

The Honors College at the University of Missouri-Kansas City

I Can; Analyzing Self- Reflection Statements of French Language Learners

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Abstract

This paper investigates the nature of student open-ended reflectional responses on French foreign language exams. We hypothesized that these types of responses may indicate how students change over the first four semesters of French. Open-ended reflection statements from midterms and finals over the courses of French 110, French 120, French 211, and French 221 were recorded for this study. These responses, called "I can" statements, allow the student to reflect and write down four phrases of what they can do, or perform, in the French language. Responses were categorized by the mode of communication, by the content, and finally by the verbs used in each response along with complexity. From the results, it may be speculated that in the first semester of learning a foreign language, students responses include statements involving one-way communication (such as speaking and presenting.) As students advance through the first few semesters of a foreign language, responses include incrementally more activities indicating students' ability to comprehend the language (such as reading and listening skills) and to use their language for two-way communication (such as interacting in a conversation) along with performing multiple kinds of communication simultaneously, rather than performing presentational tasks (such as presenting and speaking.) These results could indicate that students are at first more confident in their abilities to perform presentational tasks in their first semester(s) of learning French and grow more confident in their ability to perform interpretive and interpersonal tasks, as well as performing multiple modes of communication simultaneously.

Key Words: Self-Reflection, Open-ended, Mode of Communication

Introduction

Self- reflection and self-evaluation are processes that allow one's self to critically analyze one's own completed work, progress, or lack of progress in any given field. When one reflects on their own work, abilities, or state of being, they observe their own ability and capabilities at that time. When one evaluates the self, they make judgements on that existing state: Is my current state of progress acceptable? What have I learned? What can I improve on? What progress have I already made? When it comes to teaching, professors and educators of all disciplines employ Self Reflection strategies in their teaching methods for a variety of reasons. When teachers prompt students, or allow students to reflect on the content that they have been taught over a given period of time (whether that is over years in grade school, over one class period, or even one semester of a college class,) students do not only help themselves to better process the material, but help the instructors in evaluating how students are learning and absorbing the material. According to Candace Alstad, academic resume and CV curriculum vitae writer and career strategist,

Through the self-evaluation stage . . . , (students) can recognize their strengths and identify weaknesses, which, in turn, allows them to formulate strategies for challenging situations. As this is an iterative procedure, teachers will soon begin to recognize improvement. Analyzing this further will enable them to choose more appropriate goals as well as develop reasonable plans. (2016)

Instructors may implement self-reflection and evaluation in a range of different formats; some instructors may ask their students to write a reflection paper, while others may ask their students to have interactive discussions (Cox 2019). These types of responses are typically graded for participation, functioning as a mental exercise for the student and a method for instructors to

evaluate where the student is at in their proficiency level(or at least where the student perceives themselves to be in their proficiency level) .

Reflection and evaluation activities do not come without complications. Students' perceptions of themselves and their abilities may not always be accurate, with some students over-evaluating and others under-evaluating their abilities and capacities. While some research has found that self- reflection/evaluation activities can be accurate enough to function as placement tests within the given field that the activities are evaluating, (LeBlanc 1985; Edele 2015) other studies indicated that stress levels, self- consciousness, and other uncontrollable factors can greatly deter the accuracy of students' ability to assess themselves within a given skillset (Karpen 2018; Gilmore 1973) J Barnard Gilmore, who studied the effect on learning through self-evaluation, found that self- evaluation examinations may lower "uncertainty and anxiety" while raising "personal attention and interest in learning." However, it remained difficult to promote all students to reflect on themselves honestly as "These students were not convinced that the final average weight per item index was an unbiased estimate of knowledge" (1973) Furthermore, Samuel C. Karpen, who studied the Social Psychology of Biased Self-Assessment and attempted to "counter the underlie biased self-assessment" found that, ultimately, "strategies that attempt to address bias directly are unlikely to succeed" (2018).

Even with the unreliability of "accurate" self-assessment/ evaluation from students, these types of strategies remain widely used as they continue to yield positive results for students, particularly in the field of foreign language. Foreign Language instructors employ self-reflection strategies frequently to help their students along the language acquisition process; encouraging learners of a second language to reflect on their progress and their ability to perform in their

language of study has been proven to improve test scores overall and confidence in a student’s ability to learn a second language(Oscarson 1989; MacIntyre 1979; Tarvin 1991).

