



# ***Test de français international***<sup>TM</sup>

*Listening. Learning. Leading.*



## ***TFI***<sup>TM</sup> **Can-Do Guide**

Relating Scores on the *Test de français international*<sup>TM</sup>  
to Language Proficiency in French



# Abstract

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In order to better establish the meaning of scores from the *Test de français international*<sup>™</sup> (*TFI*<sup>™</sup>) as a measure of French language proficiency, we administered the *TFI* to test takers in six countries along with a self-assessment inventory to gather test takers' perceptions of their ability to perform a variety of everyday language tasks. *TFI* scores related moderately to test taker self-reports for both reading and listening. The trustworthiness of the self-reports as a validity criterion was supported by (a) consistent reports from independent samples of test takers and (b) expected correspondence with language tasks representing the various levels of the Common European Framework (CEF) of Reference for Languages.



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# ***Test de français international*™** **(TFI™) Can-Do Guide**

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# Relating Scores on the *Test de français international*™ (TFI™) to Language Proficiency in French

In order to better establish the meaning of scores from the *Test de français international*™ (TFI™) as a measure of French language proficiency, we administered the TFI to test takers in six countries along with a self-assessment inventory to gather test takers' perceptions of their ability to perform a variety of everyday language tasks. TFI scores related moderately to test taker self-reports for both reading and listening. The trustworthiness of the self-reports as a validity criterion was supported by (a) consistent reports from independent samples of test takers and (b) expected correspondence with language tasks representing the various levels of the Common European Framework (CEF) of Reference for Languages.

Like English, French is widely used in international business and communication. *Test de français international*™ (TFI™) was developed to help teachers gauge students' ability to communicate in a French speaking business environment and to enable businesses to certify that individuals possess the French language skills needed to communicate in professional settings.

The effort described here was intended to provide some evidence of the validity of TFI scores for meeting these purposes. To do so, we investigated the relationship between scores on the TFI and test-takers' reports of their ability to perform selected language tasks in French.

## Method

A series of "can-do" statements were developed for both listening and reading activities. Items were chosen from previous studies (e.g., Duke, Kao, & Vale, 2004; Powers, Roever, Huff, & Trapani, 2003; Tannenbaum, Rosenfeld, Breyer, & Wilson, in press), some new items were developed, and some previously used items were modified for this effort. Most of the items were business-related (e.g., "understanding a coworker discussing a simple problem that arose at work").

Additional items were also developed for both listening and reading to correspond to each of the six levels of the Common European Framework (CEF) of Reference for Languages (two items per CEF level). For reading, for example, the following two items represented the lowest and highest levels of the CEF:

- Understand familiar words and very simple sentences (A1 – Basic User)
- Understand virtually all forms of written language, including abstract and linguistically complex texts (C2 – Proficient User)

The CEF-related statements were included because the Common European Framework (of Reference for Languages) is a fairly well-established structure that has been used to describe the language proficiency of foreign language learners across Europe. We thought it of some potential value, therefore, in establishing links between TFI scores and tasks representing various levels of language proficiency. Linking these statements to TFI scores was thought to be a potentially useful way to enhance the meaning of TFI scores.

In order to minimize participant response burden, the items were partitioned into two (putatively) parallel forms by first specifying pairs of similar, matching items and then assigning each paired item to either Form A (37 items) or Form B (36 items). Directions to participants were as follows:

***Below you will find several statements about French-language listening activities. For each statement, please circle the one number that you believe best represents your ability to perform the activity in French. If you have never actually performed the activity that is described, please rate how easily you believe you could perform the activity if you had to do so in French.***

Response choices were on a five-point scale, with 1 = not at all, 2 = with great difficulty, 3 = with some difficulty, 4 = with little difficulty, and 5 = easily. Respondents were allowed to omit an item if they felt that it did not apply to them or if they were unable to make a judgment.

Each of the two forms of the can-do inventory was administered to approximately half of the test takers who participated in a norming study of two forms of the TFI. English and French versions of each can-do form were available, and test takers were free to choose the form with which they were more comfortable. In addition, in Taiwan a Chinese translation was also available. To establish norms, a total of nearly 2,900 candidates from 6 different countries (Canada, France, Germany, Jordan, Taiwan, and the U.S.) took one of the two TFI test forms. The two forms were administered over a 3-week period between October and November 2006. Each form contained a total of 216 items (108 Listening Comprehension and 108 Reading Comprehension).





