TRAINING PLAN

MILITARY SECOND LANGUAGE TRAINING PROGRAM (MSLTP)

CANADIAN ARMED FORCES ENGLISH CURRICULUM (CAFEC)

Issued on authority of the Chief of the Defence Staff
Publié avec l'autorisation du Chef d'état-major de la Défense

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RECORD OF CHANGES

Change Number	Organization that Requested the Change (Ref)	Description of Change	Date	Approved by CDA (Ref)

Note: On a changed page, the portion of the text affected by the latest change is indicated by a vertical line in the margin of the page.

FOREWORD

1.   This Training Plan (TP) was developed and issued on the authority of the Commander of the Canadian Defence Academy (CDA) and is based on Qualification Standard (QS) A-P3-002-SLT/PC-H01 (CFRETS), dated 27 November 2001.

2.   This TP describes the Enabling Objectives and teaching points that are derived from the Performance Objectives set out in the QS. Those objectives provide the framework for the Canadian Armed Forces English Curriculum (CAFEC) for training and education in English as a second language. The CAFEC courses and language retention services are listed in Chapter 1 of this document and described in detail at Annex H.

3.   This document is revised periodically, according to the Canadian Forces Individual Training & Education System (CFITES) process. All suggestions for changes shall be forwarded through the chain of command to the office of the National Standards Officer – CDA Language Programs.

PREFACE

1.   This TP was revised by HQ personnel from the Canadian Defence Academy (CDA) Language Programs in cooperation with the National Standards Committee, whose members include representatives from the Canadian Forces Language School (CFLS), the Royal Military College of Canada (RMCC), the Royal Military College Saint-Jean (RMC Saint-Jean), the Royal Canadian Navy, the Canadian Army and the Royal Canadian Air Force.

2.   This TP was developed in accordance with the training concept described in A-P9-050-000/PT-004, the Canadian Forces Individual Training and Education System, Volume 4.

3.   This TP has been approved by the Chief of Staff – Formation Operations, Support and Management (COS FOSM) on behalf of the Commander of CDA and must be implemented by all Second Official Language Education and Training (SOLET) delivery agencies until further notice.

4.   It is acknowledged that the CAF Second Official Language Specification and the related QS documents are dated and need to be amended. The amendments to these control documents will follow decisions made at the strategic level as a result of the CMP-sponsored SOLET business process review. In the meantime the TP is a living document that will evolve in concert with the changes made to the higher level control documents. It is important that this TP be made available for implementation at the time of publication due to the necessary adjustments in direction it provides regarding SOLET management, administration and student evaluation.

5.   SOLET delivery agency managers must direct any requests to deviate from the TP to the Senior Staff Officer – Official Languages (SSO OL).

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CHAPTER 1 – GUIDELINES

TRAINING PLAN

Purpose

1. The purpose of this Training Plan (TP) is to guide the implementation of the Military Second Language Training Program (MSLTP) in the Canadian Armed Forces. This document contains general information on the MSLTP and the Canadian Armed Forces English Curriculum (CAFEC) (Chapter 1), information on training management (Chapter 2), the procedures related to student evaluation (Chapter 3), and the enabling objectives and lesson specifications (Chapters 4, 5 and 6). This TP is derived from the Qualification Standard (QS). It is useful to language training managers and supervisors, program developers and teachers. It provides guidance to teachers in terms of content, selection of materials, proposed activities, teaching aids, allotted training time and test administration.

Acronyms, abbreviations and glossary

2. To make this TP easier to read, Annex A provides a list of the acronyms and abbreviations used (Appendix A-1) and a glossary of terms specific to Canadian Armed Forces language training (Appendix A-2).

MILITARY SECOND LANGUAGE TRAINING PROGRAM (MSLTP)

3. The purpose of the MSLTP is to support the Department of National Defence's (DND's) official language objectives by providing the language training that candidates need to meet the bilingualism requirements of positions held by Regular Force and Primary Reserve members, as well as specific requirements for officers of the ranks of Lieutenant-Colonel/Commander (LCol/Cdr), Colonel/Captain(N) (Col/Capt(N)) and general officers, and non-commissioned members of the rank of Chief Warrant Officer / Chief Petty Officer 1st class (CWO/CPO 1) selected for designated positions.

4. The MSLTP is structured according to Canadian Forces Individual Training & Education System (CFITES) doctrine. The systems approach recommended therein helps optimize the training's effectiveness through the implementation of adequate controls. This approach also helps maximize the program's effectiveness by fostering a high success rate in the performance objectives (POs) described in the QS.

5. The MSLTP includes the Canadian Armed Forces French Curriculum (CAFFC) and the Canadian Armed Forces English

Curriculum (CAFEC). The CAFFC and the CAFEC include numerous courses and language retention services (see the list of these at the end of this chapter).

Description of requirement

6. All officers and non-commissioned members (NCMs) must meet the second language requirements of their duties as set out in the Officer General Specification (OGS), in A-PD-150-003/PP-001, and the Non-Commissioned Members General Specification (NCMGS), in the A-PD-123 series.

7. The objectives that provide the basis for the courses and services offered as part of the MSLTP form the core of the language needs common to all military personnel. The purpose of the MSLTP is to bring Canadian Armed Forces (CAF) members assigned to language training to a level of language competence that will allow them to perform their duties effectively in their second language. That level varies according to rank and duties.

Systems approach

8. The Canadian Forces Individual Training & Education System (CFITES) is the management system used for professional development of CAF members. It is based on a systems approach to training, performance orientation in response to operational requirements, and optimum efficiency in terms of cost-effectiveness. CFITES is composed of a quality control system and a quantity control process. The purpose of quality control, which applies primarily to the development, implementation and maintenance of programs, is to ensure that the knowledge and skills acquired by the candidates meet the requirements of their tasks and duties in the operating environment. Quantity control applies primarily to managing costs, optimizing the use of training centres, planning courses, appointing candidates and managing the conduct of courses.

9. The CFITES is made up of six sequential and interdependent phases: analysis, design, development, conduct, evaluation and validation. The sub-paragraphs below summarize each phase and how the system is applied to language training. The bibliography at Annex B contains a list of CFITES manuals that are the most relevant to this TP.

    a. Analysis: This phase follows the needs assessment conducted to establish the usefulness of the training. CAF members' tasks are analyzed to determine which ones involve a language component and to prioritize and organize tasks selected for instruction. The main tasks (in connection with the PSC's proficiency level descriptions) are written in the form of performance objectives (POs) and presented in the document entitled Qualification Standard (QS).

b.   Design: The purpose of this phase is to identify and arrange the components of the training program and to design the implementation and control tools. This phase consists in defining the characteristics of the student population, specifying the enabling objectives (EOs) and teaching points, developing performance checks (PCs), and writing the TP, which sets out the strategies, methods and types of materials to be used during the training.

c.   Development: The purpose of this phase is to procure or produce instructional and learning materials in accordance with the decisions made at the design phase. Development encompasses the creation or establishment of curriculum, materials, courseware and master lesson plans. The following activities are also associated with this phase: developing enabling checks (ECs), conducting trials with target groups, and providing training to teaching personnel.

d.   Conduct: The purpose of this phase is to implement the TP and the accompanying curriculum by monitoring learning and instruction and by taking corrective action as required. This phase includes the formative evaluation of students through end-of-lesson confirmations and ECs.

e.   Evaluation: The purpose of this phase is to ensure the efficiency and effectiveness of the training. At the end of the three levels of the CAFEC, the students take summative tests (PCs 401, 402 and 403). By means of the Public Service Commission (PSC) Second Language Evaluation (SLE), the students are assigned a general proficiency level (A, B, C). Course content and delivery is evaluated through feedback from all parties involved. Training costs are assessed, as is the need for a course review.

f.   Validation: The purpose of this phase is to verify that the program has adequately prepared CAF members to perform their tasks in their second language. Validation is carried out after they have completed the program and have had the opportunity to apply what they have learned. Feedback is obtained through various data collection methods, such as interviews and questionnaires. The results of the validation may indicate shortcomings in one of the preceding phases, in which case feedback must be used in order to take the necessary corrective action.

