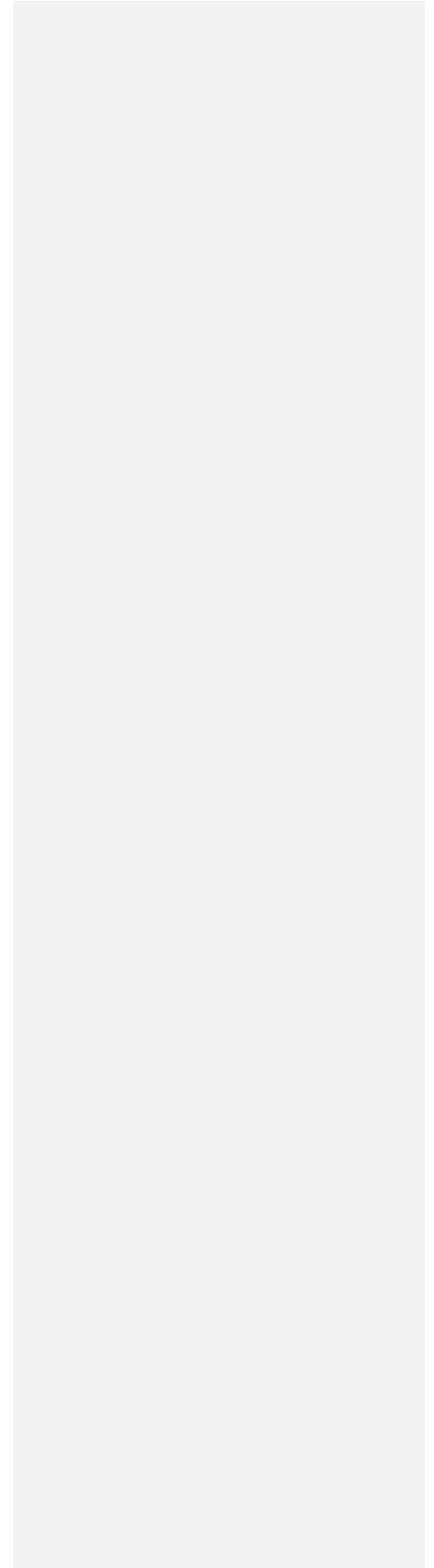


Authentic Artifacts in the Classroom and Student Development:
A Case Study of Their Relationship
In the Affective and Cognitive Domains for Basic French Students at the
United States Military Academy

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Abstract

This study explored the relationship between the use of authentic artifacts in the classroom and student performance and attitudes in LF203, Introduction to Basic French at the United States Military Academy. It employed an exploratory case study methodology with quantitative and qualitative techniques in the author's two LF203 sections in the first semester of academic term 081. Analysis of the study's results indicated a positive relationship between the use of authentic artifacts in the classroom and student development in the areas of language proficiency, cross-cultural competence, and regional knowledge in the cognitive and affective domains.

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Introduction

Overview

Among the many transformation efforts initiated by the U.S. Department of Defense (DoD) in the wake of the terrorist attacks on the World Trade Center and Pentagon on 11 September 2001 was an attempt to significantly alter how its four services – the Army, Navy, Marines, and Air Force – train, assess, and manage their foreign language and cultural awareness programs. The result of this transformation effort, the *Defense Language Transformation Roadmap (DLTR)*, published in January 2005, included several mandates related to enhancing language proficiency, cultural awareness and regional expertise (U.S. Department of Defense [DoD], 2005). The 2006 DoD *Quadrennial Defense Review* subsequently stated, “developing broader linguistic capability and cultural understanding is critical to prevail in the long war and to meet 21st century challenges” (DoD, 2006). At the DoD Culture Summit in Washington, DC in June 2007, the chief architect of the *DLTR*, Dr. David Chu (2007), Undersecretary of Defense for Readiness and Manpower, indicated the need to develop a roadmap similar to the *DLTR* specifically addressing cultural and regional expertise. In a white paper produced by the summit, Dr. Chu states, “The stakes are extremely high. We must begin immediately to address the challenges the Department is facing in building the regional and cultural capabilities we need for the defense and security of the Nation” (DoD, 2007).

The emphasis on cross-cultural competence (3C), regional knowledge, and language proficiency exhibited by DoD and the services have as their source the U.S. military’s ongoing counterinsurgency operations in Iraq and Afghanistan, and other, smaller-scale military operations against terrorist organizations around the world.

Anecdotal evidence in the form of testimonials from these operational areas places great value on these skills (Casey, 2007; Israel, 2007; Hernandez, 2007; Kipp, J, Grau, L, Prinslow, K & Smith, D., 2006). Further, there is some evidence showing a correlation between employment of human terrain teams offering cultural and regional expertise to Brigade Combat Team commanders and decreased violence in their areas of operations (U.S. Department of Defense Human Terrain System Assessment Team [HTT], 2007). General George Casey, the current Army Chief of Staff and former commander of all coalition ground forces in Iraq, specifically expressed a desire for leaders who are “at home in other cultures and can make the most of this understanding in pursuit of their objectives” (U.S. Army Training and Doctrine Command [TRADOC], 2007). In an address to the Brookings Institution in December 2007, he noted that the U.S. Army needed to design training and education experiences to “expand our cultural awareness” (Casey, 2007). Thus proficiency in a foreign language, specific regional knowledge, and 3C, or the affective, cognitive, and behavioral capacity to effectively operate in an unfamiliar culture (Abbe, Gulick, & Herman, 2007; Selmeski, 2007), are consequential from the tactical level of the battlefield to the strategic level of DoD and the services.

The United States Military Academy (USMA) at West Point is one of three major sources of commissioning for U.S. Army officers, graduating approximately 1,000 new second lieutenants annually from a four-year undergraduate program. Each of these new officers will begin his or her career leading a platoon with an average of thirty soldiers, thus directly affecting up to 30,000 American men and women, many in combat zones. Further, many of these same graduates will remain in the Army for a career, leading increasingly larger and more complex units as they progress. To prepare its graduates to

shoulder the responsibilities they will face immediately upon completion of the program, USMA seeks to develop cadets in four domains: intellectual, military, physical, and moral-ethical. It does this via the Cadet Leadership Development System, or CLDS. The academy outlines its plan for developing the intellectual domain via a rigorous interdisciplinary academic program in a capstone document entitled *Educating Future Army Officers for a Changing World* (USMA, 2007).

One of the goals USMA has set for its graduates in the intellectual domain is intercultural competence, and the academy has taken concrete steps towards its realization. Among the goals specifically mentioned in *Educating Future Army Officers for a Changing World* is the development of intercultural competence in its cadets via an interdisciplinary focus on the subject (USMA, 2007). Further, USMA formed a culture goal team within its curriculum committee to review the Military Academy's core curriculum to ensure that cultural awareness, communication skills, and an understanding of human behavior were adequately addressed by the academic program (Galgano, 2007; U.S. Military Academy Culture Goal Team [CGT], 2007). USMA also created a Center for Languages, Cultures, and Regional Studies (CLCRS) to conduct applied and theoretical research into instructional design and delivery and assessment of language proficiency, 3C, and regional expertise (U.S. Military Academy Center for Languages, Cultures, and Regional Studies [CLCRS], 2007). Lastly, USMA formed an International Academic Affairs Division and placed it under one of its Vice Deans. These efforts, plus a significant increase in the number of students sent abroad to gain increased language proficiency, regional knowledge, and 3C demonstrate the importance of this topic to USMA.

USMA's Department of Foreign Languages seeks to develop cadet proficiency in foreign languages, 3C, and regional knowledge in both its mandatory core courses and its electives. To this end, language instruction is not limited to the teaching of vocabulary and syntax, but focuses on use of the language in a realistic context and includes information on the culture and region in which the language is in use. In fact, the department requires that cultural and regional information comprise at least ten percent of its graded events. To place the foreign language in context, develop cadet language, cross-cultural, and regional proficiency, and to appeal to the student's affective domain, DFL encourages its instructors to use "authentic artifacts," or real world items used by the target culture, in the classroom.

