

French BA

Goal: Language Proficiency

Goal Description:

Students in the BA in French major at SHSU should graduate with Advanced levels of proficiency in oral and written modalities.

Providing Department: French BA

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Learning Objective: Oral Proficiency

Learning Objective Description:

Before graduating, students will demonstrate an Advanced Low level of oral proficiency in the target language system (see descriptors of this level in the Criterion Description below). WOLC selected this benchmark based on the ACTFL guidelines for Oral Proficiency Levels in the Workplace (2015) (see: <https://bit.ly/ACTFLOPITW>).

Attached Files

 [OralProficiencyWorkplacePoster.pdf](#)

RELATED ITEM LEVEL 2

Indicator: Oral Proficiency

Indicator Description:

Prior to graduation, a sample of a minimum of 50% of graduating seniors will take the OPI-C in the SHSU Testing Center.

Criterion Description:

All students taking the OPI-C will obtain a minimum score of Advanced Low. ACTFL describes this level as follows:

“Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker’s dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution.

Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly. (see pg. 14, https://bit.ly/OPI-C_familiarization)

Sample questions can be seen in the ACTFL OPIc Examinee Handbook (<https://bit.ly/OPI-Chandbook>).

Attached Files

 [actfl-fam-manual-opic.pdf](#)

 [opic-examinee-handbook.pdf](#)

Findings Description:

The first French program graduates will complete their degree programs this fall. We will test them using the OPIc and report data in the 2022-2023 cycle.

RELATED ITEM LEVEL 3

Indicator: Oral Proficiency

Action Description:

The first French program graduates will complete their degree programs this fall. We will test them using the OPIc and report data in the 2022-2023 cycle.

RELATED ITEM LEVEL 1

Learning Objective: Written Proficiency

Learning Objective Description:

Before graduating, students will demonstrate an Advanced Low level of written proficiency in the target language system (see descriptors of this level below). WOLC selected this benchmark to coincide with the ACTFL guidelines for Oral Proficiency Levels in the Workplace (2015) (see: <https://bit.ly/ACTFLOPITW>)

“Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly. (find more information here: <https://bit.ly/ACTFLWriting>)

Attached Files

 [OralProficiencyWorkplacePoster.pdf](#)

RELATED ITEM LEVEL 2

Indicator: Written Proficiency

Indicator Description:

WOLC will review instruments that measure students' written proficiency in French.

Criterion Description:

WOLC will gather French written proficiency measures and explore their utility and feasibility for measuring learner progress at SHSU.

Findings Description:

WOLC is preparing to test the first French graduates for written proficiency immediately prior to graduation this Fall 2022.

RELATED ITEM LEVEL 3

Indicator: Written Proficiency

Action Description:

WOLC is preparing to test the first French graduates for written proficiency immediately prior to graduation this Fall 2022 and will report the data for the 2022-2023 cycle.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

- 1) Recruit students to the French major and minor.
- 2) Identify and/or develop written proficiency instrument to track student development.
- 3) Explore accreditation process for French K-12 Teaching Certification.

Update of Progress to the Previous Cycle's PCI:

- 1) Recruit students to the French major and minor.

Due to leadership changes and unexpected resignations, recruitment to the French major and minor slowed during the 2021-2022 assessment cycle. WOLC hired new French faculty for Fall 2022 and will work with them to boost recruitment efforts to French programming.

- 2) Identify and/or develop written proficiency instrument to track student development.

Due to administrative shifts and unexpected resignations, progress on identifying written proficiency instruments was postponed to the 2022-2023 assessment cycle.

- 3) Explore accreditation process for French K-12 Teaching Certification.

This task has been postponed due to changes in WOLC leadership and unexpected resignations in the French program. New French faculty will now work with the curriculum team to explore and pursue French teacher certification and/or French/Spanish teacher dual certification.

New Plan for Continuous Improvement Item

Closing Summary:

- 1) Recruit students to the French minor and upper-level language course programming.
- 2) Identify and/or develop written proficiency instrument to track student development.
- 3) Explore accreditation process for French K-12 Teaching Certification.