CANADIAN ARMED FORCES ENGLISH CURRICULUM (CAFEC)

10. The Canadian Armed Forces English Curriculum (CAFEC) is the Department's preferred teaching strategy for developing and maintaining CAF members' language competence in English as a second language up to the "CBC" bilingualism level.

11. The CAFEC is divided into three levels that correspond to the three performance objectives (POs). Each level provides the necessary knowledge and skills to enable the student to communicate in the target language at one of the three levels set out in the PSC's description of proficiency levels. The courses and services set out in Paragraph 19 and described at Annex H of this TP are based on the content of one or more of those levels.

   a. Level A (PO 401) leads to an AAA profile in a maximum of 600 hours through four progress levels (PLs);

   b. Level B (PO 402) leads to a BBB profile in a maximum of 480 hours through three PLs; and

   c. Level C (PO 403) leads to a CBC profile in a maximum of 630 hours through four PLs.

Functional and linguistic content

12. The CAFEC lesson specifications, set out in Chapters 4, 5 and 6, provide teachers with statement variants and vocabulary words to help the student acquire each of the teaching points. The necessary grammar content is also listed. The components of communicative competence are integrated into the language situations and proposed activities. In addition, a variety of learning activities related to military tasks are listed in Appendix 2 of Annex C.

PEDAGOGICAL FRAMEWORK

Communicative approach

13. The CAFEC was developed according to the performance orientation model described in Volume 1 of the CFITES and is based on the application of the communicative approach to military second language training.

14. The communicative approach emphasizes the message rather than the form. According to this approach, mere knowledge of a language's grammar rules and vocabulary does not guarantee communicative competence in real-life situations. This approach emphasizes the use of real or realistic documents, simulations and role playing, as well as meaningful activities related to all of the language skills.

15. Communicative competence includes four elements:

   a. Sociolinguistic competence: the ability to correctly apply the rules of language usage in interpersonal contexts, in response to variations in such parameters as: intent, status and role of agents, place, time, channel, cultural frame of reference, style, tone, intonation and type of speech;

   b. Discourse competence: the ability to appropriately use rules of cohesion (syntactic) and coherence (semantic) which structure an oral or written communication in order to produce or interpret a message. These rules apply to sentence structure (relationships between words) and paragraph structure (relationships between ideas or facts);

   c. Linguistic competence: the ability to use the linguistic code according to standard practice by implementing the rules of usage relative to syntax, morphology, vocabulary, phonetics, rhythm, intonation, stress and liaison;

   d. Strategic competence: the ability to use verbal and non-verbal means of communication such as paraphrase, repetition, substitution, generalization and approximation, either to compensate for factors that are hindering communication or to reinforce the tone, intent or rhetoric of the message.

Language skills

16. Learning, and individual progress and performance measurement, focus on three language skills:

   a. Reading (Reading Comprehension): ability to understand and process information from a written document, using a variety of strategies;

   b. Writing (Structural/Linguistic Knowledge): ability to express oneself in writing in a meaningful, coherent and appropriate manner;[1] and

   c. Oral Proficiency: ability to understand a speaker and express oneself in a meaningful, coherent and appropriate manner in oral communication.

Andragogical approach

17. Language training for CAF members involves the use of an educational approach designed for adult learners called the andragogical approach. Below are the main principles that apply to adult learners:

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[1] For evaluation purposes, writing means the ability to correctly answer language (grammar) questions on a multiple choice test. There is no actual writing or written production involved.

    a.   adult learners are autonomous and responsible for their own learning;

    b.   they have concrete and immediate needs which they want to meet and that motivate them;

    c.   they possess their own individual characteristics (aptitudes, strategies, style) that condition their learning;

    d.   they have life and work experience, which gives them a frame of reference on which they can draw; and

    e.   they need to understand the aim, usefulness and rationale for the proposed learning activities.

18.   Consequently, teachers of adult learners are facilitators and tutors rather than theorists. The students are at the heart of the learning process, and the teachers coach them while respecting individual learning styles and learning strategies. Teachers act as resource persons with regard to the language and available learning resources. Teaching is tailored in view of meeting individual needs.

CAFEC COURSES AND SERVICES

19.   The CAFEC is comprised of five types of courses and services, which are described in more detail in the Summary of Courses and Services below and at Annex H:

    a.   Continuous courses:

        (1)   Continuous English Course Level B (CECLB); and

        (2)   Continuous English Course Level C (CECLC).

    b.   Single progress level (PL) courses:

        (1)   Single progress level courses – in classroom (PLs 1 to 7)[2];

        (2)   Single progress level courses – in laboratory with on-site tutoring (PLs 1 to 3); and

        (3)   Single progress level courses – distance tutoring (DT – PLs 1 to 7).

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[2] The current CAFEC does not provide content for PLs 8-11. Teachers are required to generate teaching materials through commercial products. The development of these PLs will take place between 2013-2017.

     c.   Other courses leading to the SLE:

        (1)   Specific skill courses:

           (a)   Reading, levels B and C;

           (b)   Writing, level B; and

           (c)   Oral Proficiency, levels B and C; and

        (2)   Refresher and preparation for the SLE, Level B.

     d.   Language retention services:

        (1)   Language retention – Individualized – Part-time (levels B and C);

        (2)   Language retention – Individualized – Part-time (levels B and C);

        (3)   Language retention – Group (levels B and C); and

        (4)   Autonomous learning.

     e.   Royal Military College courses (offered to undergraduate officer cadets) at the Royal Military College of Canada (RMCC) in Kingston and the Royal Military College Saint-Jean.

SUMMARY OF COURSES AND SERVICES

(See the table on the following pages.)