### Results

Test scores and “can-do” reports were obtained from approximately 2,500 study participants, of whom approximately 64% were female. The majority of the participants participated in France (approximately 58%), 15% in the U.S., 14% in Taiwan, 10% in Canada, and about 3% in Germany and Jordan combined. Because of the small numbers from Germany and Jordan, we excluded these participants from the analysis. For approximately 20% of these participants, English was the best language. The next most frequent best languages were Spanish (13%), German (10%), Romanian (3%), Portuguese (3%), and Arabic (3%). More than 30 additional languages were represented by up to 2% of the participants.

A majority of participants (81%) described themselves as being students (not employed), 14% as being employed, and 5% as being “other.” The majority (87%) were less than 30 years old, and most (nearly 98%) were taking the *TFI* for the first time. Of those listed, the most frequently selected reason for taking the test (36%) was for evaluation during or after a language training course, with 26% choosing one of five other reasons (job or language training placement, job promotion, job selection), and 38% indicating some “other” unspecified reason.

Table 1 shows the correlations between each *TFI* score (reading and listening) and test takers’ assessments of their ability to perform the can-do tasks, as defined by the sum of responses to all reading can-do items and all listening can-do items on a form. (The Cronbach alpha reliability estimates for each of the two listening and the two reading can-do forms was .95 for the total sample of study participants. The reliability estimates for each of the *TFI* forms were also .95 for the reading and listening sections.) The results are broken down for two samples — those who tested in France and all others who tested elsewhere. As can be seen, the correlations between listening can-do reports and *TFI* reading scores are moderately high (.56 to .60). The corresponding correlations between reading can-do reports and *TFI* reading scores are somewhat lower (.43 to .53), but still statistically and practically meaningful. However, correlations between *reading* can-do reports and *TFI listening* scores (and between *listening* can-do reports and *TFI reading* scores) are comparable, and thus these correlations do not exhibit any pattern that indicates the *discriminant* validity of the two *TFI* scores.

To allow a better indication of how test performance relates to each can-do activity individually, we have also presented

(in Tables 2–9) item-by-item results (by the degree of difficulty of the activity) for each of the samples. The percentages shown are the proportions of test takers at each level who said that they could perform the task either easily or with little difficulty. The mean shown for each item is the average response to the item on the 1 to 5 response scale.

As can be seen, for nearly all of the tasks, higher test performance is associated with a greater likelihood of reporting successful task performance. For instance from Table 2, for the France sample, whereas 86% of test takers at the highest *TFI* listening score level said that they could “understand headline news broadcasts on the radio,” only 26% of those at the lowest *TFI* level felt that they could do so. Similarly for reading, 89% of test takers at the highest *TFI* reading score level believed they could “read and understand simple, step-by-step instructions (e.g., how to operate a copy machine),” whereas only 36% of lowest level test takers said they could do this.

Of special interest are the results for the can-do tasks based on the various CEF proficiency levels, given that the framework has been so widely used as a common basis to describe the language proficiency of foreign-language learners across Europe. Tables 10 and 11 reveal, for the listening and reading tasks respectively, a moderately strong, though not perfect, correspondence between tasks representing each CEF level and test-takers’ reports of their ability to perform the tasks. For instance (Table 10), the two listening tasks representing the lowest CEF level (A1 – Basic User) received mean ratings of 4.30 and 4.34 on the 5-point can-do scale, whereas the two tasks representing the highest level of listening proficiency (C2 – Proficient User) each received a mean rating of 2.64. Similar results are apparent for the reading tasks. As an aside, we note that the ratings suggest unequal differences between the tasks representing the various CEF categories (and perhaps between the CEF categories themselves).

More confidence can be placed in the validity of our “can-do” self-reports to the extent that the tasks are rank-ordered similarly in terms of difficulty by the two independent samples — France and Non-France. Indeed, the correlation across all tasks between the France and the Non-France sample means was extremely high, .94 and .98. For the reading forms, the correlations were .97 and .97. These numbers indicate that, on average, the two samples rank-ordered the difficulty of the tasks in a very similar manner.

