

Annual Assessment Report for 2021-2022 AY

Reports completed on assessment activities carried out during the 2021-2022 AY will be due September 30th 2022 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department's choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Modern and Classical Languages and Literatures (MCLL)

Degree: French B.A.

Assessment Coordinator: Dr. Tara Hashemi

1. Please list the learning outcomes you assessed this year.

- (A) Students will demonstrate oral and reading proficiency of the French language at the advanced level, including knowledge of grammar and vocabulary
- (B) Students will demonstrate written proficiency of the French language at the advanced level, including good control of French grammar, syntax and vocabulary, and will apply effectively this knowledge in writing activities and literary analysis.

(Assessed in course: FREN150 Advanced Conversation, Spring 2022)

2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

We used the ACTFL Proficiency Guidelines 2012 to assess the outcome above cited at the advanced level (including advanced low, mid and high).

For the attached assignment, we adapted the “World-Readiness Standards for Learning” for advanced communication standards.

These goals focus on language use and communicative competence or in other words, how students are able to use French to communicate with others, and how effectively they can use communication strategies to cope in linguistically unfamiliar or challenging situations. These linguistic outcomes can be broken down into three communicative modes: the interpretive mode, the interpersonal mode, and the presentational mode.

See attachment for sample lesson to which these criteria apply to

THE INTERPRETIVE MODE: Two-way communication via conversation or written exchanges

Learners use French to greet one another and engage in extended conversation about everyday topics, such as weather, friends, leisure activities, school, and family.

1. Learners use French to talk extensively with classmates about present, past, and future activities
2. Learners use French to discuss topics pertinent to their personal and professional lives
3. Learners use French to make, adjust, and review individual and group plans.
4. Learners compare, contrast, and analyze in French their opinions on topical issues
5. Learners use French to discuss social issues
6. Learners share their opinions, via discussion or written exchanges in French, on what they have recently read or seen

THE INTERPERSONAL MODE: Understanding what one hears or reads

Learners understand main ideas and significant details of level-appropriate spoken and recorded materials in French on topics of personal and public interest, such as videos, commercials, films, interviews, and live presentations:

1. Learners understand important concepts presented in French in formal lectures and group discussions.
2. Learners understand principal elements and main ideas of newspapers, magazine articles, and online sources on current events and topics of general interest in French.
3. Learners understand French level-appropriate literary works
4. Learners understand some French humor
5. Learners understand the multi-level meanings of French proverbs and idioms.

THE PRESENTATIONAL MODE: Expressing one's ideas in speech or writing

1. Learners give detailed oral presentations on historical or cultural topics they have studied or that relate to their areas of expertise.
2. Learners provide an informed oral or written critique of a text

To assess students, a rubric was used including the level of achievements

- exceeds expectations
- meets expectations
- approaches expectations
- does not meet expectations

for the categories:

- Interpretive communication
- Interpersonal communication
- Presentational communication

3. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

Our set benchmark is for all of our students to score 70% or higher on the years assessment activities

Of the 6 students enrolled in FREN150, 5 rated high (over 90%) on the sample lesson and were designated as advanced in the interpretive mode, the interpersonal mode, and the presentational mode.

One student rated lower (80%) on the interpersonal mode, and the presentational mode.

All students met our set benchmark (to score over 70%)

4. What changes, if any, do you recommend based on the assessment data?

On the assessment of the whole course's data, I would recommend further assessing the interpersonal mode, and the presentational mode to develop students' proficiency.

5. If you recommended any changes in your response to Question 4 in your 2020-21 assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year's report please write N/A as your answer to this question.

N/A

6. What assessment activities will you be conducting during AY 2022-23?

**2022-
2023**

Employ Rubric for Listening and Oral proficiency in FREN 150 A.1, A.3, and A.4

Assess how well students are applying writing techniques and language proficiency in one of the following: FREN 110, 111, 112, 113. Have these as a base in order to compare these to those taking FREN 120T

A.4, A.5, B.1

Ideally, if our enrollment numbers allow us to do so, we would like to reproduce the assessment activities described here to compare and reflect on results with a different population.

NOTE: For the AY 2021-22 Report, due September 30, 2022, there is no Question 7 pertaining to program review. For future Department/Program Annual Assessment Reports, there will be a question about how your Department/Program has planned to incorporate Justice, Equity, Diversity, and Inclusion into your assessment practices. We will discuss JEDI at assessment workshops in fall 2022 and resources will be available in the Department Coordinators Google Drive.

LEARNING SCENARIO

**L'IMMIGRATION ET LES CONNEXIONS
CULTURELLES**

TARGETED STANDARDS	PERFORMANCE RANGE
C Communication: Interpretive Communication	Advanced
C Communication: Interpersonal Communication	TARGETED LANGUAGE LEARNERS
C Communication: Presentational Communication	Post-secondary
C Cultures: Relating Cultural Practices to Perspectives	INSTRUCTIONAL SETTING
C Comparisons: Cultural Comparisons	Traditional post-secondary classroom
	ESSENTIAL QUESTION
	How am I connected with those from different cultural backgrounds?

LEARN PRACTICE ASSESS

In this learning scenario students will be studying the importance that immigration plays in their lives and those of other young people of the French-speaking world. They will discuss and analyze practices characteristic of diverse regions of the French-speaking world. They will participate in various registers of language. This will involve notions of attitudes toward social status, race and identity, comparing and contrasting different cultural practices of various areas of the French-speaking world to dispel stereotyping. They will analyze social, economic, geographic, linguistic and historical factors that affect cultural practices through the interpretive reading and viewing activities.