Summary of Courses and Services - CAFEC

Desired Level: A, B or C	Course Title	Abbreviation	MITE Crse ID	Start Point	Progress Level Completed	Maximum Duration (Hours/ days)	Access to SLE	SLE Objective	MSLETP Objective	Number of students per class			Clientele	Source	Prerequisite
										Minimum	Optimum	Maximum			
CONTINUOUS COURSES															
B	CONTINUOUS ENGLISH CRSE LVL B	CECLB	117949	beginner: PL1 integrations: variable	PL 1-7	1320 hours/ 220 days	After PL7	BBB	PC 402 (optional)	6	8	10	• BTL • ATL • Local Regular Force members (integrations only)	• CDA BTL Mgmt • Career Mgr • Local area Unit (integrations only)	None Placement test administered before course starts.
C	CONTINUOUS ENGLISH CRSE LVL C	CECLC	117948	Refresher Level A / Training Level B	PL 5-7	1260 hours/ 210 days	After end of Level C training	CBC	PC 403 (optional)	6	8	10	• Gen offrs, Col/Cmdre, LCol/Cdr (priority) • designated CWO/CPO1 • other CF Members nominated by Career Mgr • Local Reg F Members (integrations only)	• Career Mgr • DSA: SLTSPC • Local area Unit (integrations only)	• AAA • placement at beginning of PL 5 or PL 6 on oral proficiency placement test • BBB • placement test in oral proficiency: achievement of PL 7
					Level C training					2	4	4			
				Refresher B / Training Level C	Level C training	936 hours / 156 days				2	4	4			
SINGLE PROGRESS LEVEL															
Single Progress Level - Classroom															
A	SOLET PROGRESS LEVEL 1 ENGLISH	PL 1 EN	114766	PL 1		150 hours/ 25 days	No	N/A	EC 1	3	8	10	Regular Force Members	Local area Unit	None
	SOLET PROGRESS LEVEL 2 ENGLISH	PL 2 EN	114767	PL 2		150 hours/ 25 days	No	N/A	EC 2						
	SOLET PROGRESS LEVEL 3 ENGLISH	PL 3 EN	114768	PL 3		150 hours/ 25 days	No	N/A	EC 3						
	SOLET PROGRESS LEVEL 4 ENGLISH	PL 4 EN	114769	PL 4		150 hours/ 25 days	Yes	AAA	PC 401 (optional)						
B	SOLET PROGRESS LEVEL 5 ENGLISH	PL 5 EN	114770	PL 5		150 hours/ 25 days	No	N/A	EC 5						• Successful completion of preceding PL within six previous months or • Placement tests in oral proficiency and writing indicating successful completion of preceding PL
	SOLET PROGRESS LEVEL 6 ENGLISH	PL 6 EN	114771	PL 6		150 hours/ 25 days	No	N/A	EC 6						
	SOLET PROGRESS LEVEL 7 ENGLISH	PL 7 EN	114772	PL 7		150 (+60) hours/ 25 (+10) days	Yes	BBB	PC 402 (optional)						
C	SOLET REFRESHER LEVEL B ENGLISH	REFR B EN	119847	level B	N/A	150 hours/ 25 days	No	N/A	N/A	2	4	4	• Gen offrs, Col/Cmdre, LCol/Cdr (priority) • Designated CWO/CPO1 • Local Reg F Members		
	SOLET PROGRESS LEVEL 8 ENGLISH	PL 8 EN	119834	The current CAFEC does not provide content for PLs 8-11. Teachers are required to generate teaching materials through commercial products. The development of these PLs will take place between 2013-17. MITE Course IDs are used for differentiating between students at different stages of Level C.		Total 630 hours, including 60 hours for SLE preparation	No	N/A	No ECs at time of publishing						
	SOLET PROGRESS LEVEL 9 ENGLISH	PL 9 EN	119835				No	N/A							
	SOLET PROGRESS LEVEL 10 ENGLISH	PL 10 EN	119836				No	N/A							
	SOLET PROGRESS LEVEL 11 ENGLISH	PL 11 EN	119837				Yes	CBC	PC 403 (optional)						

2013

Summary of Courses and Services - CAFEC

Desired Level: A, B or C	Course Title	Abbreviation	MITE Crse ID	Start Point	Progress Level Completed	Maximum Duration (Hours/ days)	Access to SLE	SLE Objective	MSLETP Objective	Number of students per class			Clientele	Source	Prerequisite
										Minimum	Optimum	Maximum			
SINGLE PROGRESS LEVEL															
Single progress level - in lab with on-site tutor															
A	SOLET LAB PROG LVL 1 ENGLISH	LAB PL 1 E	114993	PL 1		150 hours; maximum 6 months	No	N/A	EC 1	Minimum 3 students in lab per tutor (all levels combined)	Optimum 8 students in lab per tutor (all levels combined)	Maximum 10 students in lab per tutor (all levels combined)	Regular Force Members	Local area Unit	None
	SOLET LAB PROG LVL 2 ENGLISH	LAB PL 2 E	114991	PL 2		150 hours; maximum 6 months	No	N/A	EC 2						• Successful completion of preceding PL within six previous months or • Placement tests in oral proficiency and writing indicating successful completion of preceding PL
	SOLET LAB PROG LVL 3 ENGLISH	LAB PL 3 E	118776	PL 3		150 hours; maximum 6 months	No	N/A	EC 3						
Single progress level - Distance Tutoring (Tutorat à distance [TAD])															
A	SOLET TAD PROG LVL 1 ENGLISH	TAD PL 1 E	119825	PL 1		150 hours per PL; minimum per week: 7 hours/week self-paced instruction plus 1 hour in synchronous mode with TAD teacher (total 8 hours) normally 19 weeks maximum 6 months	No	N/A	EC 1	10 students per TAD teacher			Regular Force Members	Local area Unit	None
	SOLET TAD PROG LVL 2 ENGLISH	TAD PL 2 E	119826	PL 2			No	N/A	EC 2						• Successful completion of PL 1 within six previous months, or • Placed at the beginning of PL 2 in placement tests in oral proficiency and writing
	SOLET TAD PROG LVL 3 ENGLISH	TAD PL 3 E	119827	PL 3		150 hours per PL; minimum 5 hours/week self-paced instruction plus 1.5 hours in synchronous mode with Distance Tutoring (DT) teacher (total 6.5 hours) normally 23 weeks maximum 6 months	No	N/A	EC 3	The maximum course load for a DT teacher is 8 students at a time on the condition that there are not more than 5 students in the group who are preparing for the SLE. In that case, the maximum load for a DT teacher is 6 students.			Regular Force Members	Local area Unit	• Successful completion of preceding PL within six previous months or • Placement test in oral proficiency indicating successful completion of preceding PL
	SOLET TAD PROG LVL 4 ENGLISH	TAD PL 4 E	118778	PL 4			Yes	AAA	PC 401 (Optional)						

