



Preparing to Teach the AP[®] French Language and Culture Course

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Session Content

- Revisions to the AP Exam
- AP Course Audit for 2011-12
- Timeline
(Announcements, Publications, Workshops)

Curriculum Framework

Publication date: **November 2009**

Learning Objectives

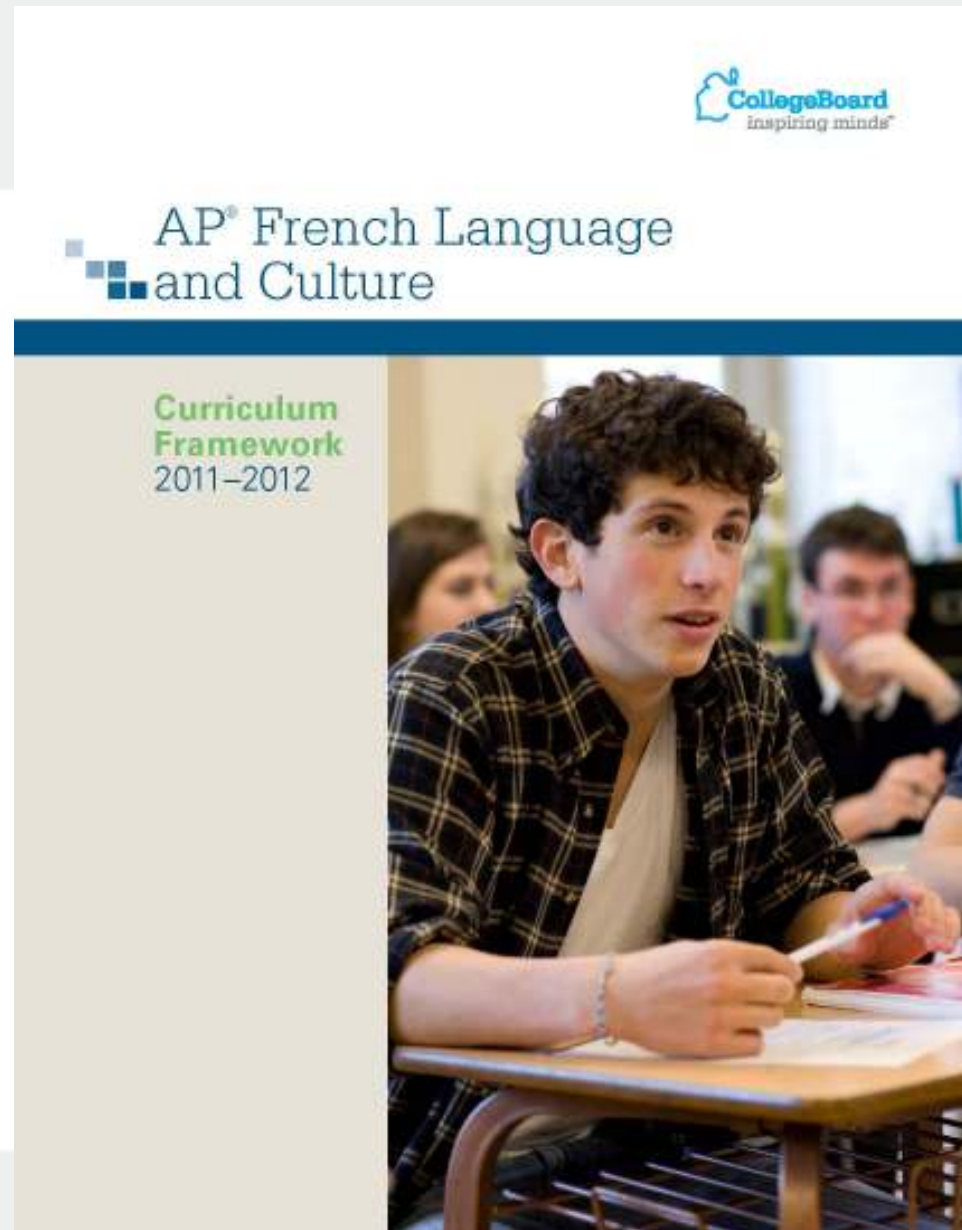
- 6 categories (3 modes of communication x 2 modalities)