Interpretive Mode

1. Students will begin by watching a short video clip of an interview from TV5 in which a comedian explains her use of accents. Link: <https://apprendre.tv5monde.com/en/exercices/b1-threshold/introduction>. After listening to the interview, students arrange the different “moments” of the exchange in the correct order. The students explain what they understand from the interview, and discuss attitudes towards those with foreign accents, notions of acceptance of diversity, and immigration, as well as the use of humor to communicate complex ideas. An alternative is to watch Gad Elmaleh’s sketch: <https://www.youtube.com/watch?v=QfkMqrXcif0> in which he discusses his experience of being Moroccan in the United States.

2. Students read *Kiffe kiffe demain* by Faiza Guène, using a series of three worksheets that help them focus on social, linguistic, personal and other interpretations of the text. An additional glossary helps introduce the integration of Arabic into the text, and how the integration of

Arabic language and culture changes their understanding of the text, as well as their understanding of the young protagonist's transformation throughout the novel. The students interpret the changes in the main characters that occur throughout the novel, and also reflect on their own cultural parallels and contrasts. An analysis of the cultural implications of the text's vocabulary, whether an Arabic expression "kif kif" or a cultural icon specific to the Parisian context, helps students understand the transformations of language in other contexts. Parallels can be drawn with the influence of popular culture on American daily speech, such as the expression "Bye, Felicia."

3. Lori Saint-Martin's short story *Pur polyester* provides another perspective of the Francophone world and the difficulties of fitting in, feeling both a stranger in one's homeland and within one's family. Comparing and contrasting the experiences of the young narrator in this story with that of *Kiffe kiffe demain* enriches the interpretation of both. Is the difficult experience of transition and assimilation felt by the characters translatable to the American context? What can be done to combat discrimination and intolerance?

4. The film *Paris à tout prix*, directed by and starring Reem Kherici, provides an opportunity to compare cultural attitudes about work, the difficulties of working as an immigrant (from paperwork to visas to less-favorable contracts). After introducing the film's work vocabulary (e.g. CDI), students can reflect upon the difficulties of work within the Parisian context and the Moroccan context as illustrated in the film. They can also reflect upon the cultural and personal values associated with work in reading the following reading: www.journaldunet.com/management/pratique/contrats/1716/contrat-a-duree-indeterminee-cdi.html 9/11/2017. What are the values implied in the *Code du travail*? Students compare with their own experience.

Interpersonal Mode

1. Within a group of three or four students, each student shares information about an example of immigration in the French-speaking world that they have encountered. In so doing, they use the subjunctive of emotion and opinion, in addition to practicing the use of connecting words. They then ask each other questions about how the example reflects immigration, how it affects the chosen person, and how it confirmed or changed the presenter's perspectives. For grading purposes, the use of a simple rubric can aid the teacher to grade all of the groups. The groups that have not yet been evaluated should be generating ideas to use when it is their turn. Those who have already presented should be working together in completing a follow-up interactive exercise.

2. When starting Saint-Martin's *Pur polyester*, students pair up and complete a matching exercise where they will match difficult words from the text with the definitions. This exercise helps them to expand their vocabulary. The next step is to distinguish language according to its cultural and linguistic context, e.g., French (*pull-over*), spoken French (*pull*) and Quebec French (*gilet*). How can one understand the story's title vs. the expression "*un Québécois pure laine*"?

Presentational Mode

1. In an oral presentation or written essay, according to the instructor's preference: discuss how prejudice is represented in one or more of the texts and film. What are the lessons acquired

through reading or viewing the text(s), what aspects of prejudice and intolerance are shown? Please give precise examples in justifying your response. Be sure to analyze tolerance from multiple perspectives: for instance, in the film, how does tolerance or intolerance reveal itself in Paris? in Morocco? Who displays tolerance? Who does not? What role does language play? What lessons about tolerance do you take away from the film? Explain and justify your response, being sure to give precise, compelling examples, and drawing cultural comparisons (either with your own culture and experience or with those studied in the unit).

2. Write a one- to two-page typed essay in response to one of the possible essay prompts: a) What do you feel about the perspective of “*pure laine*” vis-a-vis immigrants to Quebec? Do parallel attitudes exist within the United States—whether a person comes from a different country or a different part of the United States? b) Do you believe that the narrator will assimilate (and thus become “*pure laine*”)? Is this a desirable outcome? Explain and justify your response. In both cases, clearly identify the problems you address, give your reasons for concern, citing specific statistics, passages, or experiences, and make recommendations to addressing or resolving the issues you have identified. Be sure to use vocabulary acquired throughout the unit as well as sentence and other grammatical structures emphasized throughout the unit. Grades are based on content, use of grammatical structures and language learned over the past few weeks.

ADAPTATIONS TO OTHER AGES/GRADES

This learning scenario could be used at the high school level due to the nature of the topic.

REFLECTION

This learning scenario has worked very well for me in the past because students are very passionate about understanding the challenges of immigration in the globalized world that young people in their late teens or twenties face. It causes them to reflect on their own behavior, their appreciation of others’ differences, and their relationship to those from different backgrounds. They are asked to reflect upon, compare, analyze, and observe a variety of phenomena in the post-immigration French-speaking world. They are also asked to self-assess when it comes to their own relationship with the questions of immigration, difference and cultural understanding. They are asked to compare cultural phenomena and interpret a variety of readings, viewings and listening opportunities. Their critical thinking skills are activated throughout the unit because they are asked to constantly reflect upon aspects of the topic, whether it be the difficulties of being an immigrant in society, or being hired in the career of their choice. Finally, this scenario permits the student to reflect on his or her own stereotypes, understanding of race and identity, and interactions with diverse others.