Summary of Courses and Services - CAFEC

Desired Level: A, B or C	Course Title	Abbreviation	MITE Crse ID	Start Point	Progress Level Completed	Maximum Duration (Hours/ days)	Access to SLE	SLE Objective	MSLETP Objective	Number of students per class			Clientele	Source	Prerequisite
										Minimum	Optimum	Maximum			
OTHER COURSES LEADING TO THE SLE															
Specific Skill Courses															
B	SOLET READING LEVEL B ENGLISH	READ B EN	117741	level B	N/A	90-150 hours/ 15-25 days	yes	B (Reading)	N/A	3	8	10	Regular Force Members	Local area Unit	situation 1: • completion of training and SLE profile in six months preceding course with minimum of two Bs and a valid A in desired language skill situation 2: • valid SLE profile with minimum of two Bs and a valid A in desired language skill; • placed at the beginning of PL 7 in placement test in oral proficiency; and • for Writing Level B only: placed at the beginning of PL 7 in Writing placement test.
	SOLET WRITING LEVEL B ENGLISH	WRITE B EN	117742	level B	N/A	90-150 hours/ 15-25 days	yes	B (Writing)	N/A						
	SOLET ORAL LEVEL B ENGLISH	ORAL B EN	117743	level B	N/A	90-150 hours/ 15-25 days	yes	B (Oral)	N/A						
C	SOLET READING LEVEL C ENGLISH	READ C EN	117744	level C	N/A	90-150 hours/ 15-25 days	yes	C (Reading)	N/A	2	4	4	• Gen offrs, Col/Cmdre, LCol/Cdr, Designated CWO/CPO1 (priority) • Local Reg F Members	Local area Unit	• valid SLE profile with minimum BBC and a B in Reading Comprehension.
C	SOLET ORAL LEVEL C ENGLISH	ORAL C EN	117746	level C	N/A	90-150 hours/ 15-25 days	yes	C (oral)	N/A	2	4	4	• Gen offrs, Col/Cmdre, LCol/Cdr, Designated CWO/CPO1 (priority) • Local Reg F Members		• valid SLE profile with minimum CBB and a B in Oral Proficiency;
Refresher and preparation for SLE Level B															
B	SOLET SLE PREP LEVEL B ENGLISH	PRSLE B EN	118774	level B	N/A	90 hours/ 15 days	yes	B (oral)	N/A	3	8	10	Regular Force Members	Local area Unit	B profile in oral proficiency within a year of its expiry date; and placed at the beginning of PL 5 or higher in placement test in oral proficiency

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Summary of Courses and Services - CAFEC

Desired Level: A, B or C	Course Title	Abbreviation	MITE Crse ID	Start Point	Progress Level Completed	Maximum Duration (Hours/ days)	Access to SLE	SLE Objective	MSLETP Objective	Minimum	Optimum	Maximum	Clientele	Source	Prerequisite
OTHER COURSES LEADING TO THE SLE															
Specific Skill Courses															
B	SOLET READING LEVEL B ENGLISH	READ B EN	117741	level B	N/A	90-150 hours/ 15-25 days	yes	B (Reading)	N/A	3	8	10	Regular Force Members	Local area Unit	situation 1: • completion of training and SLE profile in six months preceding course with minimum of two Bs and a valid A in desired language skill situation 2: • valid SLE profile with minimum of two Bs and a valid A in desired language skill; • placed at the beginning of PL 7 in placement test in oral proficiency; and • for Writing Level B only: placed at the beginning of PL 7 in Writing placement test.
	SOLET WRITING LEVEL B ENGLISH	WRITE B EN	117742	level B	N/A	90-150 hours/ 15-25 days	yes	B (Writing)	N/A						
	SOLET ORAL LEVEL B ENGLISH	ORAL B EN	117743	level B	N/A	90-150 hours/ 15-25 days	yes	B (Oral)	N/A						
C	SOLET READING LEVEL C ENGLISH	READ C EN	117744	level C	N/A	90-150 hours/ 15-25 days	yes	C (Reading)	N/A	2	4	4	• Gen offrs, Col/Cmdre, LCol/Cdr, Designated CWO/CPO1 (priority) • Local Reg F Members	Local area Unit	• valid SLE profile with minimum BBC and a B in Reading Comprehension.
C	SOLET ORAL LEVEL C ENGLISH	ORAL C EN	117746	level C	N/A	90-150 hours/ 15-25 days	yes	C (oral)	N/A	2	4	4	• Gen offrs, Col/Cmdre, LCol/Cdr, Designated CWO/CPO1 (priority) • Local Reg F Members		• valid SLE profile with minimum CBB and a B in Oral Proficiency;
Refresher and preparation for SLE Level B															
B	SOLET SLE PREP LEVEL B ENGLISH	PRSLE B EN	118774	level B	N/A	90 hours/ 15 days	yes	B (oral)	N/A	3	8	10	Regular Force Members	Local area Unit	B profile in oral proficiency within a year of its expiry date; and placed at the beginning of PL 5 or higher in placement test in oral proficiency

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Summary of Courses and Services - CAFEC

Summary of CAFEC Courses and Services

Desired Level: A, B or C	Course Title	Abbreviation	MITE Crse ID	Start Point	Progress Level Completed	Maximum Duration (Hours/days)	Access to SLE	SLE Objective	MSLETP Objective	Minimum	Optimum	Maximum	Clientele	Source	Prerequisite
LANGUAGE RETENTION															
Language retention - Group															
Language retention B	SOLET GROUP RETENTION LVL B ENG	RET GRP BE	116770	Level B	N/A	30-90 hours (full or part time)	No	language retention BBB	N/A	3	8	10	Regular Force Members	Local area Unit	minimum of valid B profile in oral proficiency.
Language retention C	SOLET GROUP RETENTION LVL C ENG	RET GRP CE	116771	Level C		30-90 hours (full or part time)		language retention CBC		2	4	4	Regular Force Members		minimum of valid C profile in oral proficiency.
language retention - individualized															
language retention B	SOLET RETEN INDIV PART T B EN	RETEN PTBE	114989	Level B	N/A	- 2-4 hours per week (minimum 2 hours) - maximum 200 hours per fiscal year combined hours individualized full and part time language retention	No	language retention BBB	N/A	individualized instruction (one student per teacher)			Designated CWO/CPO1 posted to positions requiring the retention of a BBB profile	Local area Unit	minimum of valid B profile in oral proficiency.
Language Retention C	SOLET RETEN INDIV PART T C EN	RETEN PTCE	114990	Level C				language retention CBC					Gen offrs, Col/Cmdre, and designated CWO/CPO1 posted to positions requiring the retention of a CBC profile		minimum of valid C profile in oral proficiency.
Language Retention B	SOLET RETEN INDIV FULL T B EN	RETEN FTBE	112280	Level B		- 30-90 hours - maximum 200 hours per fiscal year combined hours individualized full and part time language retention		language retention BBB					Designated CWO/CPO1 posted to positions requiring the retention of a BBB profile		minimum of valid B profile in oral proficiency.
Language Retention C	SOLET RETEN INDIV FULL T C EN	RETEN FTCE	119829	Level C				language retention CBC					Gen offrs, Col/Cmdre, and designated CWO/CPO1 posted to positions requiring the retention of a CBC profile		minimum of valid C profile in oral proficiency.