The types of formats for self-reflection/evaluation prompts vary in degrees of instruction and how much detail is expected of the student. Many self-reflections/evaluations are given in the format of a rubric or a chart, where a student may respond with a “yes or no” to a question about their performance/ ability in the class, or a scale indicating how well or poorly they are performing a certain skill. On the other hand, some self-reflection/evaluation prompts may allow the student more creative freedom in how they respond, such as writing a reflective essay/ paragraph/ sentence. When instructors observe the kinds of ways that student’s respond to these self-reflection prompts, particularly when they are limited in guidance and more open-ended, student answers vary incredibly. Students may reply with drastically different lengths and details about what they have learned in the semester, what they can do, and what they need to improve on.

In 2017, the National Council of State Supervisors for Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL) collaborated to create a format of self-reflection/evaluation called “Can-Do” statements for Intercultural Communication and the Reflection Tool for Learners. These “I-Can” statements are a form of guided open- ended self-reflection/evaluation that asks students to complete the following phrase “I can…” with a task that the student “can do” in their language of study. These types of statements are meant to help students in goal setting in their proficiency, and allow instructors to create appropriate rubrics for performance-based grading”

The statements are organized according to the Interpretive, Interpersonal, and Presentational Modes of Communication as described in the *World-Readiness Standards for Learning*

Languages:

- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

“Can-Do” Statements “reflect the continuum of growth in communication skills through the Novice, Intermediate, Advanced, Superior, and Distinguished levels” and “set of examples and scenarios that show how learners use the target language and knowledge of culture to demonstrate their Intercultural Communicative Competence (ICC)” (ACTFL 2017).

At the University of Missouri Kansas-City “I Can” statements are used for students in French 110, French 120, French 211, and French 221- the first four semesters of F as a foreign language. When students of French take the first four semesters of French, they are given both a midterm and a final over the content covered thus far in the semester . In all each of these midterms and finals, a question is placed in the very beginning of the examination that asks students to reflect on their ability(ies) in French language. The question is as follows:

Complete the following statements (in English) on learning outcomes based on your personal achievements thus far in French class this semester (suggestions: understand, describe, speak, communicate, read, write, interact). Be specific! (4 pts)

Example: I can describe my friends.

1) I can

2) I can

3) I can

4) I can

Students fill out each of the four questions as to what they believe they *can do* in French. These questions are counted towards the final grade of the examination for completion. Each statement counted for one point of the final grade, with a total of four points for the whole section.

What this “I-can” prompt yields, as with other forms of open-ended self-reflection/assessment, is a variety of different kinds of answers with various verbs, tasks, and skills involving the French language. While the merit of self-reflection has been studied, few researchers have attempted to test if these open-ended self-reflection responses, despite their unpredictability, could be organized. What we wanted to know about this variety is if the kinds of words and phrases of these responses could potentially reveal how students develop their various language skill(s) proficiency during the language learning process. Can these “I Can” statements be categorized based on what is written in the phrase? Do “I-Can” statements change over the course of the first four semesters of French? Do “I can” statements change depending on the grade received on the exam where the “I can” statements were written? These initial research questions prompted us to find out what kinds of ways/words student’s respond with, how they respond the most, if and how these responses change over time, if they change depending on the level of French they are taking, and if I they are linked with grade percentages, what types of communication are they doing the most.

Goals

The goal of this study is initially to develop working categories of the types of responses students create for open-ended self-assessment questions through “I can” statements. Secondly, this study seeks to find if any trends exist between different kinds of self-reflection responses, and to find if any specific areas of self-reflection correlate to the grades of students acquiring French as a second language. With these two goals in mind, foreign language instructors may be able to more clearly understand the nature of self-assessment and if these responses may be useful for further research on the nature of language acquisition. We hypothesized that if students reflect on and record their French ability in a guided, open-ended statement that student responses may be categorized into definable traits and predict that certain activities (such as those involving practicing French extracurricular) may correlate grade percentages received.

By establishing categories of responses students create in the format of “I can” responses, we may be able to examine if categories correlate with high performance and final grades, what categories correlate with low performance and final grades, and other trends in-between multiple categories and performance. This project will add to existing research regarding the purpose and merit of self-reflection in language acquisition by offering a more narrow examination on the specific types of self-assessment behaviors (Chen 2008; Cox 2019; Karpen 2018; Schultz 2017)

Procedures and Methodology

The first step of our process was to collect samples of “I Can” statements from completed midterm and final examinations of past semesters of French 110, French 120, French 211, and French 221. Tests were collected from French Language professors in the Foreign language department at University of Missouri Kansas City. In total, 337 completed midterms and final exams were collected former semesters in French 110, 120, 211, and 221 from years 2017 and 2018. As a measure of protection, names of each student were first replaced with a code number

correlating to when examinations were taken and their course levels as to keep the individual student's identities completely confidential. This code included the course number, and was marked with an "M" or an "F" depending on if the examination was a Midterm or Final.

