

Moving Beyond Comprehension in French: Question Development for Reading

Brian Kennelly
Cal Poly, San Luis Obispo

Learning Outcomes

Participants will examine model AP questions then develop questions of their own to help position their students for success in answering questions that test more than mere reading-comprehension skills.

Session Process

- ▶ Review of Multiple-Choice Question Types (large group)
- ▶ Development of Classroom-Ready Questions (small groups)
- ▶ Sharing and Debriefing (small groups and large group)

Introduction and Review of Multiple-Choice Question Types

Learning Objectives for Written and Print Interpretive Communication

Primary Objective: The student synthesizes information from a variety of authentic written and print resources

- ▶ The student demonstrates comprehension of content from authentic written and print resources
- ▶ The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions
- ▶ The student understands the purpose of a message and the point of view of its author

(continued on next slide)

Learning Objectives for Written and Print Interpretive Communication

Primary Objective: The student synthesizes information from a variety of authentic written and print resources

- ▶ The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources
- ▶ The student demonstrates critical reading of written and print resources in the target cultural context
- ▶ The student monitors comprehension and uses other sources to enhance understanding

(continued on next slide)

Learning Objectives for Written and Print Interpretive Communication

Primary Objective: The student synthesizes information from a variety of authentic written and print resources

- ▶ The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s)
- ▶ The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources
- ▶ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political)

(continued on next slide)

Learning Objectives for Written and Print Interpretive Communication

Primary Objective: The student synthesizes information from a variety of authentic written and print resources

- ▶ The student demonstrates knowledge and understanding of content across disciplines

Achievement Level 5 for Written and Print Interpretive Communication

Comprehension of Content

- ▶ When reading a variety of authentic written and print resources, students identify main ideas and supporting details on a range of topics. They use context to deduce the meaning of unfamiliar words and usually infer implied meanings.

(continued on next slide)

Achievement Level 5 for Written and Print Interpretive Communication

Critical Reading

- ▶ Students demonstrate critical reading skills and usually differentiate facts from opinions. They identify the intended audience, source, and purpose and describe the basic content of the resource material.

(continued on next slide)

Achievement Level 5 for Written and Print Interpretive Communication

Vocabulary

- ▶ Students comprehend a variety of vocabulary, including culturally appropriate vocabulary and some idiomatic expressions related to topics of personal interest and limited unfamiliar topics.

(continued on next slide)

Achievement Level 5 for Written and Print Interpretive Communication

Cultures, connections, and comparisons

- ▶ Students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographical, historical, artistic, social, or political features of target culture communities.

Multiple-Choice Question Types

(derived from the Learning Objectives and Achievement Level Descriptions for Written and Print Interpretive Communication)

- ▶ Comprehension
- ▶ Vocabulary in Context
- ▶ Purpose or Point of View
- ▶ Distinguishing Feature (audience, tone, style)
- ▶ Critical Reading (details supporting main idea, inference of implied meanings)
- ▶ Relationship to Other Source/s
- ▶ Interpretation of information related: to information from another discipline; or to role or importance of cultural product, practice and/or perspective in a target culture
- ▶ Summary

Where To Find Them on Exam

- ▶ Promotional Material
- ▶ Literary Text
- ▶ Article and Chart
- ▶ Letter
- ▶ Audio Report and Article

Comprehension

Examples from Practice Exam

- ▶ *Comment est-ce que Lord Nelvil se comporte envers ses amis?* [Literary Text]
- ▶ *Pourquoi est-ce que Yolande a commence son travail avec l'AFEMAR?* [Article and Chart]
- ▶ *Quelle caractéristique-clé du site Internet de « Vélocratie » est mentionnée par Jeanne Chaudet?* [Letter]

Vocabulary in Context

Examples from Practice Exam

- ▶ *Que veut-on dire quand on indique que les remords de Lord Nelvil « aigrissaient » (ligne 7) ses regrets? [Literary Text]*
- ▶ *Quel est le sens du mot « tornade » (ligne 6) tel qu'il est utilisé dans l'article? [Article and Chart]*
- ▶ *Que veut dire l'expression « désormais » (ligne 16)? [Letter]*

Purpose of Point of View

Examples from Practice Exam

- ▶ *Quel est le but de l'annonce?* [Promotional Material]
- ▶ *Pour quelle raison l'article a-t-il été écrit?* [Article and Chart]
- ▶ *Quel est le but principal de la lettre de Jeanne Chaudet?*
[Letter]

Distinguishing Feature

Example from Practice Exam

- ▶ *Dans cet article, quel est le ton de l'auteur quand il parle de Yolaine?* [Article and Chart]

Critical Reading

Examples from Practice Exam

- ▶ *Dans l'esprit de l'annonce, quelle phrase pourrait-on ajouter après « métro Saint-Laurent » (ligne 10)?* [Promotional Material]
- ▶ *Quel changement est décrit dans le dernier paragraphe?* [Literary Text]