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Summary of Courses and Services - CAFEC

Summary of CAFEC Courses and Services

Desired Level: A, B or C	Course Title	Abbreviation	MITE Crse ID	Start Point	Progress Level Completed	Maximum Duration (Hours/ days)	Access to SLE	SLE Objective	MSLETP Objective	Minimum	Optimum	Maximum	Clientele	Source	Prerequisite
Autonomous learning CAFECP															
All levels	SOLET AUTONOMOUS ENGLISH	AUTONOM EN	118487	variable	variable	free access; no maximum	No	variable	variable	N/A; each student proceeds at own pace without tutor assistance			Regular and Reserve Force Members	Self-registration on ALLIES Web site	None
ROYAL MILITARY COLLEGE															
B	SOLET RMCC LL 1.1 ENGLISH	RMCC 1.1 E	110423	variable	PL 7	Total aimed for: 650 hours In 4-5 years	Yes, when the pedagogical personnel conclude that they are ready to obtain a BBB profile or at the end of their final academic year.	BBB	PC 402 (optional)	6	8	10			None
	SOLET RMCC LL 1.2 ENGLISH	RMCC 1.2 E	110424												
	SOLET RMCC LL 1.3 ENGLISH	RMCC 1.3 E	110425												
	SOLET RMCC LL 1.4 ENGLISH	RMCC 1.4 E	110426												
	SOLET RMCC SUMMER CRSE ENGLISH	RMCC SUM E	112348												
C	SOLET RMCC LEVEL C ENGLISH	RMCC C EN	119846	Level C	- variable; - ultimate goal PL 11	variable	Yes, but not compulsory (Can access SLE when ready or at end of 4th academic year)	CBC	PC 403 (optional)	2	6	6	Officer-Cadets in Regular or Reserve Force registered in RMCC undergraduate degree programme	CDA BTL Mgmt	Minimum valid BBB profile
B	SOLET RMC STJEAN PREP ENGLISH	RMCSJ P EN	119831	variable	- variable; - goal PL 7	Total aimed for: 650 hours In 4-5 years (during time spent at both Military Colleges)	Yes - Students who complete 2 Int or Adv CEGEP courses can access SLE at end of first academic year. - Other students can access SLE when pedagogical staff determine they can achieve BBB. - When students achieve BBB or higher: exempt from further SOLET.	BBB	PC 402 (optional)	Beginner: 6 Intermediate: 8 Advanced: 8		Beginner: 10 Intermediate: 15 Advanced: 20			None
	SOLET RMC STJEAN 1ST YR ENGL	RMCSJ 1 EN	119833												

Summary of Courses and Services - CAFEC

Abbreviations used in this table:	
ATL	Advanced Training List
BTL	Basic Training List
CDA	Canadian Defence Academy
CM	Career Manager
DSA	Director Senior Appointments
EC	Enabling Check
Mgr	Manager
MSLTP	Military Second Language Training Programme
PC	Performance Check
PL	Progress Level
Ret	Language Retention
RMCC	Royal Miltary College of Canada
RMC ST-JEAN	Royal Miltary College Saint-Jean
SLE	Second Language Evaluation
SOLET	Second Official Language Education and Training
SLTSPC	Second Language Training Succession Planning Committee
TAD	Distance Tutoring (Tutorat à distance)

CHAPTER 2 – TRAINING MANAGEMENT

RESPONSIBLE AUTHORITIES

1.   The MSLTP authorities include the following:

   a.   The functional authority (FA): NDHQ/DOL (on behalf of CMP);

   b.   The training authority (TA): CDA; and

   c.   The SOLET delivery agencies:

      (1) The Canadian Forces Language School (CFLS);

      (2) The Command Chiefs of Staff of

         (a) the Royal Canadian Navy;

         (b) the Canadian Army; and

         (c) the Royal Canadian Air Force;

      (3) the Royal Military College of Canada (RMCC) in Kingston; and

      (4) Royal Military College Saint-Jean (RMC Saint-Jean).

2.   The list of training establishments registered in each formation is the following:

   a.   The Canadian Defence Academy (CDA):

      (1)   CFLS;

      (2)   RMCC (Kingston); and

      (3)   RMC Saint-Jean;

   b.   The Royal Canadian Navy:

      (1)   Language Training Centre (LTC) Atlantic (Shearwater); and

      (2)   LTC Pacific (Esquimalt);

      c.   The Canadian Army: LTC Valcartier; and

      d.   The Royal Canadian Air Force: LTC Winnipeg.

3.   In addition to the above, there are other bases and wings that offer courses under the auspices of the command in question and the National Individual Standing Offer (NISO).

SOLET DELIVERY

4.   SOLET can be delivered in a military training establishment or through the NISO. The paragraphs below describe the specific features of the two delivery methods.

SOLET DELIVERY IN (MILITARY) TRAINING ESTABLISHMENTS

Teaching personnel (ED group)

5.   Under the general oversight of a pedagogical advisor, the teacher assumes, either in class, in the lab or remotely, direct responsibility for a maximum of 10 students for a predetermined period of time.[1] A full description of the duties performed by the teacher can be found in the corresponding job description.

6.   The teacher teaches for 4.5 hours per day. For a classroom teacher, that translates into five 54-minute periods.

7.   Regardless of the teaching method, the working hours are normally between 0700 hrs and 1800 hrs. However, as a result of service requirements, the normal daily working hours on the schedule can extend beyond 1800 hrs and/or occur on Saturday or Sunday. That said, they do not extend beyond 2200 hrs.

Preparation time

8.   Teachers receive 0.5 hours of preparation time for each scheduled teaching hour.

Supervision

9.   The pedagogical advisor manages teaching and learning activities. A full description of the duties performed by the pedagogical advisor can be found in the corresponding job description.

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[1] The maximum number of students is higher at RMC Saint-Jean, where the students take courses that are credited by Quebec's CEGEPs. See Annex H, Appendix 5.3.

DELIVERY OF SOLET UNDER THE NATIONAL INDIVIDUAL STANDING OFFER (NISO)

10. The authorities concerned can hire a private company to provide second-language training services, in accordance with the terms and conditions of the NISO in effect. That action is coordinated by the Command's Staff Officer Language Training (SO Lang Trg). The qualification standard (QS) and this training plan also apply within that context. SOLET given under the NISO is delivered in accordance with the statement of work.

ORIENTATION AND TRAINING

Initial training of teachers and tutors

11. All new teachers and tutors must receive an initial training session. The training is normally provided by the pedagogical advisor and covers the following topics:

  a. Familiarization with the military environment and its students, including:

  (1) the military content of the program;

  (2) military hierarchy, ranks and titles;

  (3) military protocols, traditions, institutions and establishments;

  (4) military terminology;

  (5) the various types of administrative correspondence;

  (6) the organization of DND and the command structure;

  (7) the acts, regulations and procedures in use that impact training;

  (8) the responsibilities of the personnel involved in managing language training;

  b. The Canadian Forces Individual Training and Education System (CFITES)

  (1) the systemic approach;

        (2)   steps;

        (3)   products; and

        (4)   features;

c.   The Military Second Language Training Plan (MSLTP)

        (1) control documents: The Qualification Standard (QS) and the Training Plan (TP);

           (a) nature and scope;

           (b) access to documents;

        (2) objectives;

        (3) target clientele;

d.   The Canadian Armed Forces English Curriculum (CAFEC)

        (1) Enabling Objectives;

        (2) organization into modules;

        (3) teaching and learning content;

        (4) methods and strategies;

e.   The Canadian Armed Forces English Curriculum – Programmed (CAFECP) in ALLIES Web, the CAF's autonomous language-learning program;

f.   Administration of placement tests and Enabling Checks (ECs);

g.   Other programs or tools used for teaching SOLET;

h.   A communicative approach: principles and techniques, application to the curriculum and language tests, communicative proficiency level descriptions (CPLDs);

i.   The andragogical approach: postulates and techniques;

j.   Use of Microsoft Office Suite;

k.   Use of Web 2.0 technologies;

l. The information and communication technology (ICT) that can support teaching (e.g. electronic white board); and

m. DND security directives.

