, The Development of Modern Language Skills: Theory to Practice, (The Center for Curriculum Development, Inc., Philadelphia, Pa., 1971), p. 330.

Chastain further suggests that the test should reflect a percentage according to the stress placed on each of the language skills, and should reflect not only the objectives, but also the classroom procedures which were employed to accomplish the objectives.

The type of exercise which was used to teach the item should also be used in the testing procedure. Furthermore, students should be familiar with the techniques used for testing. . . . It is not just to evaluate students through the use of a dictée, for example, when in fact they have not been given practice.¹⁸

Mackey suggests that:

It is beneficial to state the objectives of a particular lesson or unit in advance and itemize the vocabulary, linguistic elements and structures which accompany the objectives. This procedure facilitates easy reference to testing items. . . . The student, as well, will know what to study if he is aware specifically of what is being taught.¹⁹

The Passeport Français program recommends that students be given a study guide which gives samples of the questions they will be asked. It is also important that the teacher try to write items as closely as possible to language which would occur in actual usage.

The test should be concerned with genuinely important skills and should reproduce as clearly as possible the real-life conditions under which the student is going to perform the task being tested.²⁰

¹⁸Ibid., p. 333.

¹⁹William F. Mackey, Language Teaching Analysis, (Indiana University, 1967), p. 407.

²⁰Peter Hilton, Copley News Service. "Standardized Tests Labelled 'Dishonest'", (ACTFL Review, National Text-book Company, 1975), p. 81.

Lado stresses the need for testing second language problems as defined by research in contrastive applied linguistics. The book, which was primarily intended for teachers of English as a foreign language, presents techniques for testing the elements of language and the integrated skills.

Lado's theory of language testing is based on present linguistic understanding of language and on observations concerning the role of habit in learning a second language.

Lado states that "The theory of language testing assumes that language is a system of habits of communication."²¹ The student then, gives his attention to the overall meaning he is conveying or perceiving. The habits involve several levels of structure within which are structures of parts of sentences, habits of articulation and patterns of intonation stress and rhythm.

The theory also assumes that linguistic and cultural meanings communicated through languages are also structured and associated to formal elements of language. The student goes from individual stimulation and meanings which are not part of the units of language to cultural and linguistic meanings that are. Encoding of these meanings takes place.

²¹ Robert Lado, Language Testing, (Longman Canada Ltd., Don Mills, Ontario, 1961), p. 22.

and when these forms are uttered, the listener perceives them and through them he grasps the same linguistic and cultural meaning that the communicant encoded.

The theory also assumes that testing control of the problems is testing control of the language. Problems are those units and patterns that do not have a counterpart in the native language or that have counterparts with structurally different distribution or meaning.

Lado concurs with Valette in that the matter to be tested is language, if indeed language is what we teach. He is, therefore, concerned with the testing of all four skills, achievement in speaking, understanding, reading and writing which can be studied, described and tested as separate universes, yet they never occur separately in language. Lado's fifth skill, the ability to translate, he says should be tested as an end in itself and not as a way to test mastery of language.

The major roles of testing, then, can only be accomplished through the careful delineation of course objectives, as well as the careful construction of a testing program which reflects the objectives.

Evaluating the Four Language Skills

Since the inclusion of the audio-visual and audio-lingual approaches to second language learning, one of the

main objectives of the programs has been to develop the ability to communicate.

The programs currently in use in the schools of this Province are concerned with the development of the four language skills.

If the objectives in the course included all four language skills, all four should be tested.²²

Chastain, like others, recommends a test consisting of sections, one for each skill, listening, speaking, reading, and writing.

Cornfield is also concerned with the evaluation of all four skills and provides principles and guidelines to be considered in testing each one. In discussing testing in second language learning situations, Cornfield states:

Printed tests can reflect efficiency only in the graphic skills. . . . There are good tests for measuring oral and audio skills.²³

Valette has studied the problem of evaluating the four skills. She offers sound suggestions as to how and why each skill involved in the language learning process should be evaluated.

²²Kenneth Chastain. The Development of Modern Language Skills: Theory to Practice, (The Center for Curriculum Development, Inc., Philadelphia, Pa., 1971), p. 337.

²³Ruth Cornfield, Foreign Language Instruction, (Meredith Publishing Co., New York, 1966), p. 141.

Since listening and speaking are most often not evaluated, it may be wise to outline some of the components that must be examined in evaluating aural comprehension and speech.

In developing a proficiency in the listening skill, the learner should recognize the difference in the sound system of his own and the target language. If the teacher wishes to measure the student's proficiency in listening, Valette feels that he must be provided the appropriate experiences. He has to be directed to discriminate the sounds, understand the specific elements, as well as have an overall comprehension of the meaning.

The students degree of comprehension will depend on their ability to discriminate phonemes, to recognize stress and intonation patterns, and to retain what they have heard.²⁴

Cornfield discusses many of the same points made by Valette.

In measuring aural comprehension, there are two dimensions with which the teacher must be concerned . . . One refers to discrimination between sounds, and the other refers to understanding the meanings of the spoken language.

The student indicates by some mark besides writing whether or not he can distinguish the sound. . . . The aspect of comprehension for meaning is best evaluated by means of picture tests. The student checks pictures which apply to the spoken statements given by the teacher.²⁵

²⁴ Rebecca Valette, Modern Language Testing, (Harcourt Brace Jovanovich, Inc., New York, 1977), p. 18.

²⁵ Ruth Cornfield, Foreign Language Instruction, (Meredith Publishing Company, New York, 1966), p. 146.

The speaking skill is very often not a component of the language testing program. Valette discusses speaking as a social skill.

Communication being the goal of the second language program, emphasis is placed on the development of correct speech habits. . . . If the speaking skill is to be learned, there must be a testing program.²⁶

In referring to the four elements of speech (pronunciation, fluency, stress, intonation) Cornfield states:

Speaking is the most difficult area to test because no standardized instrument has yet been invented which a teacher can use to isolate and test the four elements of speech.

The speaking test must include:

- the ability to produce the sounds of the foreign language;
- the ability to produce these sounds fluently and in the correct phrases and groupings;
- the ability to emphasize the correct syllables in these groupings;
- the ability to properly intone the whole utterance.²⁷

The teacher, then, in evaluating the speaking skill is intending to measure students' pronunciation, fluency, stress and intonation. This is not always an easy task, but it is suggested that at least two or three oral interviews be administered throughout the year to help indicate the students' oral proficiency. The teacher can, from time

²⁶ Rebecca Valette, Modern Language Testing, (Harcourt Brace Jovanovich, New York, 1967), p. 80.

²⁷ Ruth Cornfield, Foreign Language Instruction, (Meredith Publishing Co., New York, 1966), p. 145.

to time in class, make note of these abilities through a checklist which is later transformed into a numerical grade.

The Passeport Francais Program provides a sample speaking test which helps encourage teachers to construct their own speaking tests. The student study guide provides samples of items for the student so he will know how he is expected to perform.²⁸ The Department of Education has printed a guide for teachers in assisting to evaluate the audio-oral components of language learning.²⁹

With regard to the testing of reading and writing skills, new approaches are also being developed.

