

Massachusetts Tests for Educator Licensure® (MTEL®)

FIELD 26: FRENCH TEST OBJECTIVES

Subarea	Multiple-Choice	Range of Objectives	Approximate Test Weighting
I.	Listening Comprehension	01–03	18%
II.	Reading Comprehension	04–06	19%
III.	Linguistics and Language Structures	07–09	18%
IV.	Cultural Perspectives, Comparisons, and Connections	10–12	<u>15%</u>
			70%
	Open-Response		
V.	Written Expression	13	15%
VI.	Oral Expression	14	<u>15%</u>
			30%

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Effective September 1, 2009

Massachusetts Tests for Educator Licensure® (MTEL®)
Test Objectives
Field 26: French

SUBAREAS:

LISTENING COMPREHENSION
READING COMPREHENSION
LINGUISTICS AND LANGUAGE STRUCTURES
CULTURAL PERSPECTIVES, COMPARISONS, AND CONNECTIONS
WRITTEN EXPRESSION
ORAL EXPRESSION

LISTENING COMPREHENSION [18%]

0001 Derive information from a variety of culturally authentic oral messages (e.g., telephone message, radio broadcast, speech, lecture, public address announcement, conversation) in the target language.

For example:

- Determine the main idea or significant details of an oral message.
- Identify a cause-and-effect relationship stated in an oral message.
- Identify a sequence of steps described in an oral message.
- Demonstrate knowledge of customary greetings, questions, or comments likely to be encountered in social situations.
- Select an appropriate response to a spoken question or comment.

0002 Apply skills of inference to a variety of culturally authentic oral messages (e.g., telephone message, radio broadcast, speech, lecture, public address announcement, conversation) in the target language.

For example:

- Draw conclusions based on information presented in an oral message.
- Predict the outcome of a situation described in an oral message.
- Infer the relationship between speakers in a conversation.
- Identify the tone or mood of a speaker in an oral message.

Field 26: French Test Objectives

0003 Analyze a variety of culturally authentic oral messages (e.g., telephone message, radio broadcast, speech, lecture, public address announcement, conversation) in the target language.

For example:

- Analyze the social or cultural context of an oral message.
- Analyze the assumptions or point of view of one or more speakers in an oral message.
- Determine the intent of one or more speakers in an oral message.
- Interpret often-used figurative language (e.g., idioms) in an oral message.

READING COMPREHENSION [19%]

0004 Demonstrate understanding of the literal content of a variety of authentic materials (e.g., brochure, Web site, newspaper article, letter, literary or philosophical work) written in the target language.

For example:

- Identify the main idea of a passage.
- Identify significant details in a passage.
- Identify a cause-and-effect relationship stated in a passage.
- Recognize a sequence of events in a passage.
- Select an accurate summary of a passage.

0005 Apply skills of inference to a variety of authentic materials (e.g., brochure, Web site, newspaper article, letter, literary or philosophical work) written in the target language.

For example:

- Draw conclusions based on information presented in a passage.
- Predict the outcome of a situation described in a passage.
- Discern the tone or mood of a passage.
- Infer the theme or purpose of a passage.
- Infer the intended audience of a passage.

Field 26: French Test Objectives

0006 Analyze a variety of authentic materials (e.g., brochure, Web site, newspaper article, letter, literary or philosophical work) written in the target language.

For example:

- Analyze the social or cultural context of a passage.
- Determine an author's assumptions, intent, or point of view.
- Distinguish between fact and opinion in a passage.
- Interpret often-used figurative language (e.g., metaphors, similes) and common idiomatic expressions in a passage.
- Analyze the role or effect of figures of speech or features of style in a passage.

LINGUISTICS AND LANGUAGE STRUCTURES [18%]

0007 Demonstrate understanding of the nature of first- and second-language acquisition.

For example:

- Understand major theories of first- and second-language acquisition.
- Analyze similarities and differences between first- and second-language acquisition.
- Recognize predictable patterns and stages of second-language development.
- Understand ways in which knowledge of language acquisition can be applied to create an environment that promotes successful language learning.

Field 26: French Test Objectives

0008 Demonstrate understanding of and apply the linguistic structures of the target language.

For example:

- Select the correct word, phrase, or clause to complete a sentence or passage.
- Select correct word order, phrase construction, or sentence construction to complete a sentence or passage.
- Select cohesive devices used to connect discourse in a sentence or passage.
- Select revisions to correct errors in morphology or syntax in a sentence or passage.
- Transform a sentence or short passage according to given instructions (e.g., changing the tense or mood, changing a sentence from a positive statement to a negative statement, changing a sentence from active voice to passive voice).
- Combine two or more sentences into one sentence that preserves the meaning of the original sentences.