After coding all the examinations, each of the four statements from all examinations were typed out on an excel spreadsheet in order to be clearly analyzed and categorized. Each student's code included a space for each of the four responses, which were labeled "Statement A, Statement B, Statement C, Statement D." Each statement on the test was recorded in order, correlating to the number of the statement on the test (1-4). For example, statement #1 would be labeled as "Statement A" in data collection. If the student did not respond to the prompt or had handwriting that was beyond legibility (and was therefore not graded by the professor) a space was left for the response and was not categorized. The language usage, verbs, and activities recorded in each statement are the primary determiners used to decide their category.

First, the verb usage and sentence structure was recorded; nine categories of verbs were derived from the original prompt, "Understand," "Describe," "Speak," "Communicate," "Read," "Write," "Interact," "Tell," "Say," or "other." The last category was designated for any outlier verbs, marked as "Non-applicable." Along with verb usage, a separate category was recorded denoting whether each response was a "complex phrase." A Complex Phrase" includes "I can" statements with multiple verbs in the phrase, such as "I can *talk* to my friends in French and I can *ask* them how their day was" or "I can *order* food in French while *using* the imperative."

Next, the following qualities were recorded based on the mode of communication of each response. The mode of communication, based on ACTFL's three modes of communication when teaching foreign language (ACTFL 2019) were divided into the following categories: "presentational," "interpretive," "interpersonal," and "presentational/ interpersonal." Phrases that

fit into the "presentational" consisted of verbs expressing one-way communication *coming from* the student. Examples of this are "I can describe my family," "I can speak about how I'm doing," "I can write down some basic facts about myself, "I can tell you what I like to do," "I can say days of week and months in French," or anything else that expressed an output from the speaker going out into the audience- not receiving information back. Phrases that fit into the "interpretive" category consisted of verbs expressing one- way communication *received by* the student. Examples of this are "I can understand conversations in French.," "I can read compositions and signs in French," "I can comprehend more and more reading and listening," or anything else that expressed absorbing, and analyzing information (the opposite of the "presentational" category.) Phrases that fit into the "interpersonal" category consisted of verbs expressing two-way communication between two French speakers. Examples of this are "I can comprehend more and more reading and listening," "I can interact with classmates basic instructions," "I can communicate with a friend about their classes and major," " I can write the date in French," or anything else that communicated both outputting and receiving information in French. If the phrase described both "presentational" information and "interpersonal" information, or if it was not clear that a phrase was one or the other of this category, for example if a phrase said "I can communicate with family in france about day-to-day activities," where in is not clear if information is two-way or one-way, the phrase was marked, "presentational/interpersonal."

After the mode of communication, the remaining categories were designated to other observable themes regarding the content of the responses. The "Extracurricular Practice" category indicates whether the activity of the response is clearly outside of the classroom, such as "I can understand French films on Netflix," or "I can talk to the waiter at a French restaurant."

The "Grammar Specific" category denotes whether the response is focused around clearly grammatical tasks, such as "I can conjugate er, ir, and re verbs," or "I can improve my writing w/ the various verb tenses." The "Specific Tasks" category judges if the response is a specific rather than general activity, such as "I can speak clearly enough to carry on conversations in French, covering more complex topics that before I began the semester." rather than "I can have conversations in French."

Finally, each student's final grade on the examination was recorded. After collecting the data, the information and categories of each student was reorganized by percentage earned on the exam from the highest-earned percentage to the lowest. Next, the data for each of the students were grouped together into percentage groups based on their earned grades; these percentage groups include "A examinations," that received scores between 100% to 90%, "B examinations," that received scores between 89% and 80%, "C examinations," that received between 79% to 70%, "D examinations," that received between 69% to 60%, and finally "F examinations," that received 59% and below. (See Appendix for a full list of all records of occurrences in each category and each grade percentage)