Continuous training 12. All teachers and tutors must receive continuous training. The training is normally provided or organized by the pedagogical advisor.

13. Training can include teaching by peers or via ICT and telephone conferences in order for teachers and tutors to share practices.

CLASSROOM TEACHERS

14. The responsibilities of classroom teachers include, but are not limited to:

   a. Analyzing the pedagogical needs of the students;

Responsibilities

   b. Planning, preparing and adapting teaching and learning plans;

   c. Ensuring that the teaching material related to the course or service delivered is available in the classroom;

   d. Responding to the learning needs of the students:

   (1) Answering questions and providing explanations when students have difficulty understanding the subject matter;

   (2) distributing training aids as needed and on request;

   e. Providing supervision

   (1) From the start, encouraging students to use the language being learned outside the classroom;

   (2) Keeping a record of the comments that students make about the teaching and of the diagnostic methods used (which makes it possible to monitor progress);

   f. Evaluating students' performance in accordance with the TP;

   g. Administering the enabling checks (ECs) as described in Chapter 3 and recording and compiling the students' results;

   h. Participating in writing progress level (PL) reports and course reports (CF 377), depending on the type of course;

   i. Communicating: Informing the pedagogical advisor of any problem or comment related to the learning materials;

   j. Innovating: Suggesting and proposing new ideas and activities for approval by the pedagogical advisor before their implementation;

k. In general, remaining abreast of new adult education trends and techniques, particularly as they relate to teaching French or English as a second language (depending on the language taught); and

l. Performing the administrative tasks related to the teaching role.

15. Teacher responsibilities for individualized teaching: The responsibilities of a teacher who has a single student are the same as those of a teacher in the classroom, but the former provides individualized coaching in accordance with the student's needs.

TUTORS

16. Some teachers are employed as tutors, on site in a lab or remotely in a distance tutoring (DT) context. The descriptions of courses for which learning is tutor-facilitated can be found in Annex H, Appendix 2, of this TP. The roles and responsibilities of the two types of tutors are described below.

TUTORS ON SITE IN A LAB

17. Teachers employed as tutors on site in a lab have a special role to play vis-à-vis students. Such tutors help students by meeting with them on a regular basis and monitoring their progress in a personalized, in-depth manner. Tutoring is not the same as traditional classroom teaching.

Roles and responsibilities

18. The responsibilities of a tutor on site in a lab include, but are not limited to, the following:

     a. Ensuring that computers are operational and booted up before the start of class;

     b. Preparing the lab

         (1) Ensuring that the booklets for the module are ready;

         (2) Ensuring that the dictionaries, verb conjugation manuals and loan cards from the DND library are available;

     c. Preparing for tutoring: preparing the students' files;

     d. Welcoming the students

         (1) Knowing the students' placement test results and opening a file;

         (2) Presenting the introductory lesson (Lesson 0);

     e. Recommending a learning plan to the students that will help them achieve their objective;

     f. During the learning phase,

         (1) being available at all times during the tutoring period to help the students;

         (2) regularly checking the students' work;

         (3) monitoring the students' progress;

         (4) meeting the students' learning needs:

        (a)   Answering questions and providing explanations when a student has trouble understanding the material; and

        (b)   Distributing teaching aids as needed and upon request;

    (5)   Ensuring that the language lab fosters learning;

    (6)   Seeing to the students' well-being:

        (a)   Suggesting breaks when they feel tired or frustrated;

        (b)   Getting students back on track if they are taking breaks that are too long or being too noisy; and

        (c)   Encouraging students not to tolerate the presence of noisy visitors;

g.   Filling out student attendance forms (Annex D)

h.   Supervising:

    (1)   Right from the start, encouraging the students to use the language that they are learning outside of class time; and

    (2)   Keeping a record of the comments that students make about the teaching and of the diagnostic methods used (which makes it possible to monitor progress);

i.   Evaluating the students' performance in accordance with the TP;

j.   Administering the Enabling Checks (ECs) as described in Chapter 3 and recording and compiling the students' results;

k.   Participating in writing progress level reports;

l.   Communicating: Making the pedagogical advisor aware of any problem or comment related to the learning materials;

m.   Innovating: Suggesting new ideas and activities for the approval of the pedagogical advisor before

implementing them;

n.   In general, staying abreast of new adult education trends and techniques, particularly as they relate to teaching French or English as a second language (depending on the language taught);

o.   Performing administrative tasks related to the tutoring role.

DISTANCE TUTORS

Roles and responsibilities

19. Distance tutoring uses a similar curriculum (CAFEC) but in a programmed format. As a result, the required knowledge of the curriculum and teaching duties are the same for classroom teachers as they are for distance tutoring teachers. Any differences mainly pertain to the following areas: the technical support that students need to properly master the software; follow-up on the students' work and ensuring they complete the required number of hours of training; and the extra motivational support needed to help students acquire the autonomy and organizational skills required to reach the training objectives.

20. The roles and responsibilities of distance training teachers are as follows:

  a. Educational support:

    (1) Reviewing the introductory lesson (Lesson 0) with the students and helping the students throughout the training with the educational and technical content of the software;

    (2) Recommending a learning path to the students based on the results of their placement tests, which will enable them to reach the course objectives in accordance with the length of the training, and encouraging the students to use the language learned outside of the distance-tutoring environment;

    (3) Conducting a close weekly follow-up of the student's training progress to identify any problems with learning or adherence with the required number of hours and notifying the pedagogical advisor if the student is at risk of failing the course. Maintaining a record of the students' comments and the diagnostic methods used;

    (4) Preparing and organizing synchronous conversations for each student;

    (5) Providing feedback on the student's work; looking over the work completed in the software each week; and correcting and returning the student's work and homework;

    (6) Keeping in contact with the student between synchronous sessions, as needed, in a synchronous or asynchronous manner (by

e-mail, through exchanges conducted on forums or using other distance methods);

(7)   Giving support to students to encourage them to persevere and keep up their motivation;

(8)   Acting as a guide on the best distance-training strategies to use, including those that relate to discipline and autonomy;

(9)   Suggesting to the pedagogical advisor improvements to training on pedagogical and technical levels;

(10) In general, remaining abreast of new adult education trends and techniques—such as collaborative tools, forums and social media—particularly as they relate to teaching English as a second language.

b.   Administrative support

(1)   Conducting placement tests and oral ECs;

(2)   Establishing the initial contact with the student at the start of the training and ensuring that the student agrees to follow the training rules as they pertain to the number of hours required in synchronous or asynchronous communication per week, absences, and the importance of sustained effort in distance learning;

(3)   Writing a weekly summary on Mondays or on the day before the teacher's long holiday;

(4)   Organizing reading and writing ECs in the units and PCs if necessary and communicating the results to the student;

(5)   Writing progress level reports and course reports (CF 377) at the end of courses aimed at an SLE objective;

(6)   Advising the CAFECP software designers of the changes to make to the training content;

(7)   Informing the pedagogical advisor of any problem or comment related to the software or teaching material;

(8) Attending and participating in team meetings.

