

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 AVANT STAMP test in the SHSU Testing Center.

Criterion Description:

All students taking the AVANT STAMP 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.

Findings Description:

Due to extremely long delays in implementation, AVANT STAMP was not available to students during the previous cycle. This measure will be implemented in the next cycle with a sample of graduating seniors.

RELATED ITEM LEVEL 3

Action: Oral Proficiency

Action Description:

WOLC is THRILLED to report that AVANT STAMP is now an active test available on campus. We will organize assessment of a sample of graduating seniors, and these data will be reported at the end of the 2024-2025 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's meta-analysis of commercially available writing tests indicates that the AVANT testing program will include the best instruments for assessing the language proficiency of graduating FREN majors. In addition to high quality testing, the AVANT program combines language skills on a single instrument and the company will provide access to detailed testing outcomes.

Action: Written Proficiency

Action Description:

WOLC is THRILLED to report that AVANT STAMP is now an active test available on campus.

We will organize assessment of a sample of graduating seniors, and these data will be reported at the end of the 2024-2025 cycle.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

- Continue recruitment to French minor and upper-level courses
- Propose Study Abroad program in French
- Identify and/or develop written proficiency instrument to track student development
- Explore accreditation process for French K-12 Teaching Certification

Update of Progress to the Previous Cycle's PCI:

- Despite the departure of one of the FREN faculty in Summer 2024, the program remains robust due to the ongoing efforts of the program coordinator. The program coordinator has successfully recruited a growing number of students to the FREN minor from the population of FREN 1411-2312 students.
- Program coordinator re-launched Sam in France with 9 students who spent four weeks in Aix-en-Provence. These students all continued enrollment in the FREN minor, demonstrating the effectiveness of study abroad as a recruitment tool for language minors.
- WOLC's meta-analysis of commercially available written proficiency instrument indicate that the AVANT testing program will be the best resource for valid and reliable instruments. Now that AVANT is available on campus, the department can begin its testing program of graduating seniors during the 2024-2025 assessment cycle.
- WOLC did not have adequate time to explore the accreditation process for FREN K-12 Teaching Certification in Texas. This goal will roll forward to the 2024-2025 assessment cycle.

New Plan for Continuous Improvement Item

Closing Summary:

After several challenging years for implementing assessment metrics, WOLC is confident that the department will be able to carry out a complete assessment of FREN major. WOLC has established the following goals for this program:

- Implement assessment of Cultural Competence using the internally validated version of the 3CI.
 - Deploy Qualtrics version of this instrument beginning in Fall 2024. Pending findings from the Fall 2024 assessment, determine whether to expand assessment to a larger pool of students and/or use the instrument to assess other aspects of the FREN program (e.g., development of Cultural Competence over time, etc...).
- Implement assessment of oral and written proficiencies using AVANT testing program.
 - Deploy assessment to a sample of graduating seniors beginning in Fall 2024. Pending the findings from the Fall 2024 assessment, determine whether to expand proficiency assessment to a larger pool of students and/or use the instrument to assess other aspects of the FREN program (e.g., development of proficiency over time, etc...).
- Propose and carry out Sam in France 2025, integrating lessons learned from challenges experienced in 2024. This includes creating a curriculum that does not unintentionally reduce enrollments in FREN coursework during subsequent semesters.
- Explore accreditation of French K-12 teachers in Texas to determine whether this is a possible avenue for students in the French program. This exploration will include a job market analysis as well as

alternative certification pathways.