Traditionally, the elements of writing and the acquisition of new vocabulary and grammatical structures were evaluated through translation tests. More recently, however, both teachers and language specialists have begun to question the validity of such translation tests.

Valette views the writing test quite differently from the translation. Attention is focused on the content rather than spelling or the mastering of the elements of language. She is more concerned with whether the message is clear, the paragraph is well-organized with appropriate

²⁸ Morgan Kenny et al., Passeport Francais: General Information, Philosophy and Testing. D.C. Heath and Co., Canada Ltd., 1973.

²⁹ Department of Education, Newfoundland, French as a Second Language: Oral Evaluation, September 1979.

choice of words, and whether the written word could be understood without difficulty by a native speaker.

The writing skill is considered by many teachers as the easiest skill to evaluate. Many find it easy to construct tests that measure aspects of student progress toward the acquisition of this skill. Oftentimes the writing test consists of exercises taken directly from the student text. Does this test the skill of writing?

Communication through the written word possesses a certain degree of finality and demands real proficiency from the writer if it is to be effective.³⁰

Reading comprehension, as a communication skill, is gaining importance in the second language curriculum.

First of all, reading requires visual perception. . . : Once the students are familiar with the writing system of the second language, the written form of the language may be used to test their knowledge of new vocabulary and structure.³¹

The testing of reading cannot become a concern until students have been provided an opportunity to develop both listening and speaking skills. When this is accomplished, the teacher must ensure that the reading test is testing the students' comprehension of the printed word.

³⁰ Rebecca Valette, Modern Language Testing, (Harcourt Brace Jovanovich, Inc., New York, 1977), p. 217.

³¹ Ruth Cornfield, Foreign Language Instruction, (Meredith Publishing Company, New York, 1966), p. 150.

According to Valette, research into second language acquisition is beginning to explore the validity of "cloze" tests of reading comprehension as general measures of linguistic ability.

The student who can reconstitute words randomly deleted from a text not only understands the reading passage but exhibits an active command of the second language.³²

As Arthur Traxler has pointed out:

Reading at a mature level is an associative process deep within the recesses of the mind. There is no way for an observer to be sure at a given moment whether a subject reading silently is gleaning facts or gathering main ideas or evaluating the writer or gaining esthetic satisfaction or, in fact, whether he is really putting his mind to the printed page at all.³³

Generally, reading comprehension is tested indirectly, by having the student read aloud, or by asking the student comprehension questions, or by measuring reading speed. There is a danger that the reading test might not require that the student comprehend the material he has read.

Even though communication tests are not as objective in their scoring, the key consideration is validity, and communication tests of all four skills test more appropriately the objectives of current French programs.

³² Ruth Cornfield, Foreign Language Instruction, (Meredith Publishing Company, New York, 1966), p. 150.

³³ Arthur E. Traxler, "Values and Limitations of Standardized Reading Tests," in Roger Farr, ed., Measurement and Evaluation of Readings, (New York: Harcourt Brace Jovanovich, 1970), p. 221.

A new emphasis requires a new approach to testing and a search for types of items which test what we are teaching. A great deal of research is at present going into the designing of new types of tests and teachers should keep in touch with these developments through their professional literature. . . . They should experiment with new types of test items themselves endeavouring to cover all the areas of language study which they are emphasizing in their teaching.³⁴

Testing in French Programs

Looking at current second language testing methods in our schools, one would get the impression that our sole objective is one of mastery of the grammatical structures of the target language.

Most published tests still employ predominantly discrete point items that are usually designed to evaluate specific points of phonology, morphology, syntax, and lexicon. A student may be given an item which attempts to put him into a simulated situation in which he must communicate. Such is the case in Moeller and Arendt's "Progress Tests", which instruct the student to use correct spelling, punctuation, and capitalization in writing what he would say to his friend in a particular conversation.³⁵

³⁴Wilga M. Rivers, Teaching Foreign Language Skills, (Chicago: University of Chicago Press, 1968), p. 305.

³⁵Moeller and Arendt. "Progress Tests", ACTFL Review, National Textbook Company, 1975.

The question here is whether he is being evaluated on his ability to send a message or whether discreet linguistic knowledge is being evaluated. Moreover, the student is performing in a mode of communication (writing) that does not fit all of the possible communicative settings.

The Dale and Dale program for French has an accompanying testing program which has been designed to ascertain how well the student can comprehend, read, and write French. The Listening Comprehension Tests contain exercises that test only whether the students understand well enough to make the correct rejoinder. Neither sound discrimination nor understanding of material presented orally is being tested. There is no accommodation made for testing the speaking skills.³⁶

The Le Francais Partout program has an accompanying student text booklet consisting of pictorial items as well as items for sound discrimination, correct rejoinder type exercises both as listening and reading test items. Many of the responses contain true-false answers and rarely contain more than three responses. The teacher booklet contains diverse testing techniques to be used at the end

³⁶ J.B. Dale and M.L. Dale. Cours Elementaire de Francais, 4th ed., Lexington, Mass.: D.C. Heath and Company, 1970.

of four units of study. They prove quite helpful in preparing student interviews.³⁷

Even though the Passeport Français program presently being used does not have an accompanying test booklet, there is some discussion of testing procedures. The program has included a sample quiz for one of the components. It includes the testing of all four skills with particular emphasis on speaking. It is recommended that students be given a sample study guide in preparing for the oral interview.

Conclusion

It is evident from the research available on second language testing that testing in the modern language class is oftentimes inadequate. The literature supports the idea of clearly stating the objectives before attempting to teach a lesson or unit of study. By itemizing the vocabulary, linguistic content and structures the test can be constructed more easily. It is only when these items represent a sample of what was intended to be taught that the language learner can gain from the evaluation.

³⁷ LaFratta et al., Le Français Partout Books 1 and 2, Toronto: Rinehart and Winston of Canada, Ltd., 1972.

Particular attention is given to the testing of all four language skills of an audio-lingual or balanced skills program. Although it is not always possible to test the speaking skill adequately, educators are becoming more aware of the need for its inclusion in the evaluation programs. Listening comprehension can be tested more easily, but often is not included in teacher-prepared evaluations.

Discussions with my colleagues in second language learning indicate an awareness of the importance of testing all four skills. However, they readily admit that the time factor required to construct and administer such tests is the main reason why their schedules cannot accommodate it.

However, if the objectives of current programs are to be met adequately, testing should include an evaluation of the aural-oral skills. It is to investigate the importance of such testing that this study was undertaken.

CHAPTER III

DESIGN OF THE STUDY

The purpose of this chapter is to present the design of the study and to describe the procedure used in the research. The chapter is divided into the following sections:

1. General Design of the Study
2. Sample
3. Instruments
4. Validation and Administration of the Instruments
5. Data Analysis

General Design of the Study

This study was designed to investigate whether a difference in approach to evaluation in the French language classroom would cause a significant difference in student achievement, particularly in the area of aural/oral skill development.

Two grade eight classes were selected. Both groups were taught a unit of work from the Passeport Francais program. One group expected evaluation in the traditional

manner, which would focus on tests emphasizing reading and writing skills. The other group anticipated evaluation in the four skill areas of listening comprehension, speaking, reading, and writing. A measure of achievement was taken at the end of the unit of study. The measure consisted of four subtests, one for each of the four skills. Scores on the tests were compared for the two groups, and analyzed for significant differences in achievement for each of the four skill areas.