PEDAGOGICAL ADVISOR – IN CLASS OR IN THE LAB

Roles and responsibilities

21. A pedagogical advisor is present at each site where SOLET is offered in the class or the lab. He/she directs the work of a group of language teachers and/or tutors;

22. The pedagogical advisor does not have a teaching role but can, on occasion, play the role of a teacher or tutor after receiving authorization from the SOLET manager (military establishment) or the designated user (standing offer) or his/her representative;

23. The responsibilities of the pedagogical advisor include, but are not limited to, the following:

a. The pedagogical advisors must oversee all of the teachers and coordinate course management. They have the authority to resolve pedagogical problems at their level and attend to the observations that are submitted to them within the context of activities related to SOLET delivery;

b. To ensure the quality of teaching and compliance with the TPs, the pedagogical advisors must conduct evaluation visits in the teachers' classrooms, in the tutors' labs and at the distance tutors' work premises in accordance with the following parameters:

(1) For courses that are 150 hours or longer, the pedagogical advisor must evaluate the training by conducting evaluation visits that are at least one hour long per 150 hours of teaching, unless otherwise instructed by standards personnel, the SOLET manager (military establishment), or the designated user (standing offer);

(2) For courses that are under 150 hours long, the pedagogical advisor must evaluate the teaching by conducting, at minimum, one evaluation visit before the middle of the course that is at least one hour long per course, unless otherwise instructed by standards personnel, the SOLET manager (military establishment) or the designated user (standing offer); and

(3) Each evaluation visit must be followed by an observation report written by the pedagogical advisor and signed by the teacher;

c.   Evaluate the students' language skills;

d.   Contribute to forming classroom groups;

e.   Coordinate the students' and classroom groups' learning activities;

f.   Oversee the students' progress;

g.   Review the progress level reports and course reports (CF 377);

h.   Communicate information from the chain of command (military establishment) or designated user (standing offer) to the teachers, such as information on the specific nature of the military environment and other aspects of DND's organizational culture;

i.   Ensure that the teachers fulfill administrative requirements and meet deadlines;

j.   Plan, coordinate and lead training/development activities for teaching personnel;

k.   In general, remain abreast of new adult education trends and techniques, particularly as they relate to teaching French or English as a second language (depending on the language taught); and

l.   Perform administrative tasks related to the pedagogical advisor role.

PEDAGOGICAL ADVISOR – DISTANCE TUTORING

Roles and responsibilities

24. The distance tutoring pedagogical advisor has an important role to play vis-à-vis course management and quantitative and qualitative distance-training control measures. He/she oversees the work of a group of distance-tutoring teachers and ensures that the courses offered via DT run smoothly from a pedagogical and administrative standpoint.

25. Under the authority of the senior pedagogical advisor, the responsibilities of the pedagogical advisor include, but are not limited to, the following:

a.   Administrative support:

   (1) Ensure the quality of the teaching, and make sure that the TP is followed, and take any necessary corrective measures;

   (2) Regularly ensure that the DT teachers and students understand and follow the course-management rules;

   (3) Keep the control documents on local management up to date;

   (4) Set up and maintain control tools and technologies required to supervise the students' progress, such as the students' weekly individual reports;

   (5) Ensure that the students who are registered in DT receive training in a timely manner and that they know where to go if they experience difficulties;

   (6) Ensure that the end-of-training deadlines are met, that the placement tests and ECs are given, and that teachers fulfill the administrative requirements and meet deadlines;

   (7) Give warnings to students who are not putting in the required number of hours and take the necessary measures which could lead to a withdrawal from training;

   (8) Review and authorize the progress level reports;

   (9) Analyze the results of course critiques and make recommendations to the senior pedagogical advisor;

   (10) Prepare and organize the regular meetings of the tutoring teachers and send the meeting minutes to the senior pedagogical advisor;

   (11) Manage the absences of DT teachers and ensure that there are substitutes, particularly during the summer;

   (12) Manage student complaints;

(13) Communicate information from the chain of command to the teachers, such as information on the specific nature of the military environment and other aspects of DND's organizational culture;

b.   Pedagogical support

(1) Help the tutoring teachers carry out their duties; occasionally offer students assistance in reaching the course objectives;

(2) Ensure regular follow-up of the students' progress by taking note of the weekly summaries and talking to the teacher when needed;

(3) Suggest teacher skills development tools and plan, coordinate and lead training/development activities for the teaching staff;

(4) Suggest new synchronous and asynchronous communication tools and technologies that are appropriate;

(5) Make suggestions to the designers for changes to the CAFECP in ALLIES Web;

(6) Use the results from the course evaluations and personal reflection to ensure that the technology is used in a way that adequately meets students' needs;

(7) Suggest and provide information resources;

(8) Evaluate students' language abilities;

(9) Contribute to forming classroom groups, if applicable;

(10) In general, remain abreast of new adult education trends and techniques, particularly as they relate to teaching French or English as a second language (depending on the language taught).

LENGTH OF COURSES

26. The length of a course or training period is calculated in hours and includes evaluation, training and administration time. For continuous courses, two additional days are set aside for arrival and departure administration, and that time does not count towards the length of the course. In exceptional cases, a student taking a course leading to the second language evaluation (SLE) who cannot take the test within the allotted course time must take it within 30 days of the end of the course. Otherwise, the student will be deemed to have not completed the course and his/her SLE results will not be considered in the course.

TRAINING DAY

27. A full-time, in-class language training day is normally six hours long, which includes supervised self-directed study but not homework done outside of class hours.

RESOURCES

Educational resource centre

28. It is desirable that every language training centre have an educational resource centre that can be used by the teachers and, if appropriate, the students. Such a centre would notably include the following:

   a.   the basic material of the MSLTP and, more specifically, of the CAFEC, meaning copies of the Training Plan, modules and audiovisual and multimedia material related to the curriculum;

   b.   support materials, from governmental and commercial sources, including dictionaries, military publications, magazines, newspapers, games, videos, activity kits and other teaching methods;

   c.   reference books and articles on language teaching, the communicative approach, andragogy, education, linguistics, etc; and

   d.   equipment, such as a computer, including Internet/Intranet links, recorders, television sets, projectors, etc.

Language lab

29. It is desirable that each language training establishment have a multimedia language lab with access to the CAFECP (CAFEC – programmed version).

Supply and technical

30. Supply services and technical support must be accessible

services

as quickly as possible in order to resolve equipment problems and other technical difficulties.

Resource people

31. On each base or wing, it is possible to invite CAF members of various ranks to come and talk about their classification and their work as part of authentic language activities related to the desired objective. The exchanges are held in the students' target language.