### Discussion/Implications

One kind of evidence that has proven useful in establishing the meaning, or validity, of test scores has come from test takers themselves in the form of self-assessments of their own language skills. Although self-assessments may sometimes be susceptible to distortion (either unintentional or deliberate), they have been shown to be valid in a variety of contexts, especially in the assessment of language skills. For example, it has been asserted (e.g., Upshur, 1975; Shrauger & Osberg, 1981) that language learners often have more complete knowledge of their linguistic successes and failures than do third-party assessors. This may apply particularly to skills like reading and listening, which are not directly observable by third parties.

For this study, a large-scale data collection effort was undertaken to establish links between test-taker performance on the *TFI* and self-assessments of their ability to perform a variety of language tasks in French. The tasks of interest were everyday ones, with several being business-related and some being linked to the various levels of the Common European Framework.

Results revealed that *TFI* scores were moderately related to test-takers' self-assessments as a whole both for listening and for reading. The correlations that were observed compare very favorably with those typically observed in validity studies using other kinds of validation criteria, such as course grades, supervisor ratings, and self-reports, for instance.

Moreover, for each of the individual tasks that we asked about, *TFI* scores were predictive of test-takers' perceptions of their ability to perform the task. This was true also for the tasks that were included to represent each level of the CEF.

Confidence in the can-do self-reports was bolstered by a very strong correspondence between ratings obtained from two independent samples of test takers; the tasks were rank-ordered nearly perfectly on average by the two different samples. Further evidence of the trustworthiness of test-taker reports was apparent from the very strong correspondence between ratings of CEF-derived tasks and the ratings that were anticipated for these tasks, given the CEF levels from which they were derived.

In conclusion, the study has provided some evidence of the validity of the *TFI* by linking *TFI* scores to test-takers' assessments of their ability to perform a variety of everyday French language activities. Although the relationships are far from perfect, they are believed to be practically meaningful. And, although test-taker self-reports cannot be accepted uncritically as a validity criterion because they have characteristics that seem to suggest their trustworthiness, especially since, as test takers in this low-stakes research study, they had no incentive to intentionally distort their reports.

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# Table 1: Score Correlations



Correlations among *TFI* Scores and Can-Do Responses.

<b><i>TFI</i> Section</b>	<b>Can-Do Form</b>	<b>Sample</b>	
		<b>France</b>	<b>Non-France</b>
<b>Listening</b>	<i>Listening A</i>	.56	.56
	<i>Listening B</i>	.60	.56
<b>Reading</b>	<i>Reading A</i>	.53	.43
	<i>Reading B</i>	.44	.43
<b>Listening</b>	<i>Reading A</i>	.54	.52
	<i>Reading B</i>	.52	.48
<b>Reading</b>	<i>Listening A</i>	.53	.42
	<i>Listening B</i>	.53	.49

## Table 2: France Sample, Can-Do Form A, Listening

Percentage of test takers, by *TFI* Score Level, who said they could perform various French language tasks easily or with little difficulty.

France Sample, Can-Do Form A	TFI Score Level								M*	SD
	75-175	180-235	240-290	295-340	345-380	385-425	430-495			
<i>Listening</i>										
understand simple questions in social situations such as "How are you?" and "Where do you live?"	92	92	97	96	100	100	99	4.85	0.53	
understand the main point of simple messages and short, clear announcements	60	79	88	91	95	97	99	4.59	0.70	
understand a salesperson when she or he tells me prices of various items	70	76	83	83	90	90	96	4.42	0.82	
understand someone who is speaking slowly and deliberately about his or her hobbies and interests	42	64	85	84	92	99	99	4.46	0.85	
understand the main points of standard speech on familiar matters when people speak slowly and clearly	45	65	81	80	91	98	99	4.37	0.83	
understand directions about what time to come to a meeting and where it will be held	47	67	85	87	94	95	96	4.40	0.86	
recognize familiar words and simple phrases when people speak slowly and clearly	55	70	76	79	91	94	99	4.43	0.88	
understand a coworker discussing a simple problem that arose at work	45	47	69	63	76	84	94	4.05	1.03	
understand headline news broadcasts on the radio	26	28	51	48	57	71	86	3.67	1.08	
understand lines of argument and the reasons for decisions made in meetings that I attend	23	39	55	49	56	79	85	3.69	1.11	
understand an explanation given over the radio of why a road has been temporarily closed	17	28	37	33	44	65	80	3.40	1.26	
understand extended speech and lectures, and follow complex arguments on familiar topics	21	26	42	37	47	70	79	3.52	1.03	
understand a person's name when she or he gives it to me over the telephone	40	48	59	56	57	64	75	3.75	1.03	
understand play-by-play descriptions on the radio of sports events that I like (for example, soccer, baseball)	21	32	36	31	41	60	73	3.41	1.15	
understand discussions in a workplace meeting with several people	27	29	45	42	49	64	79	3.55	1.09	
understand a complex presentation or demonstration in an academic or work-related setting	17	17	33	30	40	52	74	3.26	1.09	
understand extended speech even when it is not clearly structured	13	15	26	21	31	52	68	3.15	1.08	
understand any kind of spoken language, even when people speak quickly	10	8	19	13	21	40	64	2.85	1.15	
N for score interval	53	75	110	134	143	155	167			