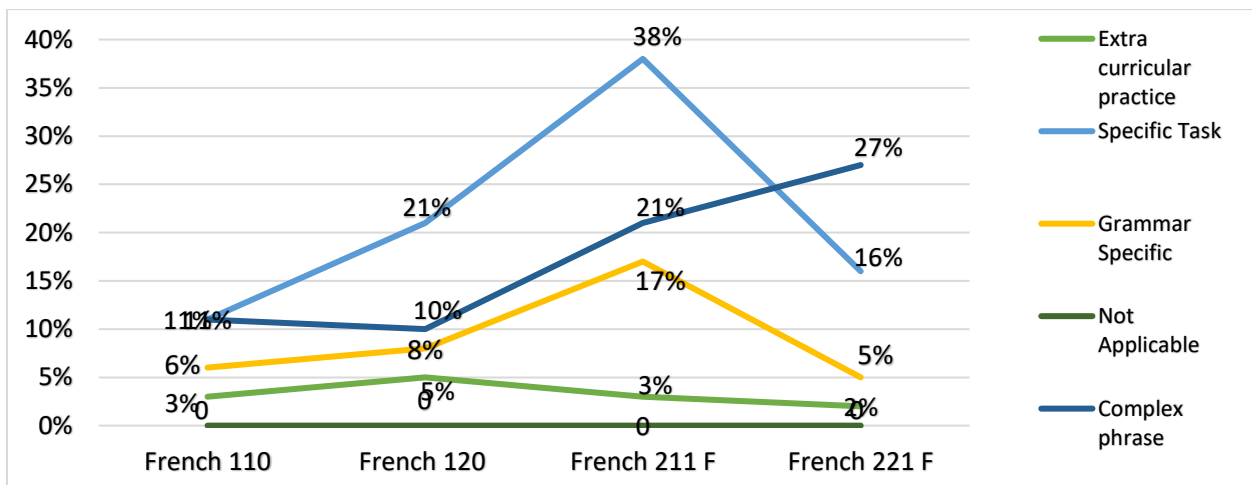
After all the categories for each percentage group for each class were totaled, category totals were compared along with their percentage change over the course of all four semesters, and the percentage change between each of the percentage groups within each class. Trends were searched for between what modes of communication, what content types, and what verbs were most frequently and most infrequently in each group, or if they were not used at all. Percentage growth or decrease was also noted in any of the categories from midterm to final(in French 110 and French 120), from class to class, and if any separate categories (such as a given verb and a

given mode of communication) had direct relationships in their frequency of usage at the same time.

Results:

In the figures A, B, and C below, results from French 110 Midterms and Finals were merged, as was French 120 Midterms and Finals. For a complete list of all recorded numbers of occurrences amongst each category from each Semester and percentage level, please see Appendix.

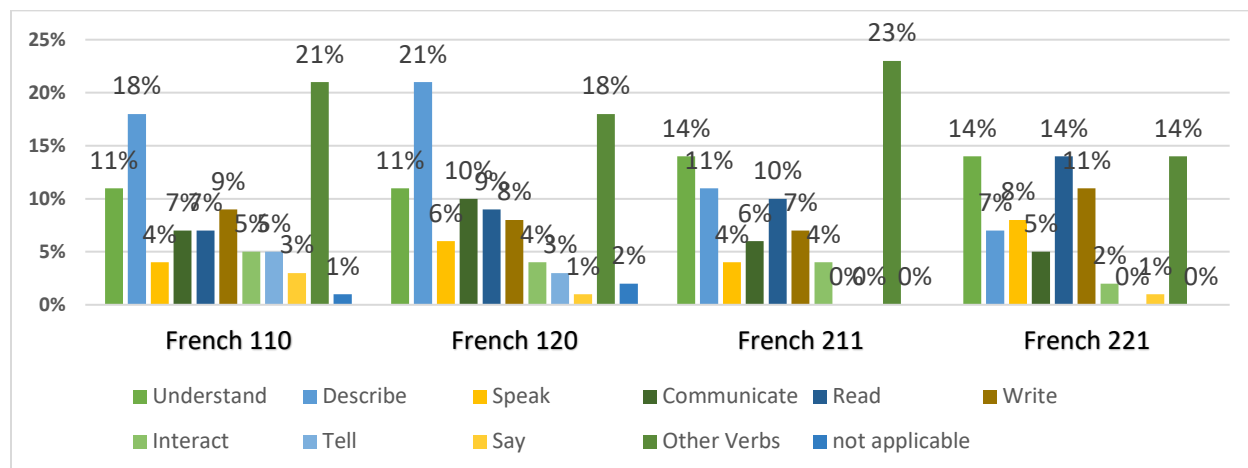
Figure A Content Results



As we can observe in Figure A, within all recorded "I can" statements, there is an increase from 6% to 17% in the Grammar Specific category and an increase from 11% to 38% in the Task Specific category over the course of French 110, to French120, and finally to French 211. However, in between French 211 to French 221, the Grammar Specific category falls to 5% and Task Specific falls to 16%. Oppositely, the Non Applicable category falls from 69% to 21% over the course of French 110 to French 120, and finally to French 211, but then rises again to 50% during French 221. Only the Sentence Complexity category gradually rises in usage over the course of all four semesters, starting at 11% in French 110 and finishing 27% in French 221

The Extra curricular category remained largely unchanged throughout all four semesters, with its highest occurrences in French 120 at 5% and lowest in French 221 at 2%.

