

Assessment, Fall 2025 by Matthew Motyka

Minor in French Studies

The Course PLO: 1. Express information and opinions verbally in consistent, effective and clear French.

Assessed here is the performance of three French Studies minors French in my course FREN 300 Cultures de France taught as a directed study FREN 398. The expectation is that students will achieve the intermediate level of oral proficiency.

The students

All students, given the number of hours of classes they have taken (the equivalent of between 162 and 254 contact hours at the university level), should fall in the Intermediate Mid ACTFL range. 2 students had taken FREN 202 Fourth Semester French before signing up for FREN 300 taught as a directed study (398); one had taken FREN 203 French through Performance. One of the students speaks French at home (which makes her a nearly native speaker) and will graduate in December 25, 2 had had similar preparation and exposure and are at the middle stage of the Minor in French Studies which they will complete after the spring 26 semester in France.

Presentational speaking assignment

As part of FREN 300 (398) Cultures de France (Fall' 25) students gave 15-20 minute-presentations based on the topics of their choice which they will elaborate in writing as a final research paper. The student majoring in Museum Studies presented the foundation of the D'Orsay Museum in Paris, the student majoring in psychology and with a minor in neuroscience presented the evolution of classical dance in France, the student majoring in psychology with a minor in Classics presented the Algerian question at the beginning of the Fifth Republic in France. These were prepared presentations. Some students were speaking more spontaneously than others, or departing briefly from their scripts, than others. I was the only evaluator of the students' performance

I am drawing on descriptors developed by the Ohio Department of Education using ACTFL guidelines to assess proficiency.

https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/Intermediate-Presentational-Guidance_april-2018.pdf.aspx?lang=en-US

<https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/english/speaking>

Comprehension

At the Intermediate level, the learner's ability to make himself understood increases. •

Intermediate Low learners are understood by a sympathetic speaker, e.g., a teacher or someone accustomed to dealing with language learners.

• Intermediate Mid 1 and 2 learners are understood by a native speaker accustomed to language learners, e.g., a travel agent or hotel clerk.

• Intermediate Mid 3 learners are generally understood by most native speakers. Contributing factors include vocabulary, language control, pronunciation and fluency.

All my students met or exceeded the requirements. There were moments where pronunciation interfered a bit with clear comprehension of Student 3.

RUBRICS:

Student	Vocabulary	Language Control	Pronunciation	Fluency
1	A	A	A	A
2	S	S	S	A
3	S	S	S	S

S = Superior (students exceed requirements)

A = Adequate (students meet requirements)

I = Inadequate (students do not meet requirements)

Vocabulary

Intermediate learners use a range of vocabulary that has been introduced in class and acquired from authentic resources and other sources.

• Vocabulary includes familiar topics, topics of personal interest and topics studied in class.

• Vocabulary is used in the correct context.

Language control

Intermediate learners are mostly accurate when using structures, word order and mechanics that have been introduced and practiced in class [or that they're getting from the sources they consulted].

• Learners show mostly consistent control of structures from Novice levels. These may include present time frame, subject/verb agreement, negation or use of articles.

• Learners show some control of Intermediate structures. These may include the use of various time frames, complex sentences, moods and declensions.

• Word order may include question formation, positioning of adjectives or use of pronouns.

• Errors in elements not introduced and practiced should not adversely affect the assessment. • In a prepared presentation, learners may show consistent control of practiced structures.

* In a spontaneous presentation, learners may show some control of practiced structures

Pronunciation

Intermediate learners imitate native-like sounds, intonation in spoken language.

- Pronunciation refers to the speaker's ability to approximate the sounds of another language.
- Intonation refers to a variation in pitch used to indicate a function such as a question or a statement.

Fluency

Intermediate learners will become more fluent as they progress through this level. When first faced with an increasing amount of new vocabulary and structures, the rate of speech will be interrupted by pauses, hesitations, stumbling and occasionally reversion to native language. As learners gain more control over structures and vocabulary, their flow of speech will show fewer interruptions.

- Natural pauses occur at the end of a complete idea and are an acceptable way for a speaker to gather his or her thoughts.
- Unnatural pauses or hesitations occur when the speaker pauses and searches for forms in the middle of a thought.
- Spontaneous speech will have more hesitations than a prepared presentation.
- Stumbling occurs when the learner verbalizes different forms or words while trying to express the message

CURRICULAR MAP FOR THE FRENCH STUDIES MINOR

PLOs	1	2	3	4
	Express info verbally	Write using disciplinary conventions	Comprehend oral discourse	Appreciate social cultural diversity
FREN 195 (Cuisine)				
FREN 195 (Congo)				
FREN 250				
FREN 260				
FREN 340				
FREN 200	D	I	D	D
FREN 203	D	I	D	D
FREN 206	D	I	D	D
FREN 300	D	I	D	D
FREN 315	D	D	D	D
FREN 320	D	D	D	D
FREN 322	D	D	D	D
FREN 324	D	D	D	D
FREN 330	D	D	D	D
FREN 332	D	D	D	D

D=developing, I=introductory, M=mastery

Note: After sunseting of the major, we needed to change the requirements given the reduced number of courses available. Most of the courses listed can be substituted by courses taken during a study abroad.

I. Mission Statement & Program Learning Outcomes

1. French Studies' mission statement derives directly from that of MCL. There has been **no** change in the mission statement since the last assessment. The major and the minor don't have a separate mission statement.

Mission Statement (LLC)

Inspired by the Statement of Mission of the University of San Francisco, a Jesuit and Catholic university, the Department of Languages, Literatures, and Cultures states as its

essential objective to "offers students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others." The Department promotes language acquisition for academic and professional needs and promotes the multidisciplinary study of cultures and societies within our increasingly multicultural communities in order to foster sensitivity and openness to be of service to others.

The objective of the French Studies minor is to provide oral and written competence in the language and a solid background in the literature and culture of the countries of the French-speaking world.

2. PLOs (**No** changes in the PLOs since the last report in October 2018)

PLOs French Studies Minor:

1. Express information and opinions verbally in consistent, effective and clear French.
2. Write in French using the disciplinary conventions and methodologies of literary and cultural analysis.
3. Comprehend oral discourse produced by native speakers of French.
4. Appreciate the linguistic, ethnic, racial, religious, cultural and social diversity of the French-speaking world.

I. Methodology

The method of assessment was direct. Professor Motyka used the rubrics previously drawn up with Professor Bouwer to evaluate the student responses.

II. Results and Major Findings

2 students were awarded the evaluation of "Superior" in 3 categories: vocabulary, language control, pronunciation, one of them received "adequate" for fluency. The third student received "adequate in all 4 categories. These results indicate that the learning outcome is being met. It should be noted, that given the small number of classes that we are able to offer, the students come with mixed levels of proficiency. Nevertheless, it is clear from the results that even students with less preparation than others were able to perform well.

III. Closing the Loop

My assessment efforts have consistently shown that French Studies minor students are meeting the PLOs. This despite the fact that enrollments impose constraints on the number of courses we can offer. The small number of classes also means that students sometimes have to take courses out of the ideal, gradated order (i.e., students will sometimes take a 200-level course after having completed a 300-level course). We work with students individually in order to provide extra support or extra challenges, depending on what is required, thereby mitigating the effects of the modest offerings of our program.