The regular French teachers taught their own students. Both teachers involved in the teaching of the unit have an equivalent amount of experience in the teaching of French. Neither was aware of the questions which were being used for the unit evaluation of their students.

Both groups were visited frequently by the investigator. The investigator could discuss with both teachers the teaching objectives of the unit, and ascertain by observation that material was being presented to both groups in a similar fashion. The investigator was also able to see that practice exercises of nature similar to those used in the unit evaluation with respect to each of the four skills were done by the students. An information sheet was distributed as a guide to the oral interview.

The items for this information sheet are given in Appendix A.

Each of the subtests was administered to both the traditional and treatment groups after five weeks of

instruction. The oral interview was conducted over a period of two days followed by three half-hour periods per class in which both groups were administered the listening, reading and writing subtests.

Sample

The sample consisted of 64 grade eight students attending two elementary schools in an urban center of the Province. The schools were randomly assigned traditional and treatment groups.

The classroom groups chosen were regular home-room classes to which students had been assigned at the beginning of the school year. A cross-section of abilities was represented in each classroom. A pretest was administered to both groups at the beginning of the unit of work in order to ascertain that the students had no prior knowledge of the work of the unit.

The area selected included the largest number of students enrolled in a French program, thus representing a large sample of the total population at this grade level. Neither of the schools was affected by a French milieu, and all students were enrolled in the Passeport Francais program.

The Instruments

An achievement test consisting of four subtests

was developed by the investigator. The tests examined the skills of listening, speaking, reading, and writing for Component V of the Passeport Francais program.

The listening component evaluated sound discrimination of both lexical and structural meaning, translation, intonation, and vocabulary comprehension. The items on this test are given in Appendix B.

The speaking component consisted of an oral interview administered by the investigator to each student. It evaluated oral reading, understanding the dialogue, ability to use the structures of the unit, and ability to respond to general questions. The items on this test are given in Appendix A.

The reading test contained items to evaluate the ability to comprehend a reading passage, as well as more specific items to examine vocabulary comprehension and the ability to discriminate as to when a final consonant should be pronounced. The items for this test are given in Appendix C.

The writing component evaluated the ability to use correctly certain grammatical points which had been treated in the Component. It also evaluated the ability to write correctly from an aural stimulus, and the ability to compose in French, given a visual story guide. Other items tested were the use of the partitive article, emphatic pronouns, correct forms of the adjective, questions

to be answered in correct sentences and a short dictation. The items for this test are given in Appendix D.

The advice of experienced teachers of French, a French Consultant at the Board level as well as personnel from Memorial University was sought in preparing the items for the four subtests. After the objectives and the content area to be measured were carefully defined, the total content area was sub-divided into categories each one representing different aspects of the content. This was followed by making judgements as to whether or not there were enough items in each category. As far as is possible, all major aspects of content for the unit were represented by the test items.

Validity and Reliability of the Instruments

The instrument was judged for content and construct validity by a panel of experienced teachers of French-as-a-second-language, as well as members from the Faculty of Education of Memorial University. Following intense discussion on item discrimination and some revisions, it was deemed valid for the purposes of this study.

Each component of the instrument was tested for reliability. The results are reported in Table 1.

TABLE 1
Reliability Coefficient

Skill	r
Speaking	.802
Listening	.76
Reading	.79
Writing	.91

Analysis of the Data

Data were analyzed through a detailed descriptive analysis, and by a t-test for significance to compare the scores of the two groups of students. In the descriptive analysis the mean scores as well as the gain score means were compared.

It was postulated that there was no significant difference between the scores on the achievement test for the traditional and treatment groups for each of the four language skills. The mean gain score of both groups on each of the skills was compared using an independent t-test of significance.

CHAPTER IV

PRESENTATION OF RESULTS

This chapter includes the presentation of the data collected on the four variables: listening, speaking, reading, writing.

In Table 2, the means for the pretest, posttest, and gain scores are presented as well as the t-value for the gain scores for both groups on the listening test. The two groups did not perform similarly since the mean gain score for the treatment group is significantly higher than that of the traditional group.

TABLE 2

Means and t-value for Listening Scores

Skill	Group	Means			t-value
		Pretest	Posttest	Gain Score	
Listening	Treatment	42.4	68.7	26.4	3.52*
	Traditional	36.7	49.8	13.1	

*significant at .01 level

Hypothesis 1 was rejected on the basis of the t-value for the gain score. The difference between the mean gain score of the treatment and traditional groups was statistically significant at the .01 level of significance. Consequently, there was a significant difference between achievement of the traditional and treatment groups with regard to listening comprehension as measured by the subtest.

Table 3 presents the means and t-value derived from the scores on the speaking subtest. The two groups did not perform similarly in terms of the means, and t-value of 4.64 shows a significant difference between the gain score means of both groups with respect to the speaking skills. As a result, Hypothesis 2 was rejected on the basis of the t-value. The treatment group performed significantly better than the traditional group in the evaluation of the speaking skills.

TABLE 3

Means and t-value for Speaking Scores

Skill	Group	Means			t-value
		Pretest	Posttest	Gain Score	
Speaking	Treatment	14.5	57.1	42.6	4.64*
	Traditional	9.85	33.5	23.7	

*significant at .01 level

The means and t-value of the scores on the reading subtest are presented in Table 4. Even though there is only a 7-point difference on the pretest means, the t-value of 5.14 on the mean gain score indicates a significant difference in the two groups on the reading subtest. The treatment group performed significantly better than the traditional group on the evaluation of reading skills. Hypothesis 3 was rejected on this basis.

TABLE 4
Means and t-value for Reading Scores

Skill	Group	Means			t-value
		Pretest	Posttest	Gain Score	
Reading	Treatment	38.6	62.9	24.3	5.14*
	Traditional	31.8	40.6	8.76	

*significant at .01 level

In Table 5, the means and t-value for the writing subtest for the treatment and traditional groups are presented. There is a 20.5 point difference in the mean gain score for the treatment and traditional groups with respect to the writing skill. A t-value of 4.11 indicates a significant difference between the two groups with regard to

the writing skills subtest. The treatment group performed significantly better than the traditional group in the evaluation of the writing skills. As a result, Hypothesis 4 was rejected.