Achievement Level Descriptions

- Student performance defined across 5 levels

Thematic Approach

- 6 themes for the course that may be treated separately or in combination
- Recommended contexts for addressing each theme are provided



Course and Exam Description

Publication date: **February 2011**

Curriculum Framework

Exam Information

- Description of the structure of the exam, timing and weightings of sections

Cover image
not yet available

Sample Exam Questions

- A full exam's worth of exam questions
- Themes and learning objectives are indicated for all questions
- Rubrics for free-response questions are included

Revisions to the AP Exam

What's new in the new AP Exam?

Overall structure

Section I (Interpretive Communication), 50% of exam score

- Multiple Choice: 65 questions in 9 sets
(4 reading, 2 reading and listening combined, 3 listening)

Section 2 (Interpersonal and Presentational Communication),
50% of exam score

- Free Response: 4 questions (*done in this order*)
 - Interpersonal Writing
 - Presentational Writing
 - Interpersonal Speaking
 - Presentational Speaking

What's new in the new AP Exam?

(1) Students will be provided **contexts** for doing exam tasks. They will not be asked questions that are de-contextualized.

- The listening rejoinders and grammar fill-ins will be eliminated.
- Tasks and source materials will come with advance organizers and time for previewing the questions.
- Audio sources will be played twice. On average, the audio sources are 2 minutes long; no audio source will be longer than 3 minutes.

Sample Advance Organizer (audio source)

Introduction

Thème du cours : Les défis mondiaux

Dans cette sélection il s'agit du statut de la langue française dans le monde. L'émission originale intitulée « Invité Afrique : Abdou Diouf » a été publiée le 18 octobre 2010 en France par Radio France Internationale. La sélection dure à peu près deux minutes.

Christophe Boisbouvier, journaliste pour RFI, interviewe Abdou Diouf, secrétaire général de l'Organisation internationale de la Francophonie.

Sample Advance Organizer (print source)

Introduction

Thème du cours : Les défis mondiaux

Introduction

Thème du cours: La famille et la communauté

Dans cette sélection il s'agit d'un conflit entre mère et fille. Le récit original intitulé « Pour empêcher un mariage » a été publié en 1955 au Canada par l'écrivaine canadienne Gabrielle Roy.

Au début du récit, la narratrice et sa mère roulent dans un train vers le Saskatchewan, pour aller empêcher le mariage de sa grande sœur.

What's new in the new AP Exam?

(2) **Cultural knowledge** will be assessed throughout the exam, not in a separate “Culture” section.

- Students will be expected to demonstrate understanding of cultural information presented in print and audio texts.
- Students will not be asked isolated questions about cultural trivia.

What's new in the new AP Exam?

(3) Students will work with a greater **variety of authentic materials**, both print and audio, reflecting the **linguistic and cultural diversity** of the French-speaking world

- Literary and journalistic texts *but also* announcements, advertisements, letters, maps and tables, etc.
- Scripted dialogues *but also* radio interviews, podcasts, public service announcements, brief presentations, etc.
- Materials will be reasonably chosen, but will also reflect a range of cultural perspectives and linguistic features of the French-speaking world

*It is **extremely important** that the day of the AP Exam not be the first time that students encounter print or audio texts that represent the French-speaking world outside of France.*

Print Sources

Stand-alone print sources for the exam:

- Print announcements and advertisements
- Literary texts (prose: short story, novel, memoir)
- Journalistic articles, opinion columns, editorials
- Letters

Print sources that can be combined with another source on the same topic:

- Maps or graphics with text
- Tables or charts with data

Audio Sources

- The most important criteria for selection are **comprehensibility** (accent, pace, minimal background noise/overlap) and **relevance** to a course theme and to a topic that could possibly interest students.
- Radio interviews and reports
- General-interest podcasts: explanations of how to do something, advice on how to achieve a goal
- Public service announcements
- Brief lectures
- Audio guides (museum tours, travel guides)

Multiple Choice Questions

Interpretive Communication

- Mix of factual and interpretive questions
- Vocabulary **in context**
- Purpose of the text, point of view of speaker/writer
- Audience of the text
- Inferences and conclusions
- Questions of a “cultural” or “interdisciplinary” nature that ask students to show understanding of information in the print or audio resources

New Multiple Choice Questions

- For texts that are “interpersonal” in nature (e.g., letters, interviews, promotional pieces):
 - What would an appropriate reply to X be?*
 - How does what X says/writes relate to what something Y has said/written?*
(it shows agreement, contradiction, support, elaboration, etc.)
- For texts that are “presentational” in nature (e.g., brief lectures/oral presentations, print narratives):
 - How does the speaker/author support his (or her) main argument?*
(by citing scientific evidence, telling a personal anecdote, etc.)
 - What would be an appropriate summary statement of the text?*
- For combined sets:
 - How does information in the (print) relate to information in the (audio)?*
(general phenomenon/specific example, point/counterpoint of a debate)

Free Response Questions

What do students need to be able to do?

Interpersonal Communication

- Use appropriate formulas for starting and concluding the exchange
- React appropriately with key words and phrases (e.g., to show agreement/disagreement, surprise, sympathy)
- Maintain exchanges in various social situations (e.g., by accepting or refusing an invitation, apologizing, congratulating someone)
- State and support an opinion
- Reply to all questions and requests in the exchange

Free Response Question

Interpersonal Writing

- **Interpersonal Writing** **(FORMAL REGISTER)**
(Integrated Skills: Reading and Writing)

Students read a message and write a reply in which they respond to the requests and questions posed in the message; they also ask for details about something mentioned in the message.

(Current timing*: 15 min. to read the message and write the response)

Official timing and structure of the task will be confirmed in the *AP French Language and Culture Course and Exam Description.

Advance Organizer: Interpersonal Writing

Introduction

Thème du cours : La vie contemporaine

C'est un message électronique de *Bénévolat*, un programme de services à la communauté au Québec. Vous recevez ce message parce que vous avez manifesté votre intérêt pour un stage bénévole cet été.

Chers futurs participants,

Nous vous remercions de l'intérêt que vous portez à notre programme *Bénévolat*. Découvertes, nouveaux amis et nouvelles activités vous permettront de connaître réellement le Québec pendant votre stage.

Dans l'immédiat, veuillez nous fournir quelques détails afin de permettre à notre correspondant de vous trouver une famille d'accueil et une entreprise adaptées à votre personnalité et à vos attentes :

- Travail : vos préférences en ce qui concerne la nature de votre stage (service de garderie, hôpital, refuge pour les animaux, ou autres opportunités)
- Logement : vos préférences en ce qui concerne la famille d'accueil et le lieu (ville, banlieue ou zone rurale)

Notre équipe est à votre disposition si vous avez besoin d'aide.

Sincères salutations,

Hélène DUBRAY

Responsable du programme *Bénévolat*

Free Response Question

Interpersonal Speaking

- **Interpersonal Speaking (INFORMAL REGISTER)**
(Integrated Skills: Listening and Speaking)

Students participate in a simulated conversation by following an outline of five exchanges (i.e., 5 responses @ 20 seconds per response). Students should participate as fully and appropriately as possible; they have the outline in front of them during the conversation.

(Current timing*: 1 min. to read over the outline, then the conversation begins)

***Official timing and structure of the task will be confirmed in the *AP French Language and Culture Course and Exam Description*.**

Advance Organizer: Interpersonal Speaking

Introduction

Thème du cours : La famille et la communauté

C'est une conversation au téléphone avec Sophie, une amie du lycée. Vous participez à cette conversation parce que Sophie voudrait vous parler d'un projet au lycée qu'on lui a demandé d'organiser.

Sophie • Elle vous salue et elle vous dit pourquoi elle vous appelle.

Vous • Réagissez et offrez-lui votre aide.

Sophie • Elle explique ses idées pour le projet et elle vous demande votre avis.

Vous • Dites-lui ce que vous en pensez et faites-lui une suggestion.

Sophie • Elle dit qu'elle a un problème et elle vous pose des questions.

Vous • Répondez aux questions et dites-lui ce que vous pouvez faire.

Sophie • Elle vous remercie et elle vous propose un rendez-vous.