Relationship to Other Source/s

Example from Practice Exam

- ▶ *Vous faites une presentation écrite basée sur l'article et le tableau. Parmi les sources suivantes, laquelle est la plus proche du sujet traité dans l'article et le tableau? [Article and Chart]*

Interpretation of Information Related to: Information from Another Discipline; or to Role or Importance of Cultural Product, Practice and/or Perspective in a Target Culture

Examples from Practice Exam

- ▶ *Selon l'annonce, quelle remarque à propos des Québécois est vraie?* [Promotional Material]
- ▶ *Vous faites une présentation écrite basée sur l'article et le tableau. Quels deux sujets présents dans l'article et le tableau allez-vous aborder?* [Article and Chart]
- ▶ *Quelle constatation déplorée par Jeanne Chaudet est aussi à l'origine des actions de son association?* [Letter]

Summary

Examples from Practice Exam

- ▶ *Quelle proposition résume la situation de Lord Nelvil?*
[Literary Text]
- ▶ *Qu'est-ce que le tableau indique?* [Article and Chart]

Development of Classroom-Ready Questions

Question Types to Be Developed

(not including Comprehension)

- ▶ Vocabulary in Context
- ▶ Purpose or Point of View
- ▶ Distinguishing Feature (audience, tone, style)
- ▶ Critical Reading (details supporting main idea, inference of implied meanings)
- ▶ Relationship to Other Source/s
- ▶ Interpretation of information related: to information from another discipline; or to role or importance of cultural product, practice and/or perspective in a target culture
- ▶ Summary

Source Materials for Development of Questions

not including Audio Report and Article

- ▶ Promotional Material
- ▶ Literary Text
- ▶ Article and Chart
- ▶ Letter

Promotional Material

Recrutement de jeunes sapeurs-pompiers

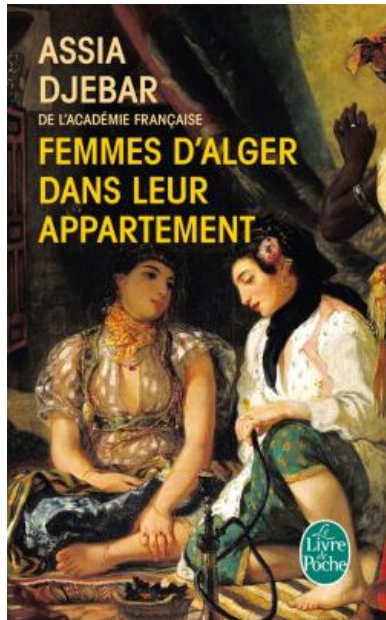


Families and
Communities

FRANCE

Literary Text

Il n'y a pas d'exil



Personal and Public
Identities

ALGERIA / TUNISIA

Article and Chart

Exode des jeunes îliens vers Tahiti



Global Challenges

FRENCH
POLYNESIA

Letter

Revendication des étudiants



ECOLE PREPARATOIRE EN SCIENCES ECONOMIQUES,
COMMERCIALES ET SCIENCES DE GESTION
- TLEMEN -

Contemporary Life

ALGERIA

Sharing and Debriefing

Questions Developed for Promotional Material

Recrutement de jeunes sapeurs-pompiers

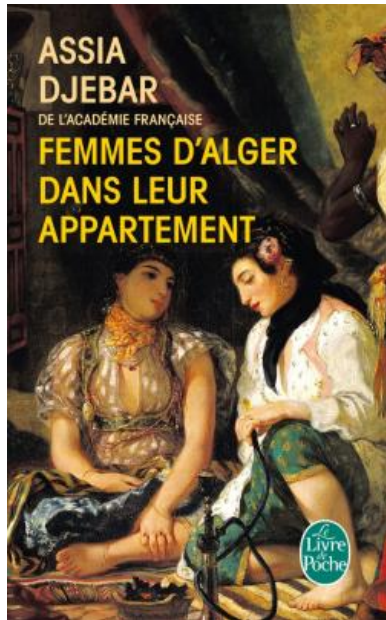


Families and
Communities

FRANCE

Questions Developed for Literary Text

Il n'y a pas d'exil



Personal and Public
Identities

ALGERIA / TUNISIA

Questions Developed for Article and Chart

Exode des jeunes îliens vers Tahiti



Global Challenges

FRENCH
POLYNESIA

Questions Developed for Letter

Revendication des étudiants



ECOLE PREPARATOIRE EN SCIENCES ECONOMIQUES,
COMMERCIALES ET SCIENCES DE GESTION
- TLEMEN -

Contemporary Life

ALGERIA

Questions?

<https://works.bepress.com/bkennell/>
bkennell@calpoly.edu

Session Evaluation