The use of authentic items in the classroom to show the relevance of the information being taught has a long history, with its most recent incarnation in the progressive education movement championed by John Dewey (Eisner, 2002; Glassman, 2001). Educators since then have divided into two camps: the behaviorists and the constructivists (Ackerman, 2003). The former argue that content matters more than context and that students must master factual information before they can apply it (Hirsch, 1996), while the latter argue that students best learn content via experience, or using it in a realistic context (McCourt, 2005; Poeter, 2006). Bloom's research into cognitive (1956) and affective (Krathwohl, Bloom, & Masia, 1973) development and the taxonomies related to each offer a powerful model of the symbiotic relationship between motivation and content in the educational setting. More recent research indicates that both the progressives and behaviorists are right to a point: without some foundation in content students can get frustrated and give up or will have no facts to put into context,

but without some real world application students will tune the information out (Doll, 1993; English & Larson, 1996; Levine, 2002; Walker & Soltis, 1997). As a result, the author attempts to balance the two in the classroom by building content using interaction with artifacts when possible, but not asking the students to use the language or cultural information until they have some mastery of its basics.

Statement of the Problem

What is the effect of using authentic artifacts in a basic French classroom on student performance in the cognitive and affective domains at USMA for language proficiency, cross-cultural competence, and regional knowledge?

Purpose of the Study

The purpose of this study was to explore and describe the relationship between the use of authentic artifacts in a basic French classroom on student performance in the cognitive and affective domains at USMA for language proficiency, 3C, and regional knowledge. It approached these fields using a modified version of the draft framework for intercultural effectiveness used by the Army Research Institute (Abbe et al., 2007). This study's theoretical construct posited that 3C, language proficiency, and regional knowledge are distinct skills that are inextricably linked, but to varying degrees depending on the context in which they are employed. In USMA's educational setting, Bloom's cognitive (1956) and affective (Krathwohl, Bloom, & Masia, 1973) taxonomies served as an effective framework to describe the overlap area between the three disciplines: at the receiving and knowledge levels 3C can operate with near independence from language proficiency or regional knowledge, but as one approaches the internalizing and evaluation levels the required overlap area approaches totality (Figure 1).

films, music, and videos in French. These artifacts were actual, real-world francophone items rather than interpretations of them offered by textbooks or other educational services. Items also included in this study for comparative value but not considered authentic included the textbook, the *Rosetta Stone* language learning software, and anecdotes used by the professor to place language and culture in context.

Guiding Questions

This study addressed the following guiding questions regarding the use of authentic artifacts in a basic French classroom on student performance in the cognitive and affective domains at USMA for language proficiency, 3C, and regional knowledge:

1. How did the use of authentic artifacts in a basic French classroom affect student performance in language proficiency in the cognitive domain at USMA?
2. How did the use of authentic artifacts in a basic French classroom affect student performance in language proficiency in the affective domain at USMA?
3. How did the use of authentic artifacts in a basic French classroom affect student performance in 3C in the cognitive domain at USMA?
4. How did the use of authentic artifacts in a basic French classroom affect student performance in 3C in the affective domain at USMA?
5. How did the use of authentic artifacts in a basic French classroom affect student performance in regional knowledge in the cognitive domain at USMA?
6. How did the use of authentic artifacts in a basic French classroom affect student performance in regional knowledge in the affective domain at USMA?

The methodology section includes a table depicting the instruments, disciplines, and domains that this study addressed.

Significance of the Study

This study shed some light on the positive relationship between the use of authentic artifacts in a basic French classroom at USMA and cadet development in the cognitive and affective domains for language proficiency, 3C, and regional knowledge. It was thus a vital first step in determining at least one way to contribute to cadet development in these important domains in the one foreign language experience that all cadets share regardless of major. As a result, the results can inform the design and delivery of foreign language instruction for USMA faculty in the French section. Lastly, this study may also be useful as a starting point for further research in the use of authentic artifacts for the instruction of other languages or perhaps other subjects at USMA and other educational institutions and military organizations.

Limitations of the Study

This study did not consider student aptitude for learning a foreign language, which could impact cadet performance in the cognitive domain for language proficiency. It also did not consider cadet academic, military, or physical performance outside the French classroom, which could affect performance in both domains for all three disciplines. It also did not attempt to address any cadet's personality type, emotional quotient, intelligence quotient, age, gender, or parentage. Lastly, it did not account for previous experience in foreign language or previous overseas travel.

Delimitations of the Study

This study delimited its analytical tools to four: graded events (quizzes and written and oral partial reviews), student questionnaires on the use of authentic artifacts, mid- and end-of-course feedback, and focus group discussions. Graded events did not

include the term end examination, instructor points, or bonus points. It also delimited its population to USMA cadets in basic French, therefore, no cadets from the general USMA population, taking more advanced levels of French, or taking other languages had input into the study.

Definition of Terms

Affective domain. For the purposes of this study, the affective domain refers to the student's attitude, feeling, or emotion about a particular academic subject or subjects. It comes from Bloom's taxonomy of educational objectives (Krathwohl, Bloom, & Masia, 1973).

Authentic artifact. For the purposes of this study, an authentic artifact refers to those items used in the classroom that are in daily use by the target culture or cultures. The term is the author's own.

Cognitive domain. For the purposes of this study, the cognitive domain is the level of knowledge and comprehension of a particular academic subject or subjects. It comes from Bloom's taxonomy of educational objectives (Bloom, 1956).

Cross-cultural competence (3C). For the purposes of this study, 3C is "a set of cognitive, behavioral, and affective/motivational components that enable individuals to adapt effectively in intercultural environments" (Abbe et al., 2007). This is the working definition of 3C currently being used in a U.S. Army Research Institute study of developing 3C in military leaders.

Language proficiency. For the purposes of this study, language proficiency refers to "... a hierarchy of global characterizations of integrated performance in speaking, listening, reading, and writing." (ACTFL, 2008) This is the definition used by the

American Council on the Teaching of Foreign Languages in its language proficiency guidelines, which also form the basis of the Interagency Language Rating system used by DoD (ACTFL, 2008).

Regional Knowledge. The body of knowledge about a particular region's culture, economy, geography, and political and legal system that describes the context in which that region's populace lives. This definition is the author's but is informed by the U.S. Army's cultural understanding and language proficiency project (U.S. Army Center for Army Leadership [CAL], 2007).

Outline of the Study

This study consists of three chapters. Chapter one describes the relevance and significance of the study and the problem it addressed. It also outlines the study's purpose and theoretical framework and lists the guiding questions that framed the research. Lastly, it describes the limitations and delimitations of the study, as well as defining terms unique to the study or those with multiple possible definitions.

Chapter two covers the research methodology used in the study. It thus describes the observed sample, the data collection and assessment instruments employed, and the process of data collection and analysis. It also includes a matrix matching the guiding questions with sources of data and the techniques use to gather it.

Chapter three describes the findings of the study. It elucidates, therefore, the outcome of the research by describing the results of the qualitative and quantitative instruments employed and how they addressed the guiding questions. It also describes how the study compliments other research in the field and proffers some ideas for further

research. Lastly, this chapter makes recommendations relevant to educational leadership and administration at USMA and in a general sense.

Methodology

Overview

This study explored the relationship between the use of authentic artifacts in a basic French classroom on student performance in the cognitive and affective domains at USMA for language proficiency, 3C, and regional knowledge. This chapter describes the overall design and context in which the study took place, and the population and sample, data sources, and collection techniques. It also discusses the instrumentation and data analysis strategies with regard to the guiding questions.

Research Design and Context

This study is a descriptive case study employing both quantitative and qualitative techniques to describe the relationship between the use of authentic artifacts in a basic French classroom on student performance in the cognitive and affective domains at USMA for language proficiency, 3C, and regional knowledge. Although studies have addressed the use of artifacts in the classroom in other settings (Doll, 1993; English & Larson, 1996; Levine, 2002; Walker & Soltis, 1997), the paucity of previous research in the combined fields of language proficiency, 3C, and regional knowledge lends itself well to a case study approach (Leedy & Ormrod, 2005; Merriam, 1998). The unique environment in the military in general and specifically at USMA also calls for the use of a case study. The particularity of the curriculum at USMA, its unique student body, and the relatively recent focus on 3C by the U.S. military and USMA are all further reasons to take this approach.

Population and Sample

The population for this study consisted of 98 students enrolled in LF203, Introduction to Basic French, in academic term 081. Appendices A and B contain the syllabus and lesson list for LF203, respectively. Eighteen members of the population were foreign language or area studies majors. USMA cadets are unmarried and between 18-31 years of age.