Vous • Excusez-vous et expliquez-lui pourquoi vous ne pouvez pas accepter.

Sophie • Elle réagit brièvement et elle s'excuse parce qu'elle doit raccrocher.

Vous • Promettez encore de l'aider et terminez la conversation.

POSSIBLE SCRIPT FOR THE TASK: **STUDENTS DON'T SEE THE SCRIPT**

Sophie : Salut ! C'est Sophie. Écoute, j'ai vraiment besoin que tu m'aides avec un projet. Tu sais, vendredi prochain, les parents vont passer la journée à l'école...alors la classe de français va faire quelque chose de spécial pour l'assemblée ce jour-là. Est-ce que tu pourrais m'aider ?

[Vous : (20 secondes)]

Sophie : Super, je compte sur toi, alors ! Parce que les parents seront là, j'ai l'idée de parler des fêtes ou des coutumes en famille dans quelques pays francophones. Qu'est-ce que tu en penses ? Tu as des idées ?

[Vous : (20 secondes)]

Sophie : Ah, merci, c'est bien. Mais j'ai un petit problème : tu sais, je ne peux pas tout faire, moi, toute seule ! Comment est-ce qu'on peut partager le travail ? Tu crois qu'on a besoin d'une troisième personne ?

[Vous : (20 secondes)]

Sophie : D'accord, je vais réfléchir... Écoute, est-ce que tu es libre ce week-end ? Si tu peux venir, je t'invite chez moi samedi, comme ça on peut déjeuner et travailler ensemble.

[Vous : (20 secondes)]

Sophie : Bon, d'accord...oh ! Excuse-moi, c'est ma petite sœur qui me fait signe qu'elle veut partir pour son match de foot. Oh, qu'elle est agaçante ! Bon, je te rappelle demain, ça va ?

[Vous : (20 secondes)]

Free Response Questions

What do students need to be able to do?

Presentational Communication

- Organize their comments and observations:
 - Presentational Writing: organization in clear paragraphs (introduction, body of essay with examples, conclusion)
 - Presentational Speaking: introduction, observations with examples, conclusion
- Choose appropriate examples and cite/describe/explain them in their own words
- Use transition words and phrases to facilitate the reader's/listener's understanding
- Use a variety of discursive functions: summarize, describe, explain, narrate, compare, persuade

Free Response Question

Presentational Speaking

- **Presentational Speaking**

Students plan and give a two-minute oral presentation on a specific topic related to one of the six course themes. In the presentation, students first use *description* and *narration* to talk about their own experiences concerning the topic. Then, students make a *comparison* to something they've learned about the French-speaking world in relation to the topic.

- There is **no source material** for this task.
- For the cultural comparison, students may refer to materials they've studied as well as personal observations and life experiences, as long as it's relevant to the topic and to the French-speaking world.

Presentational Speaking

Thème du cours : La vie contemporaine

Sujet :

Quelle est l'attitude des gens de votre communauté en ce qui concerne l'importance des études supérieures? Comparez vos observations d'une communauté où vous avez vécu avec vos observations d'une région du monde francophone que vous connaissez. Dans votre exposé, vous pouvez faire référence à ce que vous avez étudié, vécu, observé, etc.

(Current timing*: 3 min. to plan the response, then 2 min. to speak)

***Official timing and structure of the task will be confirmed in the *AP French Language and Culture Course and Exam Description*.**

Free Response Question

Presentational Writing

- **Presentational Writing**

(Integrated Skills: Reading, Listening, and Writing)

Students write a persuasive essay on a specific topic; in the essay, they present the viewpoints expressed in a print source and an audio source, and they state and support their own viewpoint on the topic. In the essay, students also cite a third informational source (e.g., a chart, map, or table).

(Current timing*: 6 min. to read, then listen twice to the audio, then 40 min. to write the essay. Students have printed material in front of them the whole time.)

***Official timing and structure of the task will be confirmed in the *AP French Language and Culture Course and Exam Description*.**

Presentational Writing

Thème du cours : La science et la technologie

Sujet :

**Les scanners corporels dans les aéroports
sont-ils une nécessité ?**

Source numéro 1 (texte écrit, environ 400 mots):

« Les aéroports nous mettent à nu », un article (*Paris Match*) qui présente les risques de violation de l'intimité en ce qui concerne l'installation d'un scanner corporel à l'aéroport Roissy-Charles de Gaulle.