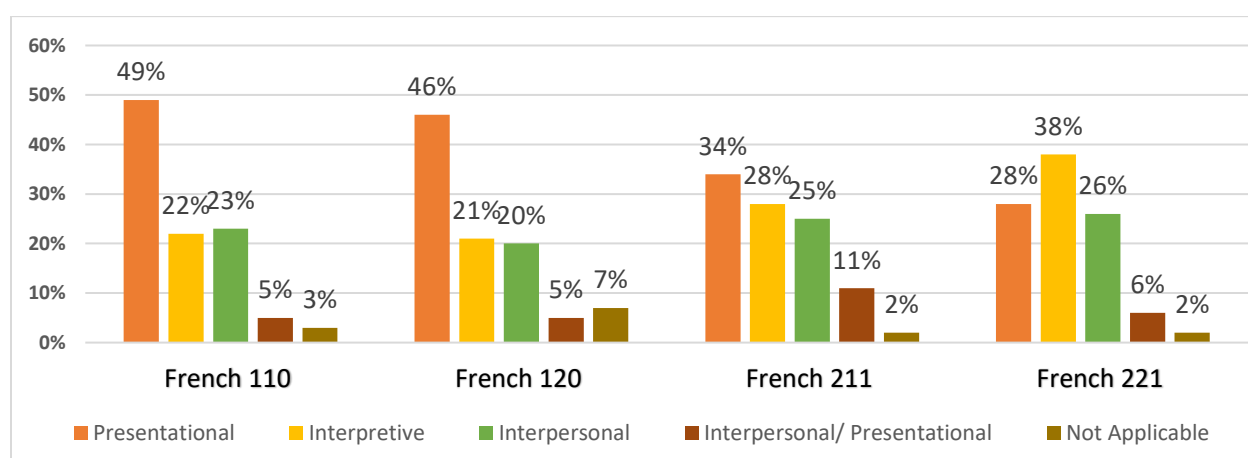
Figure B: Verb Results



In general, there did not appear to be any notable trends between received grade percentage and verb usage in any of the semesters, though it was interesting to see that most students across all semesters tend to favor the usage of some verbs on the initial prompt rather than others. Students across all levels use “Describe” as the most frequent verb and therefore “presentational” as the most common communication type. From examining Figure B, one can observe that the verbs used French semesters 110 and 120 relatively mirror each other in usage; both semesters show that 14% of all responses use “Understand,” approximately 19% of responses use “Describe,” then in both semesters there is a fall in percentage to approximately 5% for the verb “speak,” and the rest of the verbs in both semesters have relatively equal percentages in usage. As stated earlier, sentence complexity rises from 11% to 27% throughout all four semesters; Statements utilize more verbs that communicate multiple modes of communication at once as they progress through French 110, 120, 211, and 211, such as writing and reading or listening and speaking.

Statements recorded in French 221 and 211 tend to use outlier verbs and multiple verbs. Students in French 110 Midterm use “count” and “introduce” as the most frequent outlier verbs; students in French 110 Final use “Ask” as the most frequent outlier verb; students in French 120 Midterm, 120 Final, and 211 Final use “talk about” as the most frequent outlier verb; and Students in French 221 Final use “have conversation” as the most frequent outlier verb. For a full list of all outlier verbs used in each of the semesters, please see Table 4.

Figure C Mode of Communication Results



One of the most notable and clearly observable trends was found in the Mode of Communication. “I can” statements in French 110 and 120 have a tendency to describe tasks that are more presentational rather than the other two modes of communication. While the percentage of “I can” statements that expressed Presentational modes of communication fell every semester, the percentage of phrases using Interpretive and Interpersonal modes rose, with all three categories becoming relatively even by French 221. In French 110, 49% of students respond with statements that express the Presentational mode of communication, with 22% expressing the Interpretive mode of communication and 23% expressing the Interpersonal mode of communication. The Presentational category falls 3% by French 120, then falls 12% by French 211, and finally falls 6% by French 221, with 28% of “I can” statements exhibiting

Presentational activities in all responses of French 221. Oppositely, the Interpretive mode of communication begins at 22% of all recorded responses in French 110, increasing to 38% by French 221, while the Interpersonal mode of communication begins at 23% of all recorded responses in French 110, raising to 26% by French 221. Amongst individual classes and within the period between Midterm examinations and Final examinations (in the case of French 110 and French 120,) this same trend of “evening out” occurs, with the A- Earning examinations exhibiting a relatively “even” level of all three modes of communication, and Final examinations also exhibiting a more “even” levels of all three modes. Additionally, when student responses are mostly if not all Presentational, they are less likely to fall into any other categories of communication or of content type.