The sample for this study consisted of two sections of LF203 taught by the author in the same academic term numbering a total of 32. Of this sample all were in their sophomore year at USMA with the exception of one freshman, one junior, and one senior. Two of the participants in the sample were foreign language or area studies majors. Both the sample and population demonstrate unique features that could impact the reliability of this study outside the context of USMA.

First, USMA cadets come from a demographically selective field, with higher than average scholastic aptitude test scores and class rankings. For example, 70% of the entire class of 2010, from which most of the sample and population are drawn, graduated in the top 20% of their respective high school classes (USMA Library, 2007). Further, 75% of the class scored over 1,000 on the Scholastic Aptitude Test and over 50% of them scored over 1,100 (USMA Library, 2007).

Second, the academic program at USMA is a very demanding mixture of the humanities and mathematics, science, and engineering for each of the four years. Additionally, the cadets spend a significant amount of time performing military duties and must participate in athletics. LF203 is part of the core curriculum and cadets are assigned the language they will study based on placement tests given the summer prior to

their freshman year. As a result, the time available for them to devote to language courses is limited and their innate motivation to study foreign language is highly variable.

Lastly, all USMA cadets live and work in a military environment, are commissioned as Second Lieutenants in the U.S. Army upon graduation, and must serve at least five years on active duty. This significantly raises their level of deference to others, especially those who are older or who hold a higher military rank as in the author's case. The immediacy of the war in Iraq and Afghanistan to their futures also makes them highly focused on topics that are directly related to military service and less so to those that are not. These characteristics could have also affected data collection, especially of a qualitative nature such as focus groups or interviews involving perceived authority figures.

The unique nature of the sample in this study was purposeful and was based on an attempt to control for variables yet find a sample representative of French students regardless of academic major. The study limited the sample to those sections taught by the author to control for a large number of variables related to the instruction itself: the quality and quantity of artifacts employed, grading procedures and weighting, and the instructor's age, gender, rank, personality type, and previous academic and military experience. Simultaneously, the use of a basic course ensured that the sample was not skewed by the presence of a disproportionate number of foreign language or area studies majors, who may possibly have a higher motivation level and devote more time to studying the language than the average cadet.

Instrumentation

This study used six instruments: the author's LF203 lesson plans, LF203 graded events, LF203 student mid-course assessments, LF203 student end-of-course assessments, an authentic artifact questionnaire, and focus group questions. Two instruments were quantitative and the other four were qualitative, due to the exploratory nature of study previously described in the research design section of this chapter.

The quantitative instruments included LF203 lesson plans and graded events used by the author in academic term 081. The lesson plans provided a quantitative measure of topics taught using authentic artifacts in the author's classroom; an example appears as Appendix C. The graded events included quizzes and written and oral partial reviews which provided a quantitative measure of student performance on topics taught with and without authentic artifacts; an example appears as Appendix D. This study did not include data from the term end examination, instructor points, or bonus points.

The qualitative instruments included LF203 mid-course and end-of-course assessments consisting of short response questions completed by all LF203 students; blank course assessments appear as Appendices E and F. Another qualitative instrument included an authentic artifact questionnaire completed by the author's sections, consisting of a Likert-scale rating of resources used in the classroom rated on a scale from "significant" to "impediment" in terms of the students' perceptions of their contribution to learning language, 3C, and regional knowledge. This questionnaire appears at Appendix G. The last qualitative instrument was a focus group session conducted for each of the author's sections. The choice of a focus group in lieu of individual interviews was based on the unique nature of the sample and the author's position as an authority

figure, making this instrument of particular use in USMA's setting (Fern, E, 2001 and Krueger, R.A & Casey, M.A., 2000).

Data Collection

This study collected the data in an ongoing process during academic term 081. The author noted those topics taught with and without authentic artifacts on lesson plans and cross - referenced these with student performance on the same topics covered in graded events during the course of the semester. At lesson 40 and 79 the author collected student course assessments and did a content analysis searching for comments addressing the use or absence of authentic artifacts. At lesson 78 the author collected an authentic artifact questionnaire from the students and conducted a thirty-minute focus group session for each of two sections during class using the questions that appear as Appendix H. Although the literature suggests sixty minutes as a recommended minimum time for focus groups, it allows for exceptions in cases where both the group and moderator are already comfortable with one another as was the case in this study (Fern, E, 2001 and Krueger, R.A & Casey, M.A., 2000). The synergy derived from focus groups was of great value, particularly for the cadets, who tend to be deferential on an individual basis but considerably more frank in a group setting in the author's experience after dealing with them in classroom, athletic, and social settings on a daily basis for more than a year.

Each instrument provided data that specifically addressed one or more of the guiding questions for this study. As a result, each guiding question had data collected for it; some from more than one instrument. Table 1 is a matrix that lists the guiding questions and data sources that addressed them.

Table 1

Guiding questions, data sources, and domains for 3C assessment instruments

Guiding Questions	Instruments
1. Language Proficiency Cognitive	Lesson Plans, Graded Events, Course Assessments, Artifacts Questionnaire, Focus Group
2. Language Proficiency Affect	Lesson Plans, Course Assessments, Artifacts Questionnaire, Focus Group
3. 3C Cognitive	Lesson Plans, Course Assessments, Artifacts Questionnaire, Focus Group
4. 3C Affect	Lesson Plans, Course Assessments, Artifacts Questionnaire, Focus Group
5. Regional Knowledge Cognitive	Lesson Plans, Graded Events, Course Assessments, Artifacts Questionnaire, Focus Group
6. Regional Knowledge Affect	Lesson Plans, Course Assessments, Artifacts Questionnaire, Focus Group

Data Analysis

This study analyzed the data in four stages. The author first did a hypothesis test of the student results on graded event topics taught with authentic artifacts and those taught without them, treating each as an independent sample and using a two-tailed t test to determine if there was a statistically significant difference in the two. The author then executed a content analysis of mid-course and end-of-course assessments prepared by the students in the sample, noting how often they mentioned the use of artifacts – or not – and their self-reported impact on student motivation and performance. Next the author reviewed the authentic artifact questionnaires and collated the student ratings by classroom resource (i.e., both authentic artifacts and other items) and self-reported impact on their ability to develop language proficiency, 3C, and regional knowledge. Lastly, the author reviewed focus group notes to detect trends indicating a relationship between the use of authentic artifacts in the classroom and student performance in the cognitive and affective domains for language proficiency, 3C, and regional knowledge.

Findings and Conclusions

Overview

This study determined that a positive relationship exists between the use of authentic artifacts in the classroom and student development in the areas of language proficiency, cross-cultural competence, and regional knowledge in both the cognitive and affective domains for USMA cadets in a basic French course. Due to the exploratory nature of the study, this relationship does not imply causality, especially in the cognitive domain, but it does expose the need for further research and appears to demonstrate the positive contribution of artifact use in both domains based on cadet performance on graded events, student course assessments and questionnaires, and focus groups. This chapter will describe the results of analyzing the data from each of the instruments, offer some suggestions for further research, and make some recommendations for educational leadership and administration at USMA and in general.

Data Analysis

Quantitative Instruments. This study used two quantitative instruments: a content analysis of the author's LF203 lesson plans from academic term 081 that indicated which topics did and did not involve authentic artifacts in the classroom and student performance on graded events (quizzes and written and oral partial reviews) broken into the same categories from the same academic term. Term end examination data, instructor points, and bonus points were not included in this study. This data sheds light primarily on the cognitive domain, because it does not attempt to describe student attitudes or motivation. Averaging the students' graded event performance on topics taught with artifacts yielded an average of 88.94%, while that for topics without the artifacts yielded

an average of 80.12%. Table 1 includes this data broken out by graded event and point spread.

Table 2

Graded Event Results and Employment of Authentic Artifacts

Event	w/ Possible	w/ Achieved	Percentage	w/o Possible	w/o Achieved	Percentage
Quiz 1	27	25.4	94.07	3	3	100
Quiz 2	12	9.2	76.77	18	15	83
WOPR 1	60	53.1	88.5	60	52.4	87.33
Quiz 3	10	8.8	88	20	15	75
Quiz 4	10	8.9	89	20	17.5	87.5
WOPR 2	70	60.1	85.86	50	38.3	76.6
Quiz 5	13	11.94	91.85	17	15.19	89.35
Quiz 6	0	0	0	30	24.68	82.28
WOPR 3	60	54.54	90.91	60	41.15	68.59
Quiz 7	0	0	0	30	23.25	77.51
Quiz 8	25	23.27	93.09	15	13.3	88.69
Total	287	255.25	88.94	323	258.77	80.12

To determine the statistical significance of these results, the author established a null hypothesis: the difference in population mean scores between the two samples is equal to zero. Rejecting this hypothesis would result in strong evidence of a statistically significant difference in use and non – use of authentic artifacts for participants in this study. Failure to reject the null hypothesis would mean that there was insufficient evidence to suggest that the difference in use and non – use of authentic artifacts was statistically significant. The alternate hypothesis was that the difference in population mean scores did not equal zero.

Due to the nature of the project, the author developed a decision rule for rejecting the null hypothesis based on social science research standards (Witte & Witte, 2007).

The author would reject the null hypothesis if a two-tailed t-test of independent samples with an established level of significance (α) of 0.05, a critical t value of +/- 2.101, and two samples of 9 and 11 scores respectively yielding 18 degrees of freedom produced the one or both of the following results:

1. $p \leq \alpha$; the calculated significance (p) was less than or equal to an established level of significance (α) of 0.05.
2. the absolute value of the calculated t was greater than or equal to the absolute value of the critical t (2.101).

Therefore, if the t-test described above met either criterion, the author would reject the null hypothesis and would have strong evidence to suggest that the difference in use and non – use of authentic artifacts in the LF203 classroom was statistically significant.

The author treated graded event topics taught with authentic artifacts and those taught without them as independent samples because there was no overlap in the subject matter, only in the study's participants. The author used SPSS to calculate the following values using a two-tailed t test: the calculated t-value was 1.180, and the significance (p) was 0.272. Using the decision rule described above, this produced the following results for the two-tailed matched pair t-test with an established level of significance (α) of 0.05, a critical t value of +/- 2.101, and two samples of 9 and 11 scores respectively yielding 18 degrees of freedom:

1. $p (0.272) > \alpha (0.050)$; the calculated significance (p) is greater than the established level of significance (α) of 0.050.
2. the absolute value of the calculated t (1.180) was less than the absolute value of the critical t (2.101).

These results thus produced a weak decision that failed to reject the null hypothesis because they did not meet either criterion for rejecting it.

The test described above means that there is insufficient evidence to suggest that the difference in the average performance on graded event topics taught with authentic artifacts and that taught without them is statistically significant. The weak nature of these results should not lead to any assertive decisions about the use of authentic artifacts in the classroom, however. Rejecting the null hypothesis only means that one cannot rule out the possible role of chance in the different mean scores, and the fact that there was a difference, combined with the qualitative information presented below, indicates a need for further research.

Qualitative Instruments. This study used four qualitative instruments: mid- and end-of-course student assessments, a student questionnaire on the use of authentic artifacts in the classroom, and focus group sessions. The qualitative instruments generally show that students placed high value on some authentic artifacts in the areas of cross-cultural competence and regional knowledge and lower value on non-authentic artifacts such as the textbook and *Rosetta Stone*. In the area of language proficiency, however, students placed great value on the textbook and relatively less on artifacts. Professor vignettes had a surprisingly high value in all three disciplines, particularly in the affective domain.

Student Course Assessments. The mid- and end-of-course student assessments did not overtly address the disciplines of language proficiency, 3C, and regional knowledge because their intent was general feedback on the course rather than explicit information regarding this study. However, they contain valuable data for that very

reason, as there was no attempt to elicit information regarding the use of authentic artifacts – or the lack thereof – in the assessments. The student assessments occurred at lessons 40 and 79 respectively and examples appear at Appendices E and F.

Analysis of the author’s LF203 mid-course student assessments indicated positive unsolicited responses about various authentic artifacts in 11 of 32 submissions. Non-authentic artifacts received 6 positive unsolicited responses, although vignettes used by the author to make teaching points about the potential advantages of language proficiency, 3C, and regional knowledge in the contemporary operating environment accounted for 5 of these positive responses.

Analysis of the author’s LF203 end-of-course student assessments indicated positive unsolicited responses about various authentic artifacts in 21 of 32 submissions. Non-authentic artifacts received 17 positive unsolicited responses, although vignettes used by the author to make teaching points about the potential advantages of language proficiency, 3C, and regional knowledge in the contemporary operating environment accounted for 16 of these positive responses. The author noted no negative comments regarding classroom resources, but cadets did give negative feedback on selected in-class activities, graded events, and the pace of the course. Table 2 depicts the number of positive responses by class resource, both authentic and non-authentic.

Table 3

Positive Student Comments by Classroom Resource

Assessment *authentic	Films*	Physical Items*	Photos*	Videos*	Web Pages*	Textbooks	Rosetta Stone	Vignettes
Mid-course	3	1	2	5			1	5
End-course	1	6	8	4	2		2	16

Student comments about both authentic artifacts and the author's use of vignettes principally emphasized their impact in the affective domain, with lesser impact in the cognitive domain. Students repeatedly referred to the role these items played in making the language and culture relevant and meaningful. The marked increase in positive responses on the end-of-course assessment compared to the mid-course assessment may have been the result of executing the latter one day after the questionnaires and focus group sessions that specifically addressed the use of authentic artifacts in the classroom.

Learning with Artifacts Questionnaire. The learning with artifacts questionnaire overtly addressed the disciplines of language proficiency, 3C, and regional knowledge in addition to the use of artifacts in the classroom because its intent was directly related to this study. The questionnaire consisted of a five-point Likert scale rating the impact of various classroom resources, both authentic and non-authentic, on student learning in the areas of language proficiency, 3C, and regional knowledge on a scale from "significant" to "impediment." The students completed the questionnaires at lesson 78 and a sample appears Appendix G.

In the area of language proficiency the textbooks, a non-authentic classroom resource, received the most "significant" ratings and the most combined "significant" and "moderate" ratings. Various authentic artifacts followed in importance and nearly matched the textbook using the combined "significant" and "moderate" measures. None of the classroom resources received a rating of "impediment." Table 4 depicts the results of the questionnaire for language proficiency. Students were not required to fill out every block, which accounts for some discrepancies in the number of responses.

Table 4

Student Ratings of Classroom Resources and Language Proficiency

Item (*authentic)	Significant	Moderate	Insignificant	No Impact	Impediment
Films*	9	10	11	1	
Physical items*	11	15	4	1	
Photographs*	11	15	6	1	
Video clips*	9	11	12		
Web pages*	7	15	6	3	
Textbooks	23	6			
Rosetta Stone	7	13	4	2	
Professor Stories	11	11	4	5	

In the area of cross-cultural competence, professor vignettes received the most “significant” ratings but authentic artifacts such as photographs and films received the most combined “significant” and “moderate” ratings. None of the classroom resources received a rating of “impediment.” Table 5 depicts the results of the questionnaire for 3C. Students were not required to fill out every block, which accounts for some discrepancies in the number of responses.

Table 5

Student Ratings of Classroom Resources and 3C

Item (*authentic)	Significant	Moderate	Insignificant	No Impact	Impediment
Films*	13	14	1	2	
Physical items*	15	9	2	3	
Photographs*	24	5		1	
Video clips*	17	8	4	1	
Web pages*	8	12	8	2	
Textbooks	1	12	10	7	
Rosetta Stone	1	5	15	9	
Professor Stories	26	2		1	

In the area of regional knowledge the professor vignettes, a non-authentic classroom resource, received the most “significant” ratings but authentic assessment

instruments such as photographs and films received the most combined “significant” and “moderate” ratings. Only one of the classroom resources, the textbooks, received a rating of “impediment.” Table 6 depicts the results of the questionnaire for regional knowledge. Students were not required to fill out every block, which accounts for some discrepancies in the number of responses.

Table 6
Student Ratings of Classroom Resources and Regional Knowledge

Item (*authentic)	Significant	Moderate	Insignificant	No Impact	Impediment
Films*	17	13	1	1	
Physical items*	18	8	3	1	
Photographs*	26	5			
Video clips*	24	7	1		
Web pages*	8	15	5	2	
Textbooks	2	13	10	4	1
Rosetta Stone	2	5	11	12	
Professor Stories	27	4			

The authentic artifact questionnaire results demonstrate the utility of authentic artifacts in the basic French classroom at USMA, particularly in the areas of cross-cultural competence and regional knowledge. The fact that non-authentic resources, such as the textbooks and professor vignettes, received high marks for impact in all three fields indicates that they continue to be of value. Further, that only one cadet rated a classroom resource an “impediment,” and that only in the field of regional knowledge, suggests that none of the classroom resources are doing any harm. Although the questionnaires did not specifically address student perceptions of the value of classroom resources by domain (cognitive and affective), the wording of the questions steers the respondents towards the cognitive domain by specifically addressing their “ability to learn” in each of the fields.

However, inasmuch as the two domains are inextricably linked, the data may also indirectly address the affective domain (Krathwohl, Bloom, & Masia, 1973).

Focus Groups. The author conducted two thirty-minute focus groups at the conclusion of the authentic artifact questionnaire at lesson 78 of academic term 081 in LF203 to shed light on student perceptions of the use of classroom resources. The focus group questions appear at Appendix H. Two themes emerged from both focus groups: the positive impact of the use of authentic artifacts on student motivation to learn and their role in placing the information contained in the textbooks in context. The former theme addressed student affect by answering the “so what” question that cadets often pose by demonstrating the utility of language proficiency, 3C, and regional knowledge in both civilian and military applications. The latter theme addressed the cognitive domain by allowing the students to place a particular topic in a visual, aural, or tactile context rather than as an abstract construct. These themes thus point to the impact of the use of authentic assessments in both the cognitive and affective domains in all three fields.

Suggestions for Further Research

The initial indications of some relationship between the use of authentic artifacts in the basic French classroom at USMA and language proficiency, cross-cultural competence, and regional knowledge in the cognitive and affective domains is preliminary and calls for further research. The weak statistical findings indicate the need for deeper research in this area, but also research into other factors that may contribute to student success in the foreign language classroom in the three areas. Specifically this research should look more closely at the nature of the relationship between the authentic artifacts and non-authentic classroom resources such as textbooks, as well as the

relationship between the cognitive and affective domains themselves. Further, the exploratory nature of this study and peculiar nature of its population and sample call for further, more generalizable research before drawing any conclusions outside the context of USMA. Lastly, the inter-relationship of language proficiency, 3C, and regional knowledge is poorly understood and requires further research before one can make any sweeping conclusions about how to teach them.

Recommendations

The generally positive relationship between the use of authentic artifacts in the basic French classroom at USMA and the development of language proficiency, cross-cultural competence, and regional expertise in the cognitive and affective domains indicates that the Department of Foreign Languages should continue to emphasize their use. However, the demonstrated importance of non-authentic items such as textbooks means that employing authentic artifacts is no guarantor of success. That only one cadet in the sample rated a classroom resource as an “impediment,” and that in only one instrument and for but one field, indicates at the least that the suite of classroom resources used by the author is doing no harm. Thus the Department should continue to pursue a balanced approach in the use of these resources.

Conclusions

USMA’s efforts to increase the language proficiency, cross-cultural competence, and regional knowledge of its graduates is in line with current U.S. Army priorities, and this study was but one attempt to shed light on the role of authentic artifacts to develop them. Although its immediate applicability is limited to basic French instruction at USMA, the importance of the larger topic to senior military and civilian leaders will

doubtlessly lead to further studies, particularly in light of our contemporary operating environment.

Appendix A

**DEPARTMENT OF FOREIGN LANGUAGES
United States Military Academy**

**LF 203/204 Standard French
Course Syllabus**

**LF 203/204 Standard French
3.5 Credit Hours**

Scope: In the standard course sequence, cadets acquire a basic proficiency in speaking, listening, reading, and writing skills in French. Learning activities focus on situations cadets are likely to encounter in the target society. Cadets express simple ideas and basic needs, comprehend the language in everyday contexts, and read simplified texts and brief, authentic selections. Although instruction places greater emphasis on speaking, listening and reading skills, cadets also learn how to write short sentences on familiar topics. Through readings and discussions, cadets are introduced to the culture and history of the French-speaking world. Cadets acquire a command of basic French vocabulary, gain a general understanding of how the language works, and apply that knowledge when learning other foreign languages.

Goal: The goal of LF203/LF204 is to enable cadets to achieve basic communicative skills in a second language.

Specific Objectives:

At the end of the sequence, cadets successfully accomplish tasks in basic communication as they:

- converse about simple ideas and make basic requests, repeating, slowing down, or asking others to do the same, as needed;
- develop basic reading and comprehension ability beginning with simplified, short narratives and extending to brief, authentic unedited texts;
- accurately write short sentences on everyday topics;
- begin to recognize culture- or community-specific linguistic behavior, as well as similarities and differences in common cultural practices;
- recognize major historical figures and events in their appropriate linguistic and cultural settings;

- accurately use primary grammatical features to accomplish basic communicative tasks in real contexts;
- recognize that acquired linguistic knowledge can be applied to learning other languages to gain a basic vocabulary in the language.

Detailed Course Description:

In LF203/LF204 cadets will learn to speak and understand French in order to execute a variety of basic and straightforward functions including speaking about self and family, daily activities, personal preferences, as well as meeting needs while traveling such as ordering food, making simple purchases, and telling time. Cadets will also learn to inquire about these topics and begin to create with the language. Since pronunciation is a key component of spoken communication, cadets will use the tools embedded in the resources of the course to increase the accuracy of their pronunciation of French. Cadets will learn reading strategies to help them understand written texts, and will learn basic patterns for written French to be able to write at the sentence level about the topics noted above. Cadets will be introduced to the depth and diversity of the French-speaking world throughout the basic course sequence. They will learn where French is spoken and will be exposed to major contributions the Francophone community has given to the world as well as various aspects of daily life.

Grading Procedures and Assessment:

Grading System: Grading in the Department of Foreign Languages is criterion-referenced. Cadets are challenged to meet announced standards of performance and are assigned grades based on the degree to which they meet those standards.

Department of Foreign Languages Grading Scale:

97-100 A+	87-89 B+	77-79 C+	67-69 D
93-96 A	83-86 B	73-76 C	0-66 F
90-92 A-	80-82 B-	70-72 C-	

Forms of Assessment: Student performance is assessed throughout the course via:

- oral proficiency interviews where each student interacts with the instructor to demonstrate technical and communicative competence with the language.
- oral presentations on a variety of topics.
- instructor grades for preparedness as evidenced by classroom participation and performance in classroom exercises
- written exercises
- end-of-unit, mid-term, and term-end examinations. These tests measure not only mastery of course content but also a cadet's overall second language proficiency, i.e., the ability to perform in that language. The typical examination contains test

items that assess progress in all four language skills, with special emphasis on speaking, listening and reading.

Grading Scheme:

Event	Points	Percentage	
a. WOPRs 3 @ 120 pts. each	360	36%	
b. WRITs 8 @ 30 pts. each	240	24%	
c. Instructor grade	100		10%
d. TEE	300	30%	
e. Total	1000	100%	
Rosetta Stone incentive	40	4%	

Resources for Students:

Additional Instruction (AI): As in all academic units at the Academy, it is the practice of the Department of Foreign Languages to provide additional instruction to any cadet who requests it. This can occur immediately following class or during a scheduled time mutually convenient for the cadet and the instructor. Instructors are contacted personally or via electronic mail to coordinate an appointment.

Interactive Multimedia Language Laboratory: The Department's leading-edge multimedia language laboratory gives cadets the opportunity to practice their language skills in authentic, real-world scenarios likely to be encountered in the target culture. Language immersion is the most effective way to acquire language skills. Interactive multimedia laboratory exercises are designed to reinforce and complement classroom instruction.

The Blackboard portal is also available for additional materials and activities that complement the course.

Satellite Television and Video Library: In order to provide cadets with cultural contexts beyond the classroom and textbook, the Department subscribes to foreign language television channels, which are accessible to cadets on their computers. Each language also has a video library containing foreign-language feature films and documentaries. Further details are available upon request.

Departmental Library: The Department subscribes to numerous foreign language newspapers, periodicals, and magazines. Its holdings of primary and secondary materials are a rich resource for cadet reading and research.

The French Club: The Department sponsors the French Club in order to provide opportunities, otherwise not readily available at West Point, for cadets to further their understanding of the Francophone world and the French language. Information on upcoming events will be distributed via electronic mail to all students taking French.

Educational Beliefs and Philosophy:

The Department of Foreign Languages believes that every cadet has the aptitude and ability to learn a second language. Research in second language acquisition has shown that the two most important factors in learning a second language are the motivation to acquire and use the language, and the time spent in meaningful contact with the language. Thus, to a large degree, the individual learner determines his or her success.

As stated in the Department of Foreign Languages Concentrator's Handbook, an Army officer's skills in foreign languages contributes to our nation's ability to effectively integrate into international operations and interact with populations of different countries. With linguistic fluency, this officer can become a valuable resource in tactical, strategic, and diplomatic endeavors. The ability to speak foreign languages will always be to the officer's advantage; indeed, it may well shape his or her career.

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Appendix B

DEPARTMENT OF FOREIGN LANGUAGES
United States Military Academy

LF203: Standard French I
Lesson List
Fall Term AY 07/08

Resources:

1. Bragger, J. and Rice, D. (2002) *Je Veux Bien*, 2nd Edition, Boston: Heinle and Heinle
 - a. Manuel de Classe (MC): textbook with three audio CDs
 - b. Manuel de Préparation (MP): workbook with four audio CDs
 - c. *Je Veux Bien* web page: <http://jvb.heinle.com>
2. Internet based *Rosetta Stone*

Lçn	Préparation	À faire en classe
Chapitre Préliminaire (CP) — Pour démarrer		
1	lundi 20 août Parcourez MC pgs. 1-11	Orientation générale : course structure, grading scheme, conduct of class
2	mardi 21 Lisez MC Pgs. 1-11 À faire MP CP-1 pgs. 1-9	MC CP pgs. 3-11: formal and informal greetings and introductions
3	mercredi 22 À faire MP CP-1 pgs. 1-9, con't. Parcourez MC pgs. 12-21	MC CP pgs. 3-11 : formal and informal greetings, con't. (handshake vs. kiss)
4	jeudi 23 Lisez MC pgs. 12-21 and your À faire MP CP-2 pgs. 10-14	MC CP pgs. 12-21 : describe yourself school
5	vendredi 24 Révision MC CP pgs. 1-21	Why study French ? Rosetta Stone orientation
6	lundi 27 À faire MP CP-2, pgs. 10-14, oral con't.	MC CP pgs. 12-21, con't. : alphabet and spelling ; Louis Braille
7	mardi 28 Révision MC CP pgs. 1-21 months	MC CP pgs. 1-21 : chapter review, Parcourez MC1 pgs. 22-31

Chapitre 1 (MC1) — Une rencontre en ville

8	mercredi 29	Lisez MC1 pgs. 22-28	MC1 pgs. 22-28 : buying media, definite
and		À faire MP 1-1 pgs. 16-23	indefinite articles, describe what you
just did		Parcourez MC1 pgs. 28-31	
9	jeudi 30	Lisez MC1 pgs. 28-31	MC1 pgs. 28-31 : indicate preference,
indicate		À faire MP 1-1 pgs. 16-23, con't.	what you are going to do, find media in
FNAC,		Parcourez MC1 pgs. 32-35	review definite and indefinite articles
10*	vendredi 31	Lisez MC1 pgs. 32-35	MC1 pgs. 32-35 : identify music and
book		À faire MP 1-1 pgs. 16-23, con't.	genres, review definite and indefinite
articles			Quiz #1
11	mardi	Révision MC1 pgs. 32-35	MC1 pgs. 32-35, con't. : French music
past and		Parcourez MC1 pgs. 36-38	present, differences in French and U.S.
tastes	septembre 4		
12	mercredi 5	Lisez MC1 pgs. 36-38	MC1 pgs. 36-38 : count 1-20, ask yes/no
		Parcourez MC1 pgs. 39-43	questions
13	jeudi 6	Lisez MC1 pgs. 39-43	MC1 pgs. 39-43 : use regular <i>-er</i> verbs,
identify		À faire MP 1-2 pgs. 24-30	food and drinks, negation, francophone
		Parcourez MC1 pgs. 43-45	musicians
14	vendredi 7	Lisez MC1 pgs. 43-45	MC1 pgs. 43-45 : order food and drinks,
French		À faire MP 1-2 pgs. 24-30, con't.	restaurants, <i>-er</i> verbs, negation con't.
		Parcourez MC1 pgs. 46-49	
15	lundi 10	Lisez MC1 pgs. 46-49	MC1 pgs. 46-49 : the verb <i>aller</i> , indicate
from		À faire MP 1-3 pgs. 30-37	(<i>de</i>) and to (<i>à</i>) where you are going,
order food		Parcourez MC1 pgs. 49-51	and drinks, con't.
16	mardi 11	Lisez MC1 pgs. 49-51	MC1 pgs. 49-51 : the verb <i>être</i> , direct
object		À faire MP 1-3 pgs. 30-37, con't.	pronouns (<i>le, la, les</i>)
17*	mercredi 12	Révision MC1 pgs. 36-51	MC1 pgs. 49-51 : the verb <i>être</i> , direct
object		À faire MP 1-3 pgs. 30-37, con't.	pronouns (<i>le, la, les</i>), con't., Quiz #2
		Parcourez MC1 pgs. 52-53	

18	jeudi 13 international	Lisez MC1 pgs. 52-53 À faire MP 1-4 pgs. 37 – 42 Parcourez MC1 pgs. 54-56	MC1 pgs. 52-53 : Francophone foods, describing people, pronunciation
19	vendredi 14 specific friend	Lisez MC1 pgs. 54-56 À faire MP 1-4 pgs. 37 – 42, con't. Parcourez MC1 pgs. 57-63	MC1 pgs. 54-56 : Find someone with likes/dislikes, introduce someone to a
20	lundi 17 crêpes,	Lisez MC1 pgs. 57-63 À faire MP 1-5 pgs. 42 – 55	MC1 pgs. 57-63 : review MC1, making Paris through the ages
21	mardi 18	Révision MC1 pgs. 22-63 À faire MP 1-5 pgs. 42 – 55, con't.	MC1 pgs 22-63, chapter review
22*	mercredi 19	Préparation WPR écrit	WPR #1 écrit
23*	jeudi 20	Préparation WPR oral	WPR #1 oral
24*	vendredi 21	Préparation WPR oral	WPR #1, oral, con't.
25*	lundi 24	Parcourez MC2 pgs. 64-69 S : Rosetta Stone Unit 1 Chapitre 2 (MC2) — Dans les rues et les magasins	Review WPR results
26	mardi 25 interrogative où	Lisez MC2 pgs. 64-69 À faire MP 2-1 pgs. 57-64 Parcourez MC2 pgs. 69-74 Commencez Rosetta Stone Unit 2	MC2 : pgs 64-69, la ville française, la préposition à (to), l'expression (where)
27	mercredi 26 town, la and	Lisez MC2 pgs. 69-74 À faire MP 2-1 pgs. 57-64, con't. Parcourez MC2 pgs. 75-82	MC2 : pgs 69-74, describe your city or préposition <i>de</i> (of or from), directions locations
28	jeudi 27 give	Lisez MC2 pgs. 75-82 À faire MP 2-2 pgs. 65-71 Parcourez MC2 pgs. 83-85	MC2 : pgs. 75-82, pronom <i>y</i> , ask for and directions
29*	vendredi 28 l'Euro,	Lisez MC2 pgs. 83-85 À faire MP 2-2 pgs. 65-71, con't. Parcourez MC2 pgs. 86-91	MC2 : pgs. 83-85, identify clothing, numbers 21-100, Quiz #3

30	lundi 1 ^{er} octobre	Lisez MC2 pgs. 86-91 À faire MP 2-3 pgs. 71-76 Parcourez MC2 pgs. 92-93 Révision: MC2 pgs. 64-91	MC2 : pgs. 86-91, describe using colors, describe clothing, discuss clothing costs
31	mardi 2 adjectives <i>ce</i> , paintings and	Lisez MC2 pgs. 92-93 Parcourez MC2 pgs. 94-97	MC2 : pgs. 92-93, demonstrative <i>ce, cette, ces</i> (this/these), French artists
32	mercredi 3	Lisez MC2 pgs. 94-97 À faire MP 2-4 pgs. 77-85 Parcourez MC2 pg. 98	MC2 : pgs. 94-97, electronics, count to a million, French vs. Swiss numbers
33	jeudi 4 (<i>avoir</i>),	Lisez MC pg. 98 À faire MP 2-4 pgs. 77-85, con't. Parcourez MC2 pgs. 99-101	MC2 : pg 98, indicate possession express hunger, thirst, and need
34*	vendredi 5 markets,	Lisez MC2 pgs. 99-101 À faire MP 2-4 pgs. 77-85, con't.	MC2 : pgs. 99-101, Francophone street advertising, review possession, Quiz #4
35	lundi 8	Révision : MC2 pgs. 86-101 Parcourez MC2 pgs. 102-104	<i>La Francophonie</i> in the world
36	mardi 9 purchase	Lisez MC2 pgs. 102-104 Parcourez MC2 pgs. 105-113	MC2 : pgs. 102-104, describe and clothing, official time (24 hour clock)
37	mercredi 10 N. Architecture	Lisez MC2 pgs. 105-113 Parcourez MC2 pgs. 114-117	MC2: pgs. 105-113, French influence in America, Romanesque and Gothic
38	jeudi 11 French listening	Lisez MC2 pgs. 114-117 À faire MP pgs. 95-100	MC2: pgs. 114-117, French education, poetry, MP pgs. 95-100, Nimes, exercise, youth and fashion
39	lundi 15	Révision MC1 pgs. 22-63	Review of Chapter 1
40	mardi 16	Révision MC2 pgs. 64-117 À faire MP 2-5 pgs. 86-94	Review of Chapter 2
41*	mardi 16	Préparation WPR écrit	WPR #2 écrit
42*	mercredi 17	Préparation WPR oral	WPR #2 oral

43*	jeudi 18	Préparation WPR oral	WPR #2, oral, con't
44*	vendredi 19	Parcourez MC3 pgs. 118-124 S: Rosetta Stone Unit 2	Review WPR results
Chapitre 3 (MC3) — On sort ce soir ?			
45	lundi 22 transportation	Lisez MC3 pgs. 118-124 À faire MP 3-1, pgs. 101-107 Parcourez MC3 pgs. 125-127 Commencez Rosetta Stone Unit 3	MC3 : pgs. 118-124, urban means and directions
46	mardi 23	Lisez MC3 pgs. 125-127 À faire MP 3-1, pgs. 101-107, con't. Parcourez MC3 pgs. 128-131	MC3 : pgs. 125-127, alternate means of transport, regular <i>-re</i> verbs
47	mercredi 24 directions	Lisez MC3 pgs. 128-131 À faire MP 3-2, pgs. 107-109 Parcourez MC3 pgs. 132-135	MC3 : pgs. 128-131, <i>le Métro</i> , giving
48*	jeudi 25 (and #5	Lisez MC3 pgs. 132-135 Parcourez MC3 pgs. 136-138	MC3 : pgs. 132-135, diversity in France <i>outrémer</i>), René Philombe poem, Quiz
49	vendredi 26	Lisez MC3, pgs. 136-138 À faire MP 3-3, pgs. 110-117 Parcourez MC3 pgs. 139-141	MC3 : pgs. 136-138, <i>passé composé</i>
50	lundi 29 days of	Lisez MC3 pgs. 139-141 À faire MP 3-4, pgs. 117-119, con't.	MC3 : pgs. 139-141, <i>passé composé</i> , the week
51	mardi 30 authors,	Révision: MC3 pgs. 136-141 Parcourez MC3 pgs. 142-143 À faire MP 3-4, pgs. 117-119, con't.	Introduce Francophone literature and review <i>passé composé</i>
52	mercredi 31 <i>quand</i> review	Lisez MC3, pgs. 142-143 À faire MP 3-4, pgs. 117-119, con't.	MC3 : pgs. 142-143, interrogatives (when) and <i>comment</i> (how), <i>passé composé</i> and other tenses
53*	jeudi 1 ^{er} novembre	Révision MC3, pgs. 136-143 Parcourez MC3, pgs. 144-149	MC3 : pgs. 136-142 review <i>passé</i> Quiz #6

54	vendredi 2 film	Lisez MC3, pgs. 144-149 MP pgs. 120 - 122 Parcourez MC3, pgs. 149-152	MC3 : pgs. 144-149, French cinema, genres, pronunciation
55	lundi 5 conversations	Lisez MC3, pgs. 149-152 Parcourez MC3, pgs. 152-153	MC3 : pgs. 149-152, telephone
56	mardi 6 <i>pouvoir,</i>	Lisez MC3, pgs. 152-153 À faire MP 3-5, pgs. 123-127 Parcourez MC3, pgs. 154-158	MC3 : pgs. 152-153, verbs <i>vouloir,</i> <i>sortir,</i> invitations
57	mercredi 7 chapter	Lisez MC3, pgs. 154-158 À faire MP pgs. 128-136 Parcourez MC3, pgs. 159-165	MC3 : pgs. 154-158, African film, review
58	jeudi 8 cinema and	Lisez MC3, pgs. 159-165 À faire MP pgs. 137-140	MC3 : pgs. 159-165, Paris, French TV ; MP : pgs. 137-140, <i>Métro, plan et</i> <i>horaires,</i> practice speaking
59	vendredi 9	Révision MC1, pgs. 22-63 Révision MC2, pgs. 64-117	Review of Chapters 1 - 2
60	mardi 13	Révision MC3, pgs. 118-165	Review of Chapter 3
61*	mercredi 14	Préparation WPR écrit	WPR #3 écrit
62*	jeudi 15	Préparation WPR oral	WPR #3, oral
63*	vendredi 16	Préparation WPR oral	WPR #3, oral, con't.
64*	lundi 19	Parcourez MC4, pgs. 166-170 S : Rosetta Stone Unit 3 Chapitre 4 (MC4) — Les Batailler chez eux	Review WPR results, introduce oral presentation
65	mardi 20 levels)	Lisez MC4, pgs. 166-170 À faire MP 4-1, pgs. 142-149 Parcourez MC4, pgs. 170-172	MC4 : pgs. 166-170, homes (-floor
66	mercredi 21 floor	Lisez MC4, pgs. 170-172 À faire MP 4-1, pgs. 142-149, con't. Parcourez MC4, pgs. 173-176	MC4 : pgs. 170-172, ordinal numbers, levels

67	lundi 26 lodging	Lisez MC4, pgs. 173-176 À faire MP 4-1, pgs. 142-149, con't. Parcourez MC4, pgs. 177-179	MC4 : pgs. 173-176, orienting oneself, in France, describing your home
68*	mardi 27 agreement,	Lisez MC4, pgs. 177-179 À faire MP 4-2, pgs. 149-152 Parcourez MP4, pgs. 180-184	MC4 : pgs. 177-179, adjectives and furniture, describe your home or room Quiz #7
69	mercredi 28 age	Lisez MC4, pgs. 180-184 À faire MP 4-3, pgs. 152-162 Parcourez MC4, pgs. 185-189	MC4: pgs. 180-184, housing in the Francophone world, family members, possessive adjectives (<i>mon, ton, son. . .</i>)
70	jeudi 29 and	Lisez MC4, pgs. 185-189 À faire MP 4-3, pgs. 152-162, con't Parcourez MC4, pgs. 189-195	MC4 : pgs. 185-189, <i>nationalité</i> , jobs professions, review possessive adjectives
71	vendredi 30 adjectives	Lisez MC4, pgs. 189-195 À faire MP 4-4, pgs. 162-169	MC4 : pgs. 189-195, describing people, agreement of adjectives, irregular
72	lundi adjectives 3 décembre	Révision MC4, pgs. 177-195	MC4 : pgs. 177-195, review of
73	mardi 4 adjectives,	Révision MC4, pgs. 177-195 Parcourez MC4, pgs. 196-198	MC4 : pgs. 177-195, review of con't.
74*	mercredi 5 Quiz #8	Lisez MC4, pgs. 196-198 À faire MP 4-5, pgs. 169-175 Parcourez MC4, pgs. 199-209	MC4 : pgs. 196-198, French families,
75	jeudi 6 poem,	Lisez MC4, pgs. 199-209 MP pgs. 176-182	MC4, pgs. 199-209, Jacques Pévert Burkina-Faso, Versailles, French family Demographics MP4, pgs. 176-182, letters and emails
76*	vendredi 7	Préparation présentations orales	Présentaions orales
77*	lundi 10	Préparation présentations orales	Présentaions orales
78*	mardi 11	Révision MC1, pgs. 22-63 Révision MC2, pgs. 64-117 S: Rosetta Stone Unit 4	Review of Chapters 1 and 2
79	mercredi 12	Révision MC3, pgs. 118-165	Review of Chapters 3 and 4

Révision MC4, pgs. 166-209

80 vendredi 14 Révision générale

Révision générale

TEE* – date et lieu à être déterminés

***Graded Event**

Note : As the semester progresses a revised lesson list may be distributed.