Source numéro 2 (tableau)

Un tableau qui présente les résultats d'un sondage de l'opinion publique canadienne au sujet de l'utilisation des scanners corporels.

Source numéro 3 (texte audio, 2 minutes 30 secondes)

Interview sur RFI (Émission : « Débat du jour ») – Gilles de Kerchove, coordinateur de la lutte contre le terrorisme de l'Union Européenne, discute du bon fonctionnement des scanners et en présente les avantages.

Presentational Writing

- The task is constructed so that the print source and the audio source present clearly distinct viewpoints.
- Time management: Students have the printed material in front of them the whole time.
 - Print sources: For the first 6 minutes, **scan** the article and chart, and **underline** examples to use in the essay.
 - Audio sources: **Take notes!** The audio is played twice, but students must take notes in order to be able to pull an example or two to use in the essay.
 - Possible plan for writing time:
40 min. = 5 min. to outline, 35 min. to write

AP Course Audit for 2011-12

AP Course Audit for 2011-12

Basic information

- All AP French teachers will need to do a new Course Audit for the 2011-12 academic year.
- February 2011
 - Publication of the new *AP French Language and Culture Course and Exam Description*
 - Publication of a Syllabus Development Guide and sample syllabi for the new course on the AP Course Audit website
- March 2011 – January 31, 2012
 - New course syllabi to be submitted through the AP Course Audit website for authorization

AP Course Audit for 2011-12

What do teachers need to show in the course syllabus?

- Use of **authentic materials** in class:
 - Video and Audio: Film, television, podcasts, music
 - Print: Literature, newspapers, magazines, maps/charts/tables
- Activities that target each of the **three modes**:
 - Interpersonal: Spontaneous, direct communication (student-led class discussions, debates, unrehearsed role plays; e-pals, letter writing... **but not** memorized dialogues and skits [= Presentational])
 - Interpretive: Demonstration of understanding of a variety of authentic materials (comprehension questions, summaries, reports, citing examples from source materials that would support an argument)
 - Presentational: Oral presentations, PowerPoints, posters, essays...activities should have a defined audience

AP Course Audit for 2011-12

What do teachers need to show in the course syllabus?

- Inclusion of the **six themes** in the syllabus:
 - Indicate how your authentic materials represent the themes.
 - The themes may be addressed separately or in combination.
- Activities that encourage students to demonstrate comprehension of **cultural perspectives** and make **comparisons between cultures and languages**
 - Based on news broadcasts, films, literary readings, music, works of art, architecture, etc., what cultural and linguistic differences in the French-speaking world can students understand?
 - Based on what they study in class about the French-speaking world, what comparisons can students make to their own lives (e.g., the languages they speak, the communities in which they've lived or traveled) ?

Timeline and Conclusion

AP French Language and Culture

Timeline

Finalize Exam Design	<i>December 2010</i>
Publish Course & Exam Description Publish Materials for Course Audit	<i>February 2011</i>
Course Audit	<i>March 2011 - January 2012</i>
Publish Practice Exam	<i>June 2011</i>
Vertical Teams and Pre-AP Workshops	<i>Already begun, to continue throughout 2010-11</i>
AP Summer Institutes on the New Course and Exam	<i>June - August 2011</i>

AP World Languages and Cultures



Courses and exams for AP World Languages and Cultures are undergoing energizing revisions that will focus on the complex connections among languages, literature and culture to fulfill a key goal of the advanced study of languages, helping students explore diverse perspectives and knowledge within the context of a global community. Teaching languages in authentic cultural contexts reflects best practices in language instruction.