Discussion

With the given parameters, we can see at least that “I can” responses can be sorted in varying degrees of clarity into the types of verbs found in the responses, the content within the responses, and communication types. Of these three major categories, the following appeared to yield minimal results and could therefore (arguably) be removed: Extra Curricular in the Content section and Presentational/ Interpersonal in the Mode of Communication section.

When students are first learning French, they respond with phrases including mostly Presentational, one-way communication including speaking, presenting, and writing in French. This could potentially indicate that French 110 students are most comfortable with presentational forms of communication in their language of study. As Students progress through the first four semesters, they use more phrases for their ability to perform Interpretive tasks, including reading, comprehending, listening, and understanding French, as well as their ability to perform Interpersonal tasks, including holding a conversation, and two- way communication. By their

final semesters, students are also often expressing multiple modes of communication within one statement. This could potentially indicate that students grow more confident in their ability to perform Interpretive and Interpersonal tasks, as well as multiple modes of communication at once as they progress to the final semesters of French.

One of the most interesting things that the results yielded from collecting outlier verbs used in the “I can” responses was how the most frequent outlier verbs differed between French 110 Midterms and all of the other French classes. The outlier verbs for both French 110 Midterm Examinations and French 110 Final Examinations seem to directly reflect typical content learned in the first year of novice French: “I can count” and “I can introduce” likely reflects the fact that students are first learning their French numbers and how to make first impressions/ conversations with people and objects using the French language. These verbs, along with “talk about” (the outlier verb used most often in French 120 Midterm, French 120 Final, and French 211 Final) all reflect the Presentational mode of communication. “Talk about” could be expressive of how students of 120 and 211 are comfortable with presentational tasks utilizing a specific subject/ content learned in class, such as “I can talk about the weather” or “I can talk about French culture.” Only in French 221 does the most frequently used outlier verb reflect a different mode of communication- “have conversation with” (this would be Interpersonal.)

Some of the most unsatisfying results of the study were in the content section. There appeared to be trends within the first three semesters of novice French (110, 120, and 211,) but all beginning trends reversed in their growth and decent by 221. The only secure trend existed in Sentence Complexity, which was at its lowest in 110 and its highest at French 211. This could potentially show that students become more confident in their ability to not only perform two

types of modes of communication at once, but that they have a desire to create more complex, and there for more native communication methods in French.

This discrepancy could largely be a result of the insufficient sample sizes used in French 211 and French 221. Over the course of this study, some weakness in the procedure were discovered that could potentially be improved upon on with future study. The 337 responses that were available to observe were divided unevenly amongst the four semesters, with 132 total responses pulled from French 110 and 166 total responses for French 120, but only 15 exams from 211 and 26 exams from 221. With these available sample sizes changing so drastically between the first two semesters and the last two semesters, the results between response category changes (particularly between the change from 120 to 211) may yield inaccurate results.

Some categories were easier to define and determine from the responses than other categories, leaving the results of the category totals indefinite. For example, determining what verb was used in the sentence was very clear to observe and record. When it came to categories that required determining lexical meaning, such as specificity and complexity, there was more of a grey area. Many of the "I Can" phrases ranged from being specific or simple, rather than being one or the other. In the future, more guidelines could be created for the categories that were difficult to determine.

Conclusions

What we originally set out to do was categorize open-ended statements into easily-definable character traits and to see if these traits had any relation to how students' progress through the first four semesters of French, or if the categories have any relationship to grade percentage received. What can these results tell us? First and foremost, that open-ended self-reflection responses can indeed be categorized into regular categories, even with limited

guidance from the original prompt. Second of all, open-ended responses can reveal to us a little bit about how students are progressing in their perceived ability throughout all four semesters.

For further investigation within the parameters of this study, there are a variety of options that could be explored. For example, within the category of Content, few conclusions were found as to explain why Grammar Specificity and Task Specificity fall during Final semesters. Perhaps more definite results could be found if the experiment were to be re done with larger sample sizes equal to those of French semesters 110 and 120. Further investigation could be also made on the various verb usages to determine why French each of the four semesters relied heavily on some verbs rather than others. In regards to verb usage and percent-earned on the examinations, potential detailed statistical analysis could be conducted to determine if some verbs relate to examination performance.

In further studies relating to open-endedness, one could potentially examine if the boundaries of “guidance” that instructors give to prompt open-ended responses for foreign language students. One could explore how student responses could differ if the guidelines to “I can” responses are even less present in the original question. For example, not providing students with a list of suggested verbs for their I-can statements, or not giving the students an “I can” format at all, and instead asking students to write what they have learned in the French language in sentence or paragraph format. There is still much to be explored in the field of self-reflection/evaluation, and even more to be explored within the subcategory of open-ended self-reflection.

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Appendix

In tables 1-3, Letters A, B, C, D, and F represent the received grade on examinations. Numbers following the letter grade represent how many times a category occurred in within that letter grade.

Table 1. Total Mode of Communication

	Presentational	Interpretive	Interpersonal	Presentational/ Interpersonal	Non Applicable
110 M	A 48 B 57 C25 D7 F11	A 25 B 23 C11 D1 F4	A22 B 18 C 10 D F 4	A6 53 C6 D F	A 4 B3 C D F2
110 F	A26 B38 C32 D 6 F 20	A18 B19 C8 D7 F4	A12 B23 C21 D6 F9	A 4 B3 C3 D F1	A B4 C D2 F
120 M	A 77 B58 C31 D7 F8	A23 B27 C13 D F5	A24 B23 C9 D1 F4	A 2 B1 C4 D F1	A 12 B 5 C 4 D 4 F 5
120 F	A 40 B29 C37 D12 F14	A 15 B 23 C 20 D7 F6	A 14 B 18 C 22 D11 F 6	A 7 B6 C 4 D5 F2	A 3 B3 C2 D1 F8
211 F	A 4 B12 C 1 D3 F2	A5 B6 C2 D2 F3	A 6 B4 C 1 D2 F3	A4 B2 C D1 F	A B1 C D F
221 F	A3 B21 C 1 F1	A6 B24 C4 F1	A5 B15 C3 F1	A3 B2 C F	A B2 C F

Table 2 Total Content

	Extra Curricular	Specific Phrase	Grammar Specific	Complex Sentence	Non-Applicable
110 M	A 3 B2 C1 D F	A12 B3 C6 D2 F3	A11 B 10 C 4 D F 3	A13 B3 C5 D1 F1	A74 B83 C37 D6 F13
110 F	A2 B3 C1 D3 F	A7 B13 C4 D6 F59	A1 B3 C2 D F1	A8 B13 C8 D6 F1	A46 B65 C49 D13 F 26
120 M	A 7 B3 C3 D1 F	A26 B13 C8 D F1	A 19 B17 C2 D3 F2	A9 B4 C1 D F2	A 86 B75 C47 D8 F21
120 F	A 4 B7 C2	A 34 B26 C 25	A9 B8 C3	A22 B14 C13	A 31 B42 C55

	D3 F3	D10 F11	D6 F4	D5 F4	D17 F22
211 F	A1 B1 C D F1	A9 B11 C3 D3 F5	A4 B6 C2 D2 F	A5 B7 C1 D1 F3	A3 B6 C3 D3 F2
221 F	A 1 B1 C F	A4 B13 C2 F	A1 B5 C F	A 5 B 26 C1 F1	A 8 B 43 C6 F3

Table 3 Total Verbs

	Understand	Describe	Speak	Communicate	Read	Write	Interact	Tell	Say	Other Verbs	Not applicable
110 M	A 17 B15 C4 D F3	A 17 B21 C9 D2 F5	A7 B8 C 2 D2 F 2	A10 B7 C3 D F1	A9 B8 C6 D1 F	A7 B12 C6 D2 F	A 5 B5 C3 D F2	A1 B2 C3 D F2	A 6 B2 C4 D F2	A28 B29 C16 D3 F6	A B C D F 2
110 F	A 8 B10 C5 D4 F3	A 16 B21 C12 D4 F8	A 1 B 5 C 1 D F	A4 B4 C7 D2 F1	A 5 B10 C5 D2 F1	A10 B 12 C5 D1 F2	A 6 B7 C3 D F1	A 3 B5 C11 D F5	A B1 C D2 F3	A8 B13 C13 D10 F9	A1 B4 C D F
120 M	A 17 B17 C5 D F3	A 37 B23 C16 D1 F4	A 13 B 7 C 6 D1 F1	A 16 B12 C 3 D F5	A 11 B 11 C8 D1 F3	A 14 B 11 C7 D2 F	A 8 B 6 C 4 D F	A3 B4 C D F	A 3 B4 C1 D F1	A 18 B19 C10 D7 F4	A3 B4 C1 D F2
120 F	A 8 B13 C12 D4 F3	A 25 B19 C 21 D5 F7	A 4 B4 C4 D3 F2	A 7 B12 C11 D6 F1	A 7 B7 C10 D 2 F3	A5 B6 C5 D4 F5	A 2 B3 C3 D F2	A 3 B 1 C 4 D 3 F	A B C 1 D F	A17 B27 C13 D10 F8	A 1 B C D F4
211 F	A3 B4 C D2 F2	A2 B5 C D F2	A B1 C1 D1 F	A B2 C D2 F1	A2 B3 C1 D1 F1	A B3 C1 D1 F	A B3 C1 D2 F	A B2 C D F1	A B C D F	A12 B5 C1 D1 F	A5 B7 C1 D1 F3
221 F T= 1x4	A 1 B15 C2 F1	A1 B8 C F	A2 B6 C1 F1	A 1 B3 C2 F	A3 B13 C2 F1	A4 B8 C1 F1	A1 B1 C F	A B C F	A B1 C F	A3 B15 C1 F	A5 B26 C1 F1