Appendix C

LESSON PLAN LF203

ATTENDANCE: 10

ASSIGNMENTS:

Manuel de Preparation 1-5 (ex. 20-23 on pp. 42-46.)

Review *Sommaire* p. 47 for exam.

Read *Manuel de Classe* pp. 57-63

OBJECTIVES: Cadets understand the components of a recipe. Cadets demonstrate the ability to use everything they have learned in class to date in a natural manner.

MARK

ACTIVITY

Warmup: Refresh the verb *avoir*.

Une recette: des crêpes: Cadets learn how to read a simple recipe and make crêpes. Bring ingredients and a crêpe pan. Discuss various types of crêpes and have cadets order them from me.

Chapter Review: Do exercise DD on p. 53 by re-playing the *Au Cocktail* game. Issue a question to each cadet to find the corresponding answer. Have them ask the cadet and tell me his/her attribute. Do a question and answer session using all of the elements in Chapter 1:

Comment [C1]: Make copies of login procedures in case wireless is down. Make sure they select the proper login names (eg smithj).

-Meet/greet/biographical information, order something to eat and drink (round table/food slides). Manger/boire.

-D'ou viens-tu/Qu'est-ce que vous étudiez (use slide).

-Je viens de/Je vais (use slides and verbs).

-Personal pronouns (use pictures).

-Direct object pronouns (use FNAC web site).

-Irregular verbs (use slides).

-Passage in French (TBD, but put something simple up on slide).

WOPR: Explain WOPR format.

Appendix D

LF203 Quiz #1 (30 points) Nom: _____
Section: _____

I. Rencontres. Fill in the blanks with appropriate responses. (16 x 1.5 = 24)

Dialogue A. Des étudiants se rencontrent.

Henri: Salut, Anne! Comment _____ ?

Anne: Très bien. Et _____ ?

Henri: Pas mal. Qu'est-ce que tu as comme cours ce semestre ?

Anne: J'ai des cours de _____, de _____,
et de _____.

Henri: Intéressant! Ciao!

Anne: _____!

Dialogue B. A la Fnac

Employé de la Fnac: _____, Monsieur. Comment allez-
_____ ?

Monsieur Dupont: Bien, merci. A la Fnac, qu'est-ce qu'on peut acheter?

Employé de la Fnac: On peut acheter _____,
_____, et _____.

Monsieur Dupont : Je cherche un CD.

Employé de la Fnac: Quelle musique préférez-vous?

Monsieur Dupont: J'aime _____, mais je préfère
_____. Je _____ tellement
_____.

Employé de la Fnac: Voici (*here are*) les CDs.

Monsieur Dupont: Merci!

Employé de la Fnac: Je vous en prie (*You're welcome*). _____,
Monsieur.

II. To *bise* or not to *bise*? For each of the following situations, circle the gesture that would be appropriate. (3 points)

Longtime friends bump into each other at a café: bises handshake neither

An employee arrives for a meeting with his/her boss: bises handshake neither

A waiter greets you before taking your order: bises handshake neither

III. Le Monde Francophone. Name one French-speaking country on each of the continents indicated (3 points)

L'Afrique _____

L'Europe (PAS "La France")! _____

L'Asie _____

Appendix E

LF203 Midterm Course Assessment

The purpose of this questionnaire is to strengthen the learning partnership between students and instructors and to improve teaching and learning in the Department of Foreign Languages core and elective courses. Your anonymous, constructive comments will be taken into consideration by the instructor when planning course activities for the remainder of the semester. After reviewing the responses, the instructor will review with you the results of the questionnaire and discuss feasible future actions. Respond to each question with as much detail as possible, and use the back of this form if you need more room.

1. What is the instructor doing in this course / section that is most effective in helping you learn?
2. What would you suggest the instructor do more of in this course / section to help you master the material?
3. What have you heard regarding teaching, learning, and testing activities, for example, from students in other sections of this course that you would like to see occur in this section?
4. Do you notice any favoritism or bias toward certain students being displayed by the instructor? If yes, explain.
5. How comfortable are you with the pace of this course?
6. Would you like to see more / less interactivity / discussion / interaction in this class?
7. What are the most important concepts and skills you have learned in LF203 so far? Describe.
8. Voice your opinion on the format and content of the testing instruments in this course.
9. Is the course material presented in a logical, understandable manner?
10. Does the course contain adequate content about French and francophone culture for you to gain a useful understanding of its similarities and differences with ours and the potential impact these can have when the two cultures interact?
11. Do you have any other specific suggestions for improving this course?

Appendix F

LF203 End of Course Assessment

The purpose of this questionnaire is to strengthen the learning partnership between students and instructors and to improve teaching and learning in the Department of Foreign Languages core and elective courses. Your anonymous, constructive comments will be taken into consideration by the instructor when planning course activities for next semester. Respond to each question with as much detail as possible, and use the back of this form if you need more room.

1. What did the instructor do in this course / section that was most effective in helping you learn?
2. What would you suggest the instructor do more of in this course / section to help you master the material?
3. What have you heard regarding teaching, learning, and testing activities from students in other sections of this course that you would have liked to have seen in this section?
4. Did you notice any favoritism or bias toward certain students being displayed by the instructor? If yes, explain.
5. How comfortable were you with the pace of this course?
6. Would you have liked more / less interactivity / discussion / interaction in this class?
7. What are the most important concepts and skills you have learned in LF203? Describe.
8. Voice your opinion on the format and content of the testing instruments in this course especially the TEE.
9. Was the course material presented in a logical, understandable manner?
10. Did the course contain adequate content about French and francophone culture for you to gain a useful understanding of its similarities and differences with ours and the potential impact these can have when the two cultures interact?
11. Do you have any other specific suggestions for improving this course?

Appendix G

LF203 Learning with Artifacts Questionnaire

The purpose of this questionnaire is to determine the impact of using genuine artifacts in the classroom on the development of language proficiency, knowledge about a specific region of the world, and general inter-cultural awareness. Your anonymous, constructive comments will be used in a study of this phenomenon for the instructor's edification and potential consideration for future teaching endeavors. Respond to each question with as much detail as possible, and use the back of this form if you need more room.

1. Language Proficiency. Place an X in the box corresponding to the extent the following contributed to your ability to learn the French language:

Item	Significant	Moderate	Insignificant	No Impact	Impediment
Films					
Physical items					
Photographs					
Video clips					
Web pages					
Textbooks					
Rosetta Stone					
Professor Stories					

2. Regional Knowledge. Place an X in the box corresponding to the extent the following contributed to your ability to learn about the French-speaking world:

Item	Significant	Moderate	Insignificant	No Impact	Impediment
Films					
Physical items					
Photographs					
Video clips					
Web pages					
Textbooks					
Rosetta Stone					
Professor Stories					

3. Inter-cultural awareness. Place an X in the box corresponding to the extent the following contributed to your ability to learn about general inter-cultural awareness:

Item	Significant	Moderate	Insignificant	No Impact	Impediment
Films					
Physical items					
Photographs					
Video clips					
Web pages					
Textbooks					
Rosetta Stone					
Professor Stories					

Appendix H

Focus Group Questions:

1. Which items helped you learn the French language more easily? Why?
2. Which items helped you learn about the French-speaking world more easily? Why?
3. Which items helped you learn about inter-cultural awareness more easily? Why?
4. Which items helped you retain the French language better? Why?
5. Which items helped you retain information about the French-speaking world better? Why?
6. Which items helped you retain concepts of inter-cultural awareness better? Why?
7. What was it about those items that were rated “significant” in one or more category that made an impression on you?
8. How were artifacts not normally associated with basic French instruction assimilated into the course? Was this effective?
9. What was the effect of these materials on your motivation to participate in class?

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