\* Responses were on a five-point scale with 5 = can do easily to 1 = cannot do it at all.

# Table 3: Non-France Sample, Can-Do Form A, Listening



Percentage of test takers, by *TFI* Score Level, who said they could perform various French language tasks easily or with little difficulty.

Non-France Sample, Can-Do Form A	TFI Score Level								M*	SD
	75-175	180-235	240-290	295-340	345-380	385-425	430-495			
<i>Listening</i>										
understand simple questions in social situations such as "How are you?" and "Where do you live?"	82	93	100	98	100	96	100	4.37	0.68	
recognize familiar words and simple phrases when people speak slowly and clearly	72	73	89	95	97	96	100	4.18	0.78	
understand someone who is speaking slowly and deliberately about his or her hobbies and interests	56	72	94	90	100	96	100	4.04	0.95	
understand the main point of simple messages and short, clear announcements	60	63	91	98	93	92	100	4.07	0.91	
understand the main points of standard speech on familiar matters when people speak slowly and clearly	31	43	81	90	97	92	100	3.72	1.17	
understand a salesperson when she or he tells me prices of various items	40	54	80	79	90	92	100	3.75	1.04	
understand directions about what time to come to a meeting and where it will be held	44	61	85	83	93	92	88	3.88	1.04	
understand a coworker discussing a simple problem that arose at work	24	30	63	73	83	77	100	3.30	1.29	
understand a person's name when she or he gives it to me over the telephone	73	76	66	71	72	72	88	3.89	0.88	
understand headline news broadcasts on the radio	19	23	52	62	72	73	88	3.10	1.23	
understand an explanation given over the radio of why a road has been temporarily closed	14	15	47	49	62	76	88	2.89	1.29	
understand play-by-play descriptions on the radio of sports events that you like (for example, soccer, baseball)	11	19	40	44	59	72	88	2.84	1.25	
understand discussions in a workplace meeting with several people	15	22	49	67	55	50	75	2.97	1.17	
understand lines of argument and the reasons for decisions made in meetings that I attend	14	20	50	52	76	62	63	2.93	1.28	
understand extended speech and lectures, and follow complex arguments on familiar topics	11	15	41	66	69	62	63	2.85	1.22	
understand a complex presentation or demonstration in an academic or work-related setting	10	11	39	43	52	46	63	2.59	1.25	
understand extended speech even when it is not clearly structured	11	13	28	38	48	46	63	2.58	1.15	
understand any kind of spoken language, even when people speak quickly	4	8	15	24	31	31	50	2.43	0.97	
N for score interval	125	106	54	42	29	26	8			

\* Responses were on a five-point scale with 5 = can do easily to 1 = cannot do it at all.

## Table 4: France Sample, Can-Do Form B, Listening

Percentage of test takers, by *TFI* Test Score Level, who said they could perform various French language tasks easily or with little difficulty.