TABLE 5

Means and t-value for Writing Scores

Skill	Group	Means			t-value
		Pretest	Posttest	Gain Score	
Writing	Treatment	19.7	52	32.4	4.11*
	Traditional	8.3	20.3	11.9	

*significant at .01 level

Figure 1 represents the distribution of the posttest mean scores for the treatment and traditional groups on each of the subtests of listening, speaking, reading, and writing. The scores for the treatment group were considerably higher than those of the traditional group on all four measures. The mean scores for the traditional group range from a mean of 20.25 on writing to a mean of 49.8 on listening. The posttest mean score for the treatment group ranges from a mean of 52 on writing to a mean of 68.7 on listening. The range of the mean scores for the

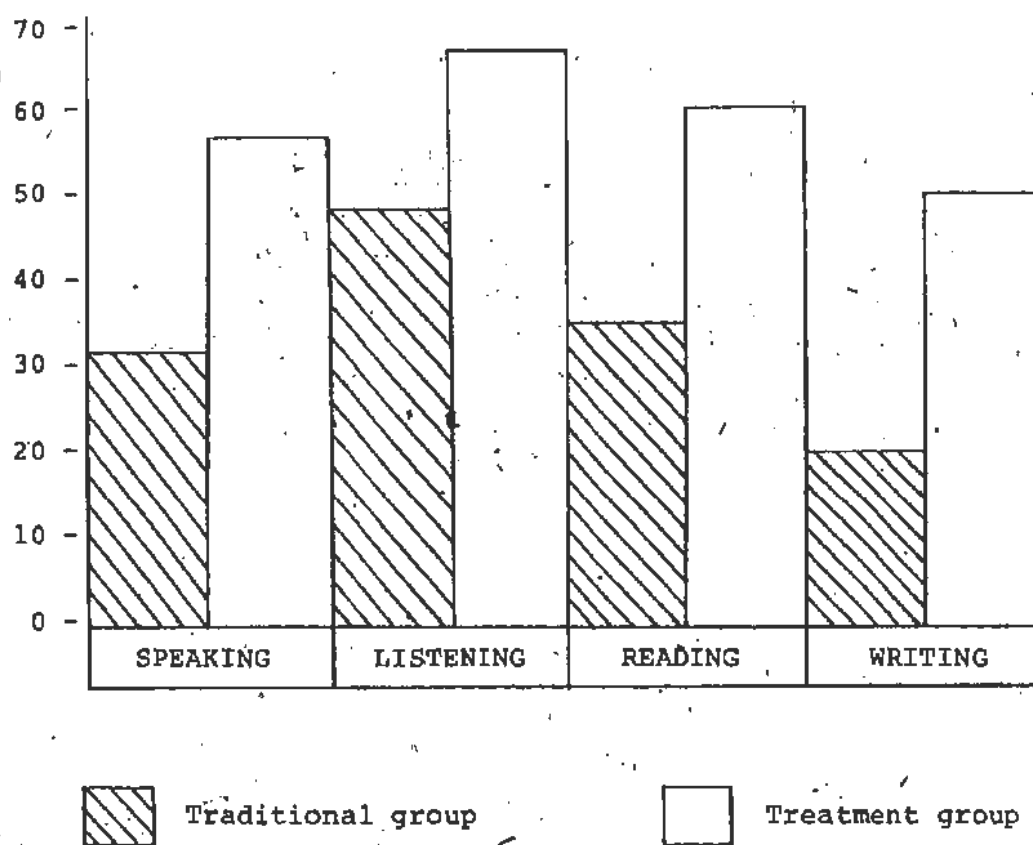


FIGURE 1. Posttest mean scores for treatment and traditional groups.

traditional group is considerably wider than the range of scores for the treatment group. It is interesting to note that both groups followed a similar pattern with regard to posttest mean scores. Scores on the listening test were highest for both groups in comparison with the other three skill subtests. Scores on the reading subtest were next highest to those of the listening test. Both groups scored third highest on the speaking subtest. Both the traditional and treatment groups received lowest scores on the writing subtest. However, the mean gain scores do not reflect this same pattern.

Figure 2 represents the distribution of the mean gain scores for the treatment and traditional groups on each of the four language skills. The mean gain scores for the treatment group were considerably higher than those of the traditional group on all four skills. The mean gain score for the traditional group ranged from a mean of 24.3 on the reading test to a mean of 42.6 on the speaking test. The range of mean gain scores is higher for the treatment group.

For both groups, the mean gain score was highest on the speaking test, but the mean gain score of the treatment group (42.6) was 19.9 points higher than that of the traditional group. For both groups, the mean gain score was lowest on the reading subtest, although the score of the treatment group (24.3) was 15.6 points higher than the traditional group.

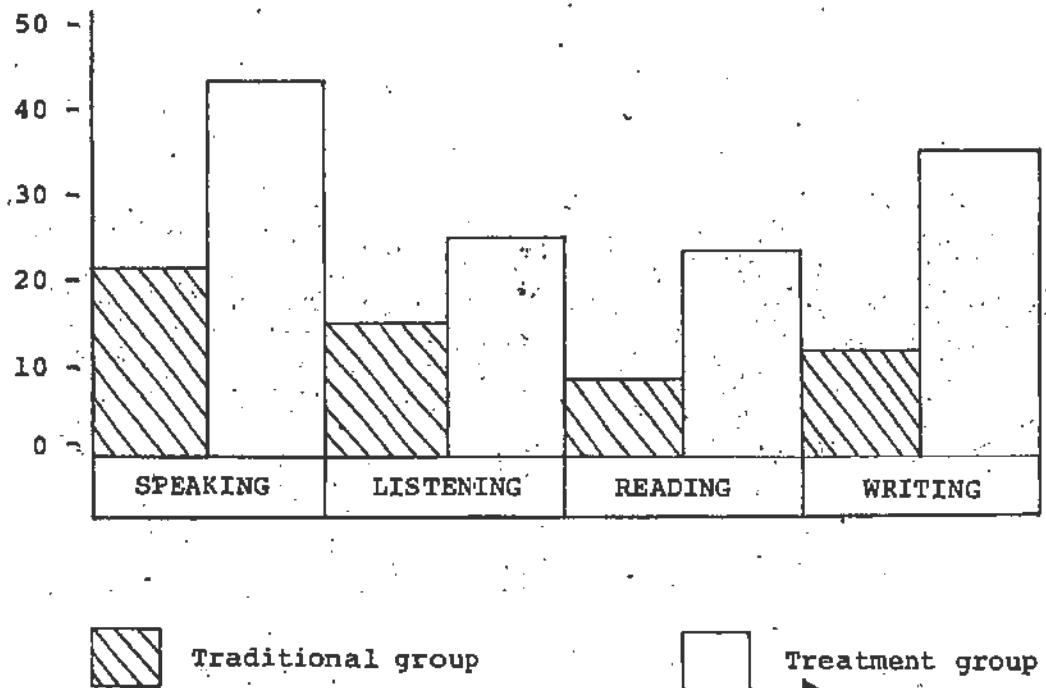


FIGURE 2. Mean gain scores for traditional and treatment groups.

However, the listening and writing scores ranked differently for the two groups. For the treatment group, the mean gain score on the writing subtest was considerably greater than that on the listening subtest. Mean gain scores on the listening and reading subtests were similar for this group. For the traditional group, the mean gain score on the listening subtest was greater than that on the writing subtest. There was a considerable difference between scores on the listening and reading subtests for this group.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

This chapter provides an overview of the procedures employed in the study, conclusions drawn from analysis of the data, a discussion of the implications for educational practice, and recommendations.

Overview of Procedures

The purpose of this study was to examine the effect of evaluation procedures on student achievement in the four skill areas of French language learning. The question posed attempted to ascertain whether student knowledge of the evaluation of listening and speaking skills would affect achievement in these skill areas.

Four subtests, each evaluating one of the language skills, were developed by the investigator to accompany Component V of the grade eight French program, Passeport Français. This teacher-made instrument was specifically designed to measure student achievement on each of the skills. These tests were checked for reliability and validity.