0009 Demonstrate understanding of the similarities and differences between the target language and English.

For example:

- Compare and contrast linguistic elements (e.g., sound system, morphological processes, word order) of the target language with linguistic elements of English.
- Analyze the relationship between target-language words and their derivatives and cognates in English.
- Recognize words and phrases in the target language that are commonly used in English discourse to express concepts associated with a variety of disciplines (e.g., music, art, science, philosophy, law).
- Compare and contrast the sociolinguistic features of the target language with sociolinguistic features of English.

**Field 26: French
Test Objectives**

CULTURAL PERSPECTIVES, COMPARISONS, AND CONNECTIONS [15%]

0010 Demonstrate knowledge of major developments in the history of target-language-speaking cultures and the significance of these developments.

For example:

- Demonstrate knowledge of major historical events and key eras, figures, and movements and their influence on the development and perspectives of target-language-speaking cultures (e.g., the French Revolution, colonialism, the Independence of Algeria, Jacques Cartier, Marie Curie, Toussaint Louverture, Léopold Sédar Senghor).
- Recognize major physical and geographic features of target-language-speaking regions and the influence of these features on the overall development and culture of these regions (e.g., Saint Lawrence River, the Mediterranean, the Alps, the tropics).
- Demonstrate knowledge of the political, social, and intellectual history of target-language-speaking cultures.
- Compare and contrast historical development among target-language-speaking cultures and between target-language-speaking cultures and non-target-language-speaking cultures of the United States.
- Analyze the nature and significance of historical interactions between target-language-speaking cultures and other cultures.

Field 26: French Test Objectives

0011 Demonstrate understanding of the relationship between the perspectives and products of target-language-speaking cultures.

For example:

- Demonstrate knowledge of products of daily life (e.g., food, clothing, types of housing) in target-language-speaking cultures and their role and significance in the culture.
- Demonstrate knowledge of culturally significant historical and contemporary literary and nonliterary texts and authors associated with target-language-speaking cultures (e.g., Victor Hugo, George Sand, *Une si longue lettre*, *L'Étranger*, Aimé Césaire, Jean-Paul Sartre, Simone de Beauvoir).
- Demonstrate knowledge of major artistic, architectural, scientific, and technological achievements (historical or contemporary) of target-language-speaking cultures and understand their cultural significance (e.g., impressionism, *la négritude*, Versailles, Louis Pasteur, the TGV).
- Analyze the ways in which major literary texts (e.g., poems, short stories, novels) and cultural texts (e.g., films, songs, newspapers and magazines) in the target language reflect the perspectives of target-language-speaking cultures.
- Identify major regional and national differences in the products and perspectives of target-language-speaking cultures.
- Recognize the perspectives and products of target-language-speaking cultures within the United States.

0012 Demonstrate understanding of the relationship between the perspectives and practices of target-language-speaking cultures.

For example:

- Demonstrate knowledge of practices of daily life, customs, and major cultural institutions of target-language-speaking cultures and ways in which they reflect the perspectives of target-language-speaking cultures.
- Demonstrate knowledge of holidays and festivals of target-language-speaking cultures and ways in which they reflect the perspectives of target-language-speaking cultures.
- Demonstrate understanding of the major internal and external political, technological, economic, social, and cultural trends that have influenced target-language-speaking cultures.
- Identify major regional and national differences in the perspectives and practices of target-language-speaking cultures.
- Recognize the perspectives and practices of target-language-speaking cultures within the United States.

**Field 26: French
Test Objectives**

WRITTEN EXPRESSION [15%]

0013 In response to a given prompt, write a well-organized passage of several paragraphs in the target language for a specified audience and purpose.

- Compose a well-organized, focused, and clearly expressed composition in the target language that fulfills the purpose of the prompt.
- Demonstrate the ability to use appropriate language and style for a specified audience, purpose, and occasion in the target language.
- Organize ideas in a logically sequenced, well-connected, and consistently clear fashion in the target language.
- Use effective and accurate sentence structure, word choice, spelling, and mechanics of the target language.
- Use a broad range of vocabulary, idiomatic expressions, time frames, cohesive devices, as well as simple and complex linguistic constructions in the target language.

ORAL EXPRESSION [15%]

0014 In response to a given prompt, communicate an effective oral message in the target language for a given audience and purpose.

- Address the purpose of the prompt fully through the use of well-developed and supported ideas.
- Organize ideas in a logically sequenced, well-connected, and consistently clear fashion.
- Use appropriate language and style for a specified audience, purpose, and occasion.
- Demonstrate a comprehensive command of syntax and grammar.
- Demonstrate a broad range of vocabulary and idiomatic expressions.
- Maintain a strong flow of speech, with few hesitations or pauses.
- Demonstrate easily intelligible pronunciation.