France Sample, Can-Do Form B	TFI Score Level								M*	SD
	80-145	150-195	205-250	255-295	300-350	355-400	405-495			
<i>Listening</i>										
understand the days of the week and the months of the year	71	85	78	97	90	97	99	4.72	0.85	
understand someone speaking slowly and deliberately, who is giving me directions on how to walk to a nearby location	57	55	60	77	91	88	99	4.32	1.05	
recognize basic phrases concerning myself and my surroundings when people speak slowly and clearly	54	70	78	84	89	92	98	4.47	0.88	
understand a person in social situations talking about his/her background, family, or interests	50	55	71	76	86	92	98	4.28	0.91	
understand phrases about areas of immediate personal relevance (for example, family information, employment, shopping)	46	42	53	76	83	93	95	4.22	0.90	
understand some memorized words and phrases	50	64	52	79	79	84	94	4.25	1.01	
understand the main ideas in news reports broadcast on the radio or TV	29	32	47	55	74	81	94	3.98	1.02	
understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when people speak slowly and clearly	38	27	29	56	68	83	93	3.92	1.02	
understand explanations about how to perform a routine task related to my job	43	27	30	37	51	73	87	3.64	1.13	
take a telephone message for a coworker	21	40	45	43	61	67	84	3.78	1.11	
understand a discussion of current events taking place among a group of persons speaking French	21	18	25	33	43	62	83	3.52	1.02	
understand most TV news and current affairs programs and most films if they are in standard dialect	23	12	21	42	48	69	81	3.53	1.05	
understand public announcements that are broadcast	7	23	26	27	44	54	70	3.41	1.04	
understand the details of a fast-breaking news event on the radio	21	13	12	24	33	48	71	3.25	1.02	
understand a client's request made on the telephone for one of my company's major products or services	14	10	31	32	55	56	69	3.24	1.47	
understand an extended debate on a complex topic such as equality in the workplace	7	24	21	25	32	49	68	3.31	1.00	
understand most television programs and films without too much effort	8	15	10	23	33	43	66	3.12	1.04	
understand easily any kind of spoken language, even at native speaker speed, if you have some time to get familiar with accents	15	16	9	19	23	30	58	2.93	1.08	
N for score interval	14	33	58	92	117	121	130			

\* Responses were on a five-point scale with 5 = can do easily to 1 = cannot do it at all.

# Table 5: Non-France Sample, Can-Do Form B, Listening



Percentage of test takers, by *TFI* Score Level, who said they could perform various French language tasks easily or with little difficulty.

Non-France Sample, Can-Do Form B	TFI Score Level								M*	SD
	80-145	150-195	205-250	255-295	300-350	355-400	405-495			
<i>Listening</i>										
understand the days of the week and the months of the year	75	79	81	93	95	100	98	4.35	0.86	
recognize basic phrases concerning yourself and my surroundings when people speak slowly and clearly	71	73	77	87	98	91	96	4.21	0.91	
understand a person in social situations talking about his/her background, family, or interests	45	51	56	80	86	95	96	3.81	1.06	
understand someone speaking slowly and deliberately, who is giving me directions on how to walk to a nearby location	57	64	65	86	91	88	90	4.00	1.01	
understand phrases about areas of immediate personal relevance (for example, family information, employment, shopping)	49	53	59	77	91	95	96	3.87	0.99	
understand some memorized words and phrases	59	58	66	77	88	95	91	3.98	0.97	
understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when people speak slowly and clearly	33	36	47	59	79	91	92	3.48	1.18	
understand explanations about how to perform a routine task related to my job	21	18	31	42	60	84	81	3.08	1.22	
understand the main ideas in news reports broadcast on the radio or TV	29	27	40	63	70	79	87	3.33	1.23	
understand most TV news and current affairs programs and most films if they are in standard dialect	17	19	28	31	59	70	83	2.95	1.16	
take a telephone message for a coworker	22	25	29	39	60	72	79	3.04	1.37	
understand a client's request made on the telephone for one of my company's major products or services	11	14	25	37	49	57	77	2.62	1.43	
understand a discussion of current events taking place among a group of persons speaking French	9	15	18	38	56	72	75	2.83	1.20	
understand public announcements that are broadcast	16	17	22	30	49	60	72	2.87	1.17	
understand the details of a fast-breaking news event on the radio	10	16	20	27	44	53	70	2.75	1.14	
understand most television programs and films without too much effort	16	11	15	27	45	49	67	2.66	1.14	
understand an extended debate on a complex topic such as equality in the workplace	7	9	18	23	42	47	62	2.64	1.16	
understand easily any kind of spoken language, even at native speaker speed, if I have some time to get familiar with accents	8	9	9	17	29	44	48	2.43	1.16	
N for score interval	150	160	109	71	57	43	53			

\* Responses were on a five-point scale with 5 = can do easily to 1 = cannot do it at all.