The sample used in the study was a random sample of 64 grade eight students of the junior high school level. The sample consisted of two classrooms of grade eight students in two different schools. The two classrooms were randomly assigned to traditional and treatment groups.

The principals of the schools involved in this study provided information in the manner in which students were assigned to classes in order to ensure that the range of abilities represented in each classroom was similar. All grade eight students were enrolled in French, and it was the first year that each class had been enrolled in the Passeport Francais program.

A pretest in each of the skill areas of speaking, listening, reading, and writing was administered prior to the teaching of the unit. This was given as a base line assessment to determine whether the students' prior knowledge of French affected the learning of the content in this particular unit of study.

After five weeks of instruction, the students were given tests focussing on each of the skill areas of speaking, listening, reading, and writing. Students in the traditional group anticipated traditional evaluation procedures which stressed the reading and writing skills. Students in the treatment group anticipated evaluation in all four skill areas. Mean gain scores for the tests were compared and a t-test of significant difference was used.

The hypotheses were stated in the null form and they predicted that there would be no significant difference between the traditional and treatment groups with respect to the results of criterion-referenced achievement tests. The four subtests focussed on each of the skills of listening, speaking, reading, and writing.

Conclusions

From the results of the study a number of conclusions can be drawn.

Conclusion 1

With regard to achievement in the area of listening comprehension, as measured by the listening test, students in the treatment group performed significantly better than the traditional group. Therefore, the null hypothesis was rejected on the basis of the t-value obtained. This result was anticipated as students in the treatment group were expecting evaluation of listening comprehension skills.

The traditional group also gained in listening comprehension. This result might be related to the fact that the teaching strategies may have been different for the teaching of this unit. The teacher might have been unconsciously influenced by his knowledge of the experiment in which his students were involved. Consequently, listening

comprehension activities may have been stressed more than was usually the case with those students.

Conclusion 2

Students in the treatment group performed significantly better on the speaking test than did students in the traditional group. The null hypothesis was rejected on the basis of the t-test performed.

The mean gain scores were highest for the treatment group on the speaking skills subtest. This result was expected as the speaking skills represent the area that tends to receive least emphasis in evaluation procedures. Since the students were expecting evaluation in all four skill areas, the evaluation would include speaking. Therefore, as suggested in the literature, students were motivated to learn and achieved better in the speaking skills because these skills were being evaluated.

However, students in the traditional group, while still scoring significantly below the treatment group also received the highest mean gain score in the speaking skills subtest as compared to the other skill areas. This result was not anticipated, but it may be due to the fact that the teaching objectives of the unit were discussed with both teachers who were involved in the study. The fact that the teacher was aware of the experiment might have affected his teaching practices somewhat. He may have emphasized the

speaking skills more than usual. This result might indicate that evaluation of all four areas may also influence teaching practice. Teachers will almost unconsciously give more attention to a skill area, such as speaking, when they are aware that their students are going to be evaluated on this skill area.

Conclusion 3

With regard to reading skills development as measured by the reading subtest, the treatment group scored significantly higher than the traditional group. The null hypothesis was rejected on the basis of the t-value obtained.

The lowest mean gain score for both groups was in the area of reading skills as reflected in the reading subtests. This result was anticipated since the reading component is the skill area which is generally tested in the evaluation procedure of most teachers. The gain may be due to the fact that the reading subtest was designed in line with the reading skills as taught in the program. The types of questions may have differed from the usual question-answer technique. The reading passage, for example, was not exactly the reading passage contained in the unit. It was a recombination of the structures contained in the component of study.

Conclusion 4

Students in the treatment group performed significantly better than students in the traditional group with regard to the writing test. The null hypothesis was rejected on the basis of the t-test performed.

The mean gain scores for the treatment group were higher in the area of writing than in the area of listening skills as measured by the subtests. This result was not expected. This result again may be due to the fact that the writing subtest was designed in line with the writing skills as taught in the component. The subtest evaluated grammatical structures and expected students to write a short paragraph using a visual stimulus. It did not stress translation skills. This kind of writing test could be a different format from ones the students generally receive from their classroom teachers.

This study does indicate that the methods used to evaluate a unit of work have an important effect on the achievement of the students. It would seem to indicate that evaluation in the area of listening and speaking skills does improve achievement in this area on the part of the students. More attention is paid by the students to these skill areas. It would also seem to indicate that evaluation in these areas affects the teaching practices. More attention is paid by teachers to skill areas which they

know are being evaluated.

This study also seems to indicate that evaluation based upon the principles set forth by Valette and others in the areas of reading and writing affects achievement. Skills which focus on language use tend to enable students to achieve better in testing situations than evaluation based on a more traditional grammar-translation method.

This study also suggests that evaluation procedures which are designed to reflect as closely as possible the aims and teaching strategies of a program enable students to achieve better in all skill areas.

Implications for Education

What this study has demonstrated in terms of the students surveyed is that the method of evaluating the skills in French language learning affects achievement in those skill areas. The study implies that if students know they are being evaluated on all four skills, they tend to give emphasis to each one instead of concentrating on one or two skill areas. This finding has implications for classroom teachers of French, and should be kept in mind when planning skill development activities. If teachers wish students to develop listening and speaking skills, it is more likely that students will be motivated to learn in those areas if they know they are going to be evaluated in

those areas.

The suggestion that teaching practices are affected by evaluation procedures also has implications for classroom practice. If teachers are aware that aural-oral skills are going to be included in the evaluation of their students, then more directed teaching is more likely to be practised in these areas of instruction. Therefore, instruction in these areas would probably be better, and the students would benefit from the increased exposure to aural-oral practice.

The suggestion that students achieve better when evaluation procedures reflect the aims and teaching strategies of a program also has considerable implications for teaching. Success is related to motivation, and also to improved achievement. Evaluation techniques chosen by a classroom teacher can influence the level of achievement which a student experiences in a given unit of work. It becomes important for the implementation of a program that teachers choose those techniques of evaluation which will maximize the efforts of their students. Tests should be constructed which enable students to achieve as well as possible. This kind of evaluation reflects more accurately the learning which has taken place, and is likely to help increase motivation and build more positive attitudes toward learning.

Recommendations

The following recommendations are suggested in light of the findings of this study.

1. That teachers be encouraged, and assisted as much as possible, in making evaluation of the listening and speaking skills a regular component of their evaluation process. It would seem that achievement in both these skill areas would probably improve if they were evaluated regularly. It would also seem that the results of the teaching of the speaking skills would be considered more positive if those skills were part of the regular evaluation.
2. That teachers develop evaluation procedures more closely based on the principles of testing language use than those more closely related to testing grammar-translation procedures. The literature available on testing second language skills suggests evaluation procedures should be based on testing language use. This type of testing reflects more adequately the aims of French programs currently in use.
3. That directed study will help students achieve at a higher level in evaluation situations and that teachers make more use of this procedure, particularly with regard to the development of the speaking skills.
4. That sample tests, based on the evaluation of all four French language skills, be constructed and distributed to teachers to aid in their evaluation procedures. These

tests should be developed to accompany the program being taught.

5. That workshops should be conducted at the School Board level to acquaint teachers with proper evaluation procedures.

Regarding further research in the area of evaluating the four language skills (listening, speaking, reading, and writing) the following recommendations may be made.