What's Changing

2011 – 2012

[AP French Language and Culture](#)
[AP German Language and Culture](#)

2012 – 2013

[AP Spanish Literature and Culture](#)
[AP Latin](#)

Resources

-  [AP French Language and Culture Curriculum Framework](#)
-  [AP German Language and Culture Curriculum Framework](#)
-  [AP Spanish Literature and Culture Curriculum Framework](#)

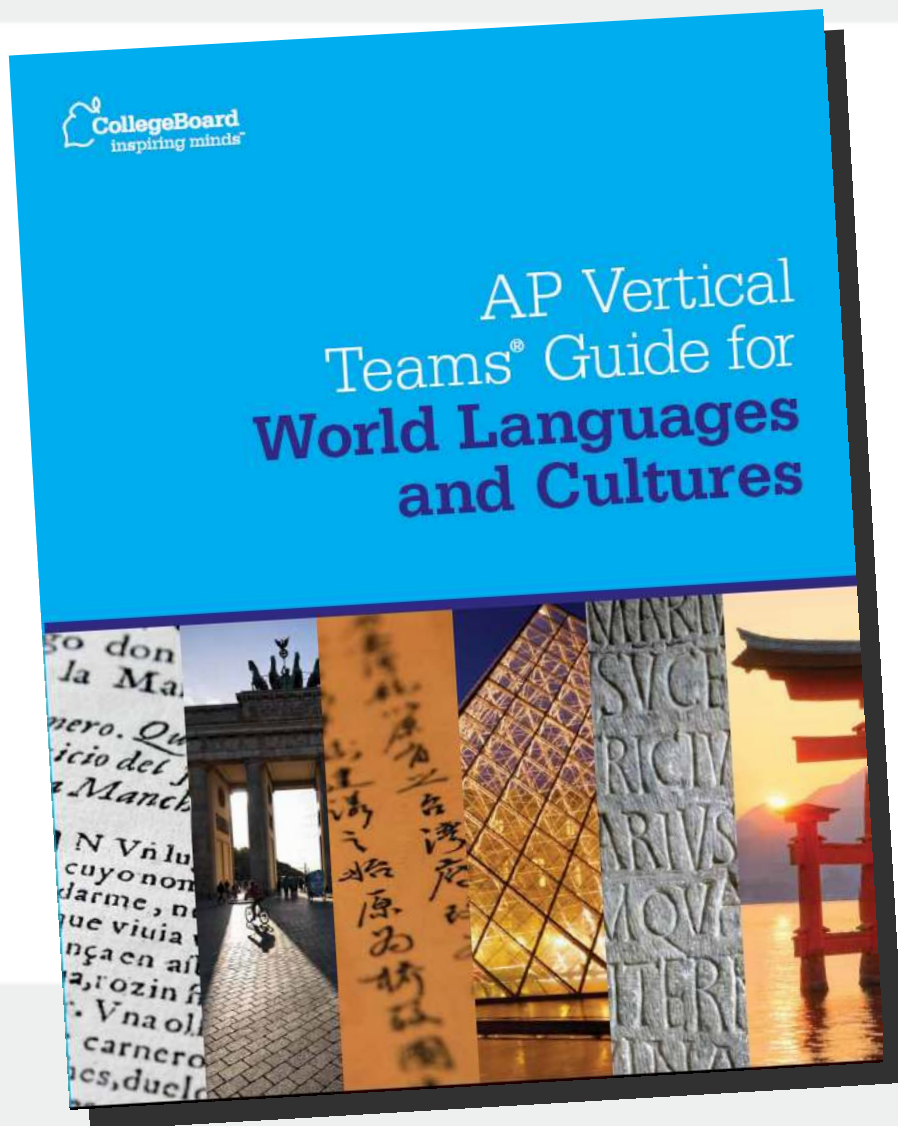
Related Links

- [How Courses and Exams Are Developed](#)
- [Course Audit Information](#)
- [What AP Course Revisions Mean to You](#)
- [AP Latin Reading List](#)

Timeline

 [March 2011](#)

AP Vertical Teams Guide and Workshop



Build an AP Vertical Team or strengthen an existing one.

Align world language and culture curricula vertically across grade levels.

Implement a thematic approach to instruction using standards-based strategies for curriculum development.

Transfer new strategies to classroom practice.

Professional Development

NEWS

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Participate in a unique professional development experience at the 2010 AP Reading. Watch these videos to learn more. [View now >>](#)

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FEATURE ARTICLE 01 02

New « Pre-AP World Languages and Cultures » workshops:

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

Questions and Answers

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