## Table 6: France Sample, Can-Do Form A, Reading

Percentage of test takers, by *TFI* Score Level, who said they could perform various French language tasks easily or with little difficulty.

France Sample, Can-Do Form A	TFI Score Level								M*	SD
	30-180	185-225	230-280	285-330	335-375	380-425	430-495			
<i>Reading</i>										
understand short, simple texts (for example, personal letters)	66	84	90	95	95	99	99	4.64	0.71	
understand familiar words and very simple sentences	78	84	87	93	93	93	99	4.65	0.73	
read the letters of the alphabet	67	81	83	88	95	94	98	4.59	0.93	
read, on storefronts, the type of store or services provided (for example, "dry cleaning," "book store")	51	65	74	82	92	97	99	4.40	0.85	
find information that I need in a telephone directory	32	52	66	77	83	90	93	4.06	1.22	
read entertainment-related information (for example, tourist guides)	24	48	54	69	84	92	96	4.08	0.97	
understand texts that consist mainly of everyday words or job-related vocabulary	43	56	70	82	85	87	95	4.18	0.92	
read and understand a travel brochure	38	54	62	71	81	89	98	4.08	1.03	
read information about products (for example, advertisements)	43	49	63	70	85	87	95	4.12	0.94	
read and understand a restaurant menu	67	71	75	79	79	81	88	4.20	0.91	
read and understand simple, step-by-step instructions (for example, how to operate a copy machine)	36	47	59	67	73	78	89	4.00	0.98	
understand the viewpoints expressed in articles and reports about contemporary issues or problems	25	31	44	48	69	73	88	3.71	0.97	
read and understand magazine articles like those found in <i>Time</i> or <i>Newsweek</i> , without using a dictionary	26	29	35	38	55	64	88	3.56	1.00	
read highly technical material in my field or area of expertise with little use of a dictionary	27	40	44	56	66	69	85	3.73	1.09	
read a newspaper editorial and understand its meaning as well as the writer's intent	29	31	36	48	65	68	85	3.63	0.98	
read French to translate text into my own language (for example, letters and business documents)	39	36	40	44	63	67	78	3.59	1.06	
read and understand a proposal or contract from a client	27	29	26	36	55	49	75	3.29	1.26	
understand long, complex texts, even technical ones that do not relate to my field	20	19	17	15	32	34	59	2.94	1.04	
understand virtually all forms of written language, including abstract and linguistically complex texts	15	14	17	13	27	31	47	2.79	1.07	
N for score interval	43	78	113	145	136	161	161			

\* Responses were on a five-point scale with 5 = can do easily to 1 = cannot do it at all.



# Table 7: Non-France Sample, Can-Do Form A, Reading



Percentage of test takers, by *TFI* Score Level, who said they could perform various French language tasks easily or with little difficulty.

Non-France Sample, Can-Do Form A	TFI Score Level							M*	SD
	30-180	185-225	230-280	285-330	335-375	380-425	430-495		
<i>Reading</i>									
read the letters of the alphabet	97	94	90	100	100	96	88	4.28	0.76
understand familiar words and very simple sentences	96	92	93	100	100	100	88	4.41	0.59
understand short, simple texts (for example, personal letters)	80	86	90	100	100	100	88	4.42	0.64
read, on storefronts, the type of store or services provided (for example, "dry cleaning," "book store")	62	72	81	89	100	96	88	4.04	0.91
find information that I need in a telephone directory	46	51	70	82	93	88	88	3.60	1.32
read and understand a restaurant menu	56	61	69	87	83	83	88	3.60	1.09
read and understand a travel brochure	36	48	56	71	93	92	88	3.82	0.84
read information about products (for example, advertisements)	38	48	54	79	82	91	100	3.61	1.10
read entertainment-related information (for example, tourist guides)	35	44	59	79	82	87	100	3.67	1.04
read and understand simple, step-by-step instructions (for example, how to operate a copy machine)	46	48	62	74	97	79	88	3.88	1.07
understand the viewpoints expressed in articles and reports about contemporary issues or problems	28	34	48	58	67	75	75	3.68	0.95
understand texts that consist mainly of everyday words or job-related vocabulary	59	83	75	76	87	67	75	3.35	0.96
read and understand magazine articles like those found in <i>Time</i> or <i>Newsweek</i> , without using a dictionary	23	21	32	42	57	63	75	2.90	1.19
read a newspaper editorial and understand its meaning as well as the writer's intent	22	25	37	45	69	79	63	2.89	1.29
read highly technical material in my field or area of expertise with little use of a dictionary	21	20	34	45	63	46	75	3.03	1.18
read French to translate text into my own language (for example, letters and business documents)	26	36	49	50	64	52	57	3.34	1.01
read and understand a proposal or contract from a client	11	20	32	32	62	42	63	2.53	1.39
understand virtually all forms of written language, including abstract and linguistically complex texts	9	8	23	16	33	38	38	2.50	1.07
understand long, complex texts, even technical ones that do not relate to your field	11	15	25	18	40	42	13	2.41	1.08
N for score interval	121	94	75	38	30	24	8		