1. Similar studies might be undertaken in different grade levels to see to what extent the results might be replicated.

2. A study of attitudes (towards studying French) of students being evaluated only on the reading and writing skills and those of students being evaluated on listening, speaking, reading, and writing skills might be undertaken.

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APPENDIX A.

SPEAKING TEST

PASSEPORT FRANCAIS

(Component V)

(Examen Oral)

INFORMATION SHEET FOR STUDENTS

A. Oral Reading

1. You will be required to read an adaptation of the dialogue for Component V in your textbook.
2. You will be asked to read aloud three items similar to those in the following Lisons:

Component II, Lisons 2 (intonation)

Component II, Lisons 1 (silent consonants, pronounced consonants)

Component I, Lisons 3 (elision, liaison)

Component V, Lisons 1 (y) (y)/(u)

Lisons 2 (wa) (ui)

B. Questions on Dialogue

You will be given a copy of the overhead projectual used in class for Component V in Passeport Français Book 2. Three questions will be asked about the content of the dialogue and you may use the overhead projectual as a guide in formulating your answers.

C. Structures

1. You will be shown pictures and asked three questions about them that will require answers using:

- du, de la, de l', des
- the colours
- different forms of the adjective

2. (1) The interviewer will ask you to put adjectives in a particular sentence.

(e.g.) Le garçon est malade. (petit)

Answer: Le petit garçon est malade.

(ii) You will be asked to insert the appropriate emphatic pronoun.

(e.g.) Je n'aime pas la glace.

Answer: Moi, je n'aime pas la glace.

(iii) You will be asked to answer a question using expressions with avoir. (opposites)

(e.g.) Est-ce que tu as chaud?

Answer: Non, j'ai froid.

D. General Questions

You will be asked three personal questions which could begin with any of the following words:

qui, quand, qu'est-ce que, où, pourquoi, quel, depuis quand.

FOR TEACHER'S USE ONLY

Examen Oral--Student Evaluation Sheet

Nom de l'élève: _____

A. <u>Lecture</u>	1. Dialogue		Points
	Phonèmes	0 1 2 3	(3)
	Intonation	0 1 2	(2)
	Rythme	0 1 2	(2)
	2. Liens	1. _____	(1)
		2. _____	(1)
		3. _____	(1)
B. <u>Questions sur les Dialogues</u>		1. _____	(1)
		2. _____	(1)
		3. _____	(1)
C. <u>Structures</u>	1. En Images		
	- expressions avec du, de la, de l', des	1. _____	(1)
	- les couleurs	2. _____	(1)
	- les adjectifs	3. _____	(1)
	2. Les adjectifs dans une phrase	4. _____	(1)
	3. Les pronoms accentués	5. _____	(1)
	4. Expressions avec avoir	6. _____	(1)
D. <u>Questions Generales</u>			
	0 1 2	1. _____	(2)
	0 1 2	2. _____	(2)
	0 1 2	3. _____	(2)
TOTAL			(25)

TEACHER'S COPY

Examen Oral (Component V--Passeport Français)

A. Oral Reading

1. Read aloud the dialogue found on page 5 of your textbook.

- 3 Phonèmes: travaille, du, petite
One mark for each correctly pronounced phonème

- Intonation: If no mistakes are made - 2 marks
One or two mistakes - 1 mark
More than two mistakes - 0

- Rythme: If no mistakes are made - 2 marks
One or two mistakes - 1 mark
More than two mistakes - 0

2. Lisens: Three items will be selected from this section for each student.

Test 1:

Lisez à haute voix:

1. Vous avez du jus? ([u] - [y])
2. Moi, j'aime le café. (intonation)
3. Il est français. (silent consonant)

Test 2:

Lisez à haute voix:

1. Sa petite amie, ses petites amies. (liaison)
2. Ils ont deux stylos. (ø)
3. C'est moi. (wa)

Test 3:

Lisez à haute voix:

1. Lui, il arrive tout de suite. (ui)
2. Toi, tu es en retard. (intonation)
3. Le thé est froid. (silent consonant)

One mark is awarded for each correct response.

B. Questions sur les Dialogues

To the student:

You will be given a copy of the overhead projectual used in class for the dialogue on Component V. Three questions will be asked about the content of the dialogue and you may use the overhead projectual as a guide in formulating your answers.

Each student will be asked three questions from the following groups of questions.

Test 1:

Répondez aux questions suivantes en français.

1. Où est Michel?
2. Où est-ce qu'il va?
3. Est-ce que la liste est grande?

Test 2:

1. Où va Michel?
2. Quand est-ce qu'il va?
3. Quelles sont les trois choses sur la liste?

Test 3:

1. Quelles deux choses est-ce que Maman donne à Michel?
2. Qu'est-ce que Michel demande?
3. Que fait tout le monde chez Jean?

One mark is awarded for each correct response.

C. Structures

1. Each student will be shown three pictures.

Question 1. Use du, de la, de l' with the picture you are shown. (10 different pictures)

Question 2. Quelle couleur? (Each student will be asked what color an item he/she is wearing.)

Question 3. Students will be asked a question about a picture they see. The question will elicit the response (petit/grand), (anglais/français), (intelligent/intelligente).

One mark will be awarded for each correct response.

2. Each student will be asked one of the following sets of questions.

To the student:

You will hear a sentence being read in French. You will then be given a word to place correctly in the sentence.

Test 1:

1. La fille est malade. (petit)
2. Je n'aime pas la glace. (moi)
3. Est-ce que tu as chaud? Non, (froid)

Test 2:

1. Le film est intéressant. (français)
2. Il n'aime pas le chocolat. (lui)
3. Est-ce que Marc a soif? Non, (faim)

Test 3:

1. La fille est _____. (grand)
2. Ils ont deux frères. (eux)
3. Est-ce que tu as froid? Non, (chaud)

One mark will be awarded for each correct response.

D. Questions Generales

Each student will be asked one of the following sets of personal questions.

Répondez aux questions suivantes en français.

Test 1:

1. Depuis quand habites-tu Terre Neuve?
2. Où vas-tu pour chercher du lait?
3. Quel âge as-tu?

Test 2:

1. Tu travailles bien à l'école?
2. Quel jour est-ce aujourd'hui?
3. Quelle est ta couleur préférée?

Test 3:

1. Est-ce que tu fumes?
2. Quel âge a ta soeur?
3. Ton père travaille dans un magasin?

Each answer is marked out of 2:

Correct factual information	1 mark
One or no mistakes in grammar	1 mark
More than one mistake	0

TEACHER'S COPY

Examen Oral (Component V--Passeport Français)

Dialogue

MAMAN: J'ai beaucoup à faire aujourd'hui. C'est toi qui vas au magasin.

MICHEL: Moi?

MAMAN: Oui, toi! Voilà la liste. Elle n'est pas grande aujourd'hui—du chocolat, du sucre et des fraises.

MICHEL: Et du jus pour moi, hein?