Table 4. Outlier Verbs Recorded

Outlier Verbs used in French Midterm 110	Count x14 Introduce x10 Ask x9 Conjugate x7 Talk about x5 Greet x5 Name x3 Tell x3	Identify x3 Figure out x2 Use x2 Pronounce x2 Express convey Have Realize	Answer Explain Use adjectives Comprehend Produce Interpret Distinguish	Apply Hold conversation Carry on Talk to Determine Look at
Outlier Verbs used in French Final 110	Ask x10 Talk about x5	Greet x3 Identify x3	List Continue	Infer Distinguish

	<p>Introduce x5</p> <p>Conjugate x5</p> <p>Have conversation x4</p> <p>Count x3</p>	<p>Discuss x3</p> <p>Hold conversation x2</p> <p>Navigate</p> <p>Talk</p>	<p>Listen</p> <p>Complete</p> <p>Make a guess</p> <p>Recognize</p>	<p>Give commands</p> <p>List</p>
Outlier Verbs used in French Midterm 120	<p>Talk about x13</p> <p>Use x5</p> <p>Order x3</p> <p>Identify x2</p> <p>Conjugate x2</p> <p>Count x2</p> <p>Raise x2</p> <p>Introduce x2</p>	<p>Explain x2</p> <p>Utilize x2</p> <p>Spell out</p> <p>Give</p> <p>Discuss</p> <p>Talk</p> <p>Name 4</p> <p>Pronounce</p>	<p>Take</p> <p>Count 2</p> <p>Speak</p> <p>Attend</p> <p>Hold conversation</p> <p>Ask</p> <p>Find</p> <p>Go</p>	<p>Put</p> <p>Improve</p> <p>Make better</p> <p>Jour</p> <p>Regarde</p> <p>Travaille</p> <p>Faire</p>
Outlier Verbs used in French Final 120	<p>Talk about x16</p> <p>Order x11</p> <p>Ask x10</p> <p>Conjugate x4</p> <p>Discuss x3</p> <p>Have conversation x3</p> <p>Use x3</p> <p>Comprehend x2</p> <p>Parle x2</p>	<p>Invite x2</p> <p>Describe x2</p> <p>Introduce</p> <p>Remind</p> <p>Count</p> <p>Apartment Hunt</p> <p>Shop</p> <p>Plan</p> <p>Watch</p>	<p>Advance</p> <p>Talk to</p> <p>express</p> <p>Go to</p> <p>Utilize</p> <p>form</p> <p>Pick apart</p> <p>List</p>	<p>Compare contrast</p> <p>Hold conversation</p> <p>find</p> <p>Wish</p> <p>Celebre</p> <p>escrie lis</p> <p>explain</p>
Outlier Verbs used in French Final 211	<p>Talk about x4</p> <p>Express x3</p> <p>Use x3</p>	<p>Identify x2</p> <p>Comprehend</p> <p>Ask</p>	<p>Name</p> <p>Carry conversation</p> <p>Inform</p>	<p>Condense</p> <p>Differentiate</p>
Outlier Verbs used in French Final 221	<p>Have conversation x2</p> <p>Follow directions</p> <p>Ask</p> <p>Carry conversation</p> <p>Convey</p>	<p>Pinpoint</p> <p>Conjugate</p> <p>Have conversation</p> <p>Watch</p> <p>Listen to</p>	<p>Use</p> <p>Get the gist</p> <p>Decouvert</p> <p>Pronounce</p> <p>Recognize</p>	<p>Hold on</p> <p>Think</p> <p>Comprehend</p>