\* Responses were on a five-point scale with 5 = can do easily to 1 = cannot do it at all.

## Table 8: France Sample, Can-Do Form B, Reading

Percentage of test takers, by *TFI* Score Level, who said they could perform various French language tasks easily or with little difficulty.

France Sample, Can-Do Form B	TFI Score Level								M*	SD
	5-165	175-210	215-245	250-300	305-340	345-395	400-495			
<i>Reading</i>										
understand words and very simple sentences (for example, on notices and posters)	69	80	92	88	91	93	96	4.60	0.79	
recognize memorized words and phrases (for example, "Exit," "Entrance," and "Stop")	59	76	90	98	94	95	100	4.71	0.89	
read and understand a train or bus schedule	67	82	87	91	98	96	99	4.70	0.80	
read and understand a simple postcard from a friend	56	71	86	93	94	96	98	4.60	0.94	
read and understand traffic signs	44	64	75	83	95	92	96	4.43	0.92	
read office memoranda in which the writer has used simple words or sentences	61	68	74	82	89	93	95	4.32	1.05	
find specific information in everyday material such as menus, advertisements, and timetables	56	52	72	75	88	92	98	4.35	0.85	
read tables, graphs, and charts	44	68	75	82	88	89	97	4.31	0.99	
understand the description of events, feelings, and wishes in personal letters	38	40	62	72	76	85	96	4.09	0.99	
read and understand the main points of an article on a familiar topic in an academic or professional journal	22	26	51	60	76	80	91	3.90	1.03	
read and understand an agenda for a meeting	33	45	57	71	81	81	88	3.97	1.32	
read and understand a letter of thanks from a client or customer	33	45	56	69	75	81	88	3.94	1.40	
understand articles and reports about contemporary problems in which the writers adopt particular attitudes	31	36	33	60	51	72	87	3.75	0.94	
read and understand directions and explanations presented in technical manuals written for basic users	33	24	39	48	53	67	84	3.63	1.07	
read and understand a popular novel	11	28	17	40	33	55	76	3.32	1.14	
identify inconsistencies or differences in points of view in two newspaper interviews with politicians of opposing parties	28	21	32	44	43	52	72	3.37	1.11	
understand specialized articles and longer technical instructions, even when they do not relate to my field	31	16	17	23	24	27	47	2.95	0.98	
understand abstract, structurally or linguistically complex texts such as manuals, specialized articles, and literary works	25	17	13	21	16	20	46	2.83	0.99	
N for score interval	19	29	74	90	102	122	129			

\* Responses were on a five-point scale with 5 = can do easily to 1 = cannot do it at all.

# Table 9: Non-France Sample, Can-Do Form B, Reading



Percentage of test takers, by *TFI* Score Level, who said they could perform various French language tasks easily or with little difficulty.