APPENDIX B

LISTENING COMPREHENSION TEST

TEACHER'S COPY

Passeport Français--Component V

Listening Comprehension

Sound Discrimination

1. Choose the word from the following group which contains the sound (u) as in vous. Circle the appropriate letter.
A. mouchoir B. manteau C. tu D. deux
2. You will hear one word. After a slight pause you will hear four more words. Indicate which of the four words is exactly the same as the initial word. Circle the appropriate letter. Jus.
A. jus B. joue C. joué D. joué
3. Which of the following words does not contain the sound (ui) as in suis? Circle the appropriate letter.
A. cuisine B. suis C. lui D. mouchoir

Sound Discrimination: Lexical Meaning

4. You will hear four sentences being read in French. Only one sentence refers to the picture in your test booklet. Decide which one it is and circle the appropriate letter.
A. J'aime bien les framboises.
B. Achetez des fraises, s.v.p.
C. La crème n'est pas bonne.
D. Tu aimes les épinards?
5. You will hear a single sentence, followed by sentences A, B, C, and D. Choose the sentence that best completes the idea expressed in the initial sentence and circle the appropriate letter.
Sentence: Je ne vais pas au magasin aujourd'hui.
A. Du chocolat pour moi, hein?
B. Maman donne la liste à Michel.
C. Je vais demain matin.
D. Ah bon. Où est la liste?

Discrimination of Sounds: Structural Meaning

6. You will hear a sentence being read in French. Listen carefully to determine whether the last word is masculine singular, feminine singular, masculine plural, feminine plural. Circle the letter of the appropriate response.

Sentence: Mes soeurs travaillent.

- A. Masculine singular
- B. Feminine singular
- C. Masculine plural
- D. Feminine plural

Translation

7. On your sheet are four English statements. Decide which statement is the correct English equivalent of the sentence you hear being read in French. Circle the appropriate letter of the response.

Sentence: Paul joue.

- A. Paul plays.
- B. Paul works.
- C. Paul travels.
- D. Paul finds.

Intonation

8. Listen to the following three sentences. Decide whether each sentence is a Statement, Question, Command or Exclamation. After each letter insert the appropriate punctuation mark (?, !, ?!).

- A. Oui, toi!
- B. Et du chocolat pour moi, hein?
- C. Tout le monde travaille chez nous.

Understanding Vocabulary

9. In your test booklet is a set of four pictures. You will hear a series of questions or statements in French. Listen carefully and decide which picture each statement refers to. Mark the corresponding letter A, B, C, D in the space provided on your answer sheet.

1. Il fait très chaud.
2. Ils vont au magasin.
3. Jean est chez lui.
4. Elle cherche son chandail.

10. Listen to the following short dialogue. Decide which response best answers the question which follows the dialogue. Circle the appropriate letter of the response.

Jean va au magasin aujourd'hui. Il va chercher des fraises et du café.

Jean va acheter du chocolat aussi. Il aime bien le chocolat.

Question: Quand est-ce que Jean va au magasin?

- A. Il va chercher des fraises et du café.
- B. Il va au magasin demain.
- C. Il va acheter du chocolat.
- D. Il va aujourd'hui.

11. Decide which word does not belong to the following sets of four words. Mark an X opposite the letter which corresponds to the intruder.

- | | | | | |
|----|----------|---------------|------------|-------------|
| 1. | A. rouge | B. jaune | C. joli | D. vert |
| 2. | A. café | B. thé | C. fraise | D. eau |
| 3. | A. trois | B. chaussette | C. chemise | D. mouchoir |

STUDENT ANSWER SHEET

Passeport Français--Component V

Listening Comprehension Test

Nom de l'élève: _____

Value: 25 points

A. Sound Discrimination

Points

1. Choose the word from the following group which contains the sound (u) as in vous. Circle the letter of the appropriate response.

A B C D

1. 1

2. You will hear one French word. After a slight pause you will hear four more words. Indicate which of the four words is exactly the same as the initial word. Circle the letter of the correct response.

A B C D

2. 2

3. Which of the following four words does not contain the sound (ui) as in suis? Circle the appropriate letter.

A B C D

3. 1B. Sound Discrimination: Lexical Meaning

1. You will hear four sentences being read in French. Only one sentence refers to the picture in your test booklet. Decide which one it is and circle the appropriate letter.

A B C D

1. 2

2. You will hear a single sentence followed by sentences A, B, C, and D. Choose the sentence which best completes the idea expressed in the initial sentence and circle the appropriate letter.

A

B

C

D

2. 2

C. Discrimination of Sounds: Structural Meaning

1. You will hear a sentence being read in French. Listen carefully to determine whether the last word is (A) masculin singulier, (B) féminin singulier, (C) masculin pluriel, (D) féminin pluriel.

A

B

C

D

1. 2

D. Translation

1. On your sheet are four statements in English. Decide which statement is the correct English equivalent of the sentence you hear being read in French. Circle the letter of the appropriate response.

- A. Paul plays.
B. Paul works.
C. Paul travels.
D. Paul finds.

1. 2

E. Intonation

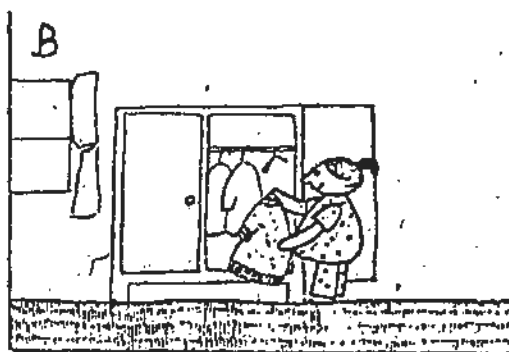
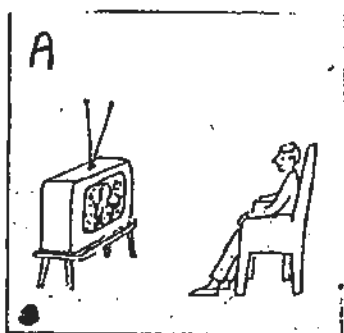
1. Listen to the following three sentences. Decide whether each sentence is a Statement, Question, Command or Exclamation. After each sentence is read, insert the appropriate punctuation (?, !, ;, :).

- A. _____
B. _____
C. _____

1. 1
2. 1
3. 1

F. Understanding Vocabulary

1. In your test booklet is a set of four pictures. You will hear a series of questions or statements read in French. Listen carefully and decide which picture each statement refers to. Mark the corresponding letter (A, B, C, D) in the space provided.



Points

1. _____
 2. _____
 3. _____
 4. _____

1. 2
 2. 2
 3. 2
 4. 2

2. Listen to the following short dialogue. Decide which response best answers the question which follows the dialogue. Circle the letter of the correct response.

A B C D

1. 2

TOTAL

25

APPENDIX C

READING TEST

Passeport Français--Component V)

Reading

Nom de l'élève: _____

Value: 25 points

Read carefully the following passage. Answer questions which follow.
Sections (A), (B) and (C) deal with the reading passage.

Il y a quatre personnes dans ma famille. Nous nous
appelons les Bizarre.

C'est une famille très intéressante mais bizarre.

Tous les membres de ma famille aiment une couleur
différente.

Mon père, lui, il aime le rouge. Il a une voiture rouge,
et achète toujours des chaussettes et des mouchoirs rouges.

