

CBA1 Feedback from FTA Members

Survey Results Summary

An anonymous voluntary Google Form survey was created by V. David-McGonnell (Cork French Teachers' Association Chairperson) on behalf of the national French Teachers' Association and was sent by email to all FTA members (timeframe of elicitation: 29 May 2019-9 June 2019).

This 10-question survey aimed to collect data on the experience and opinion of FTA members regarding the new Junior Cycle oral Classroom-Based Assessment (CBA1). The questions were as follows:

When did the French CBA1 take place in your school?

In your opinion, are 3 weeks sufficient for the French CBA1?

How many French classes do your students receive per week in 2nd Year?

What format did your students choose for their CBA1?

What topics did your students choose?

What do you think about the 3-4 minute length requirement for the CBA1?

How did you record the CBA1?

What do you think about the Assessment Guidelines for the CBA1?

Did you encounter any issue related to the CBA1?

Which FTA branch are you a member of?

Respondents

The respondents to our survey were 103 post-primary teachers of French. The geographic demographics are as follows: Cork (39%), Dublin (20%), Carrick-on-Shannon (12%), Galway (8%), Limerick (6%) and Donegal (6%). Some respondents were also from Cavan, Waterford, Tullamore, Mayo and Leitrim.

Summary of data collected

- **Number of weekly French lessons taught in Second Year**

While the majority of teachers who took part in the survey were teaching four weekly forty-minute French classes in Second Year, the survey revealed differences in the weekly volume of French taught by teachers. Over a quarter of respondents were teaching Second Years three forty-minute French classes per week, and a few teachers taught two one-hour classes, five forty-minute classes, or three one-hour lessons per week.

- **Dates and length of CBA1 preparation**

According to the data collected, the CBA1 took place between February and May 2019. Over half of the French teachers who answered the survey carried out the CBA1 in May. Over three quarters of respondents declared that the 3-week window allowed to conduct the CBA1 was sufficient.

- **Formats and topics chosen for CBA1**

89% of the respondents' students chose to do a presentation for their CBA1. Nearly 57% performed a role play, 33% did an interview and 10% selected the conversation in response to a stimulus format.

The topics chosen by the respondents' students were, in descending order of importance:

- ❖ Countries/cities/monuments;
- ❖ Cooking/food;
- ❖ Sport;
- ❖ Family;
- ❖ Hobbies;
- ❖ At the restaurant/café;
- ❖ Interviewing a celebrity;
- ❖ Holidays;
- ❖ The weather;

- ❖ Music;
- ❖ The house;
- ❖ Shopping;
- ❖ School;
- ❖ Fashion;
- ❖ Meeting someone;
- ❖ Clothes;
- ❖ Best friend/pen-pal;
- ❖ Directions;
- ❖ Pets;
- ❖ Interviewing a classmate;
- ❖ Describing someone;
- ❖ At the hotel/campsite;
- ❖ At the tourist office;
- ❖ French culture;
- ❖ Cars;
- ❖ News report;
- ❖ Getting ready for a disco;
- ❖ Past events;
- ❖ Favourite books;
- ❖ 2018 World Cup;
- ❖ Tour de France;
- ❖ French and Irish teenagers;
- ❖ Job interview;
- ❖ The French Revolution;
- ❖ Phone conversation;
- ❖ On a farm;
- ❖ At the travel agent;
- ❖ French inventors;
- ❖ Organising a party;
- ❖ Typical day;

- ❖ Blogs;
- ❖ Cancer in France;
- ❖ Game show;
- ❖ At the train station.

- **Opinion regarding the duration of CBA1**

56% of teachers surveyed considered the 3 to 4-minute duration required for the French CBA1 to be too long, while 43% thought that this length was satisfactory.

- **Recording of CBA1**

66% of teachers who answered our survey had filmed the CBA1 and 33% used voice-recording devices.

- **The Assessment Guidelines**

When asked what they thought of the CBA1 assessment guidelines, over a third of respondents considered that these were too vague or not clear enough, while 24% of the teachers surveyed deemed these guidelines to be good or satisfactory.

These assessment guidelines were also described as useful (6%), unrealistic (6%), inadequate (5%), or too broad (5%).

Comments about the need for one more descriptor, the concern over the disappearance of a national standard at Junior Cycle level, the need for a grade to be allocated to this CBA, the delay in the release of assessment examples, the difficulty to incorporate students with speech or auditory impediments, and absenteeism were also mentioned.

- **CBA1 related issues and comments**

92 answers to the question *Did you encounter any issue related to the CBA1?* were collected. These can be divided into 11 categories:

- ❖ problematic rote learning and reading from notes during the CBA1 (18 comments);
- ❖ less material covered in class because of the 3 weeks devoted to the CBA1 (15 comments);

- ❖ adverse emotional impact of the CBA1 (12 comments);
- ❖ absence or refusal to do the CBA1 by some students (11 comments);
- ❖ technological problems such as a lack of access to equipment or poor quality of the equipment (10 comments);
- ❖ need for more guidance for teachers regarding SLARs, CBA1 assessment or access to the CBA1 by parents (8 comments);
- ❖ difficulties posed by the unscripted questions part of the CBA1 for students and teachers (5 comments);
- ❖ the fact that weaker students struggled (5 comments);
- ❖ disengagement and discipline issues during the CBA1 (4 comments);
- ❖ unwelcome use of Google Translate by some candidates (3 comments);
- ❖ positive impact of the CBA1 for students (3 comments).