Non-France Sample, Can-Do Form B	TFI Score Level								M*	SD
	5-165	175-210	215-245	250-300	305-340	345-395	400-495			
<i>Reading</i>										
understand words and very simple sentences (for example, on notices and posters)	76	83	90	93	94	98	93	4.33	0.84	
read and understand a simple postcard from a friend	64	62	73	80	92	100	98	4.21	0.93	
recognize memorized words and phrases (for example, "Exit," "Entrance," and "Stop")	73	64	76	84	87	95	94	3.92	1.17	
read and understand a train or bus schedule	47	58	71	80	80	98	92	4.13	1.06	
understand the description of events, feelings, and wishes in personal letters	33	40	59	62	80	93	98	3.67	1.26	
find specific information in everyday material such as menus, advertisements, and timetables	49	56	70	82	88	88	93	3.73	1.28	
read office memoranda in which the writer has used simple words or sentences	50	47	66	71	80	86	98	3.91	1.00	
read and understand traffic signs	55	49	57	75	75	86	94	3.68	1.29	
read and understand a letter of thanks from a client or customer	32	36	53	65	69	84	94	3.64	1.19	
read tables, graphs, and charts	48	46	62	59	70	79	92	2.96	1.43	
read and understand an agenda for a meeting	29	33	45	57	65	70	90	3.23	1.47	
understand articles and reports about contemporary problems in which the writers adopt particular attitudes	13	21	36	41	60	76	93	3.44	1.38	
read and understand the main points of an article on a familiar topic in an academic or professional journal	22	24	40	49	55	63	90	3.04	1.18	
read and understand a popular novel	10	19	21	30	49	55	82	3.16	1.21	
read and understand directions and explanations presented in technical manuals written for basic users	24	28	42	48	55	61	70	2.79	1.27	
identify inconsistencies or differences in points of view in two newspaper interviews with politicians of opposing parties	11	14	25	42	46	52	78	2.76	1.31	
understand specialized articles and longer technical instructions, even when they do not relate to my field	10	10	21	22	26	41	52	2.34	1.23	
understand abstract, structurally or linguistically complex texts such as manuals, specialized articles, and literary works	8	8	12	17	33	37	46	2.28	1.19	
N for score interval	143	152	102	81	72	43	50			

\* Responses were on a five-point scale with 5 = can do easily to 1 = cannot do it at all.

## Table 10: Listening Median Responses

Median Responses (Over France and Non-France Samples) for **Listening** tasks based on Common European Framework Levels.

CEF Level	Tasks (Can-Do form)		Median Response
A1– basic user	recognize familiar words and simple phrases when people speak slowly and clearly	(A)	4.30
	recognize basic phrases concerning myself and my surroundings when people speak slowly and clearly	(B)	4.34
A2– basic user	understand the main point of simple messages and short, clear announcements	(A)	4.33
C1–proficient user	understand phrases about areas of immediate personal relevance (for example, family information, employment, shopping)	(B)	4.04
B1– independent user	understand the main points of standard speech on familiar matters when people speak slowly and clearly	(A)	4.04
	understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when people speak slowly and clearly	(B)	3.70
	understand most TV news and current affairs programs and most films if they are in standard dialect	(B)	3.24
C1–proficient user	understand extended speech even when it is not clearly structured	(A)	2.86
	understand most television programs and films without too much effort	(B)	2.89
C2–proficient user	understand any kind of spoken language, even when people speak quickly	(A)	2.64
	understand easily any kind of spoken language, even at native speaker speed, if I have some time to get familiar with accents	(B)	2.64

Responses were on a 5-point scale from 5 = can do easily to 1= cannot do it at all. SDs ranged from .88 to 1.10.

# Table 11: Reading Median Responses



Median Responses (Over France and Non-France Samples) for **Reading** Tasks Based on Common European Framework Levels.

CEF Level	Tasks (Can-Do form)		Median Response
A1– basic user	understand familiar words and very simple sentences	(A)	4.53
	understand words and very simple sentences (for example, on notices and posters)	(B)	4.46
A2– basic user	understand short, simple texts (for example, personal letters)	(A)	4.46
	find specific information in everyday material such as menus, advertisements, and timetables	(B)	4.13
B1– independent user	understand texts that consist mainly of everyday words or job-related vocabulary	(A)	4.00
	understand the description of events, feelings, and wishes in personal letters	(B)	3.86
B2– independent user	understand the viewpoints expressed in articles and reports about contemporary issues or problems	(A)	3.53
	understand articles and reports about contemporary problems in which the writers adopt particular attitudes	(B)	3.40
C1–proficient user	understand long, complex texts, even technical ones that do not relate to my field	(A)	2.72
	understand specialized articles and longer technical instructions, even when they do not relate to my field	(B)	2.65
C2–proficient user	understand virtually all forms of written language, including abstract and linguistically complex texts	(A)	2.60
	understand abstract, structurally or linguistically complex texts such as manuals, specialized articles, and literary works	(B)	2.55

Responses were on a 5-point scale from 5 = can do easily to 1 = cannot do it at all. SDs ranged from .88 to 1.10.

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