Maman, elle, déteste le rouge. Elle aime mon père mais
elle déteste sa couleur préfère le blanc. Sa robe, son
manteau, son chapeau toujours blancs! Et elle adore la
neige.

Et Marc, mon petit frère, lui, il aime le vert. Il a une
petite bicyclette verte et il porte toujours des chemises
et des chaussettes vertes.

Moi, je m'appelle Pierrot, j'aime beaucoup le bleu. Ma
chambre est [naturellement] bleue et j'ai une jolie
motocyclette bleue.

La salle de récréation dans notre maison a toutes des
couleurs différentes--rouge, blanc, vert et bleu.

C'est pourquoi nous nous appelons les Bizarre.

1. Section A (Value 3 points)

1. Quelle couleur est-ce que le père de Pierrot préfère?
 - a. Elle aime le rouge.
 - b. Je n'aime pas le blanc.
 - c. Il aime mieux le rouge.
 - d. Mon père n'aime pas le blanc.
2. Pourquoi est-ce que la famille est appelée les Bizarres?
 - a. Parce qu'ils adorent la neige.
 - b. Parce que tous les membres de la famille aiment une couleur différente.
 - c. Parce qu'ils portent toujours des chaussettes bleues.
 - d. Parce que c'est une famille de quatre personnes.
3. De quelle couleur est l'auto de Monsieur Bizarre?
 - a. blanc
 - b. blanche
 - c. rouge
 - d. verte

Section B (Value 2 points)

Decide which rejoinder best completes the sentence and circle the letter of the response.

1. Le chapeau de Mme Bizarre est toujours
 - a. blancs
 - b. blanc
 - c. blanches
 - d. blanche
2. La chambre de _____ est bleue.
 - a. petit frère
 - b. Marc
 - c. son père
 - d. Pierrot

Section C (Value 5 points)

Answer the following questions in complete English sentences.

1. De quelle couleur est la salle de récreation chez Marc?

2. Quelle est ta couleur préférée?

3. Pourquoi est-ce que la famille les appelle les Bizarres?

4. Pourquoi est-ce que la mère de Pierrot aime la neige?

5. Nommez deux choses dans l'histoire qui sont vertes?

2. Read the following sentences. If the final consonant is not pronounced put a slash (/) mark through the letter. If it is pronounced, indicate using a linking symbol (◌). (Value 3 points)

Example: Ils ~~t~~éléphonent leurs amis.

1. Ils ont deux stylos.
2. Mon oncle est grand.
3. Regardez les grandes écoles.

Tell whether the underlined letter in each sentence is pronounced or not. Use (✓) if it is pronounced and (x) if it isn't. (Value 2 points)

- | | |
|------------------------------|----------|
| 3. Il est français. | 3. _____ |
| 4. La bière est froide. | 4. _____ |
| 5. C'est un grand garçon. | 5. _____ |
| 6. C'est une petite chambre. | 6. _____ |

3. Choose the response which completes each of the following sentences. Circle the appropriate letter. (Value 5 points)

1. Jean va _____ magasin.
 - a. à la
 - b. au
 - c. aux
 - d. à l'
2. Maman cherche _____ crème.
 - a. de la
 - b. du
 - c. de l'
 - d. des
3. La soeur de Marie est très _____.
 - a. grand
 - b. petite
 - c. grands
 - d. petit
4. Marc va chez _____ après la classe.
 - a. ils
 - b. il
 - c. lui
 - d. magasin
5. C'est toi qui _____ à la banque.
 - a. va
 - b. vas
 - c. vais
 - d. allez

4. Here is a list of the adverbs you know. At the end of each of the following sentences, write the letter of the most appropriate adverb. (Value 5 points)

- | | |
|-------------------|------------------|
| a. aujourd'hui | h. hier |
| b. aussi | i. maintenant |
| c. bien | j. plus tard |
| d. bientôt | k. tout de suite |
| e. comme toujours | l. un instant |
| f. déjà | m. vite |
| g. demain | |

1. Marie parle français. Moi, je parle français et anglais. 1. _____
2. Etienne arrive bientôt? Non, le voilà. Il est _____ ici. 2. _____
3. Papa arrive mercredi. C'est aujourd'hui mardi. Alors Papa arrive _____. 3. _____
4. Les enfants restent ici un instant? Non, ils rentrent _____. 4. _____
5. Jean mange son dîner _____ parce que ses amis attendent dans la salle de récréation. 5. _____

APPENDIX D

WRITING TEST

Passeport Français--Component V

Writing

Nom de l'élève: _____

Value: 25 points

Points

1. Using the set of pictures (Component V, Oral Composition) in your test booklet, write a story or dialogue about the series of pictures. (Seven to eight lines is sufficient.)

5

2. Section A

1. Use the correct form of the articles (le, la, l') with each of the following words.

2½

a. _____ lait
b. _____ argent
c. _____ fraise
d. _____ crème
e. _____ magasin

f. _____ sucre
g. _____ jus
h. _____ bière
i. _____ café
j. _____ eau

Section B

2. Use the correct form of the partitive article (du, de la, de l')

2½

a. _____ vin
b. _____ bière
c. _____ argent
d. _____ eau
e. _____ sucre

f. _____ chocolat
g. _____ thé
h. _____ lait
i. _____ cocoa
j. _____ crème

Section C

Points

3. Qu'est-ce qu'on dit en français?
What do you say in French?

5

- a. any juice? _____
b. some money _____
c. some milk _____
d. any water? _____
e. some wine _____

3. Section A

1. Answer the following questions using the example as a model.

Example: C'est Jacques qui fume? Oui, c'est lui.

5

- a. C'est toi qui chantes? Oui, _____
b. C'est vous qui fumez, vous deux? Oui, _____
c. C'est Marie qui arrive? Oui, _____
d. C'est ton ami qui danse? Oui, _____
e. C'est les jeunes filles qui attendent? Oui, _____

Section B

2. Complete the following sentences with the appropriate emphatic pronoun.

5

- a. _____, je suis très content.
b. C'est Jacques? Oui, c'est _____.
c. _____, nous avons faim.
d. Tu aimes le vin, _____.
e. Il parle avec ses amis? Oui, il parle avec _____

4. Section A

1. Écrivez la forme correcte de l'adjectif.
Write the correct form of the adjective.

Example: bleu: Il a une chemise _____.
Il a une chemise _____ bleue.

5

- a. bleu: J'ai des chemises _____
- b. anglais: Ma voiture est _____
- c. joli: Le portrait est _____
- d. jeune: Les garçons sont _____
- e. prêt: Marie et Jeanne sont _____

Section B

2. Replace each of the blanks with an appropriate adjective.

5

- a. Ma soeur est _____
- b. Les professeurs sont _____
- c. Mon café est _____
- d. Le président est _____
- e. Elle est _____

5. Answer the following questions in French.

10

- a. Depuis quand étudies-tu le français?
- b. Quand est-ce que tu vas au magasin?
- c. Qu'est-ce que Jean cherche au magasin?
- d. Tu aimes le chocolat, hein?
- e. Où travaille ton père?

6. Dictée: Write the following sentences in French. Each sentence will be repeated only once.

5

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Writing test value: 50 points
Graded out of 25 marks

END

201082

FIN