Sociocultural activities and educational outings

32. The DND manager has the authority to decide whether or not sociocultural outings or educational outings can be held during the language training. In principle, such activities are only recognized if they contribute in an obvious way to achieving the course objectives and if the students for whom they are intended are able to derive real learning benefits from them. It is recommended that such activities be planned and conducted so as to promote the most involvement possible on the part of the students and that a short administrative report establishing the rationale for the activity be written afterwards for reference purposes.

33. The costs of sociocultural activities can include transportation and entrance fees. Those costs are covered by participants.

CLASS MANAGEMENT

Training files

34. Each individual's training files must be kept for a period of five years after the last entry of information. If a person requests access to his/her file or if there is any administrative need to open it, it must be kept for an additional two years. A file contains, at minimum, an information sheet on the individual and his/her test results, progress reports and course reports. The files are kept by the organization that provided the training.

Absentee reports

35. Any period of absence from the classroom during the time scheduled for language training must be immediately reported on an attendance control form (see template in Annex D).

36. In short courses (single PL, specific skill, SLE preparation), to be eligible for the test, students must not be absent more than 25% of the training time.

37. In level B and C continuous courses, Progress Review

processes (Chap 3 and Annex G) may be initiated if:

    a.   A student is absent more than 25% of the training time within a progress level (PL); and/or

    b.   A student misses more than 90 training hours.

Orientation session   38. At the start of their training, students must receive information about certain administrative and pedagogical aspects (Lesson 0) of the course. The content of that orientation session varies according to the location, duration, objective and format of the course.

Class senior   39. A class senior is designated for group classes. His/her role is to ensure that students comply with the rules and directives issued by the Commandant (Comd), the designated SO Lang Trg or the Director of the language centre, and the teacher.

Discipline   40. By delegation of the Comd, the SO Lang Trg or the Director of the language centre, the teacher has the authority needed to ensure that a proper level of discipline is upheld so that his/her group runs smoothly, both in and out of class. The students must therefore be informed, during the briefing at the beginning of the course, of the rules of conduct to follow during the training.

Separate classrooms   41. Where possible, officers and non-commissioned members are placed in separate classrooms. Under special circumstances or for reasons of cohesion, a student can nonetheless be transferred to another class.

Homework   42. For each six-hour day of class, except during the Level C course, students are given at least one hour of homework. For the Level C course, an average of two hours of individual work is assigned.

COURSE CRITIQUE

    43. The course critique is a process for controlling the quality of teaching and learning service delivery by gathering feedback from the students, teaching personnel and administrators on all aspects of the course. It must be used in all courses. The students' course critique must be done individually and in writing; it must not be done as a group in class or be a summary produced by the class senior. Once

the class critique responses are compiled, they are used to draw up recommendations aimed at the continuous improvement of the teaching and administrative services and products. Course critique templates are provided in Annex E. They may be used as is or tailored to the needs of the SOLET delivery agencies.

Mid-course evaluation

44. When the length of the training justifies it, a critique process can be put in place mid-course, at the end of a performance objective and/or an enabling objective.

Language used

45. In order to maximize the quality of the feedback and individual freedom of expression, course critiques must be filled out in the official language chosen by the student, which is normally French.

Administrative instructions

46. To ensure that the process remains objective, only personnel who are not involved in the course as teachers or pedagogical advisors may administer the course critique. When the SOLET delivery agency has personnel in charge of standards, they administer the course critique or oversee its administration. If the agency does not have personnel in charge of standards, then a civilian or military clerk can be used.

Compilation of responses

47. To ensure objectivity, course critique responses must be compiled and reported by personnel who are not involved in the course as a teacher or pedagogical advisor. When the SOLET delivery agency has personnel in charge of standards, then those personnel members interpret the results of the course critiques and conduct follow-up. If the agency does not have personnel in charge of standards, then the designated person must be able to understand and interpret the written comments. The designated person must assess the relevance and the importance of the responses. If the responses raise significant issues, the person mentions them in the end-of-course review report and sends the report to the designated authorities.

CHAPTER 3 – EVALUATION

GENERAL

1.   Pedagogical activities that are part of the MSLTP are subject to an ongoing process of evaluation, both formative and summative; this includes the evaluation of the students and the program.

2.   Enabling checks (ECs) and performance checks (PCs) are used to evaluate students in the MSLTP. These tests were developed in keeping with the communicative approach, particularly the four communicative competencies (linguistic, sociolinguistic, discourse, strategic) within each level, for the three language skills of reading (written comprehension), writing (written expression) and oral proficiency, as defined in Chapter 1 of this Training Plan (TP) and the Public Service Commission (PSC) *Qualification Standards in Relation to Official Languages* (www.tbs-sct.gc.ca/gui/squn03-eng.asp). Students who take a course ending at PL 4, 7 or 11 and then take the PSC's bilingualism certification test, the Second Language Evaluation (SLE), are considered to have passed that course by attaining the targeted language profile.

PLACEMENT TESTS

3.   Before any second language training begins, the candidates take a general oral placement test to determine their entry point in the MSLTP (Level A, B or C). In addition, a written placement test is administered before some courses to help better determine a candidate's entry point within Levels A and B of the MSLTP.

Placement between PL 1 and PL 7

4.   The aim of the CAFEC placement test is to determine the student's entry point in the curriculum between PL 1 and PL 7.[1] The oral test consists of an interview, during which the candidate is evaluated using a structured questionnaire. The evaluator is a staff member (LAT or EDS) or an approved supplier. The placement test must be recorded

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[1] At the time of publication, there is no placement test available for placement beyond PL 7, as there is no corresponding curriculum. Should a candidate require assessment beyond PL 7, a general interview with the aim of identifying strengths and weaknesses may be conducted locally by a designated tester.

upon request of the standards personnel, the SOLET manager (military establishment) or the designated user (standing offers) to allow for quality control and quality assurance.

5. The placement tests, both oral and written, can be administered at a distance or face-to-face. The results can be used for selection, course planning, as well as creating homogenous classes.

Diagnostic evaluation

6. In some cases, in addition to the placement test, teaching staff conduct a diagnostic interview with the student to get more information about the individual.

TALV APTITUDE TEST

7. Using the *Test d'aptitude aux langues vivantes* (TALV) can help form homogeneous classes (i.e., classes made up of students at the same level) to the extent that it is possible to account for aptitude. A candidate's results on the TALV must never be used in a discriminatory manner or to exclude him/her from language training. It is recommended, but not mandatory, that the TALV be given to candidates on continuous courses. The SOLET delivery agencies that use the TALV must contact the SOLET Ops Mgr at CDA to obtain the test results of candidates who have already taken the TALV.

FORMATIVE EVALUATION

8. According to R. Legendre, [*Translation*] "Formative evaluation is a method of evaluation that is diagnostic in nature and whose essential function is to regulate learning" (*Dictionnaire actuel de l'éducation*). G. De Landsheere (1979) defines the regulatory function as follows: [*Translation*] "Evaluation that should occur at the end of each learning task. Its purpose is to show both student and teacher the level of proficiency attained and, potentially, to find out where and in what areas a student is having learning difficulties, so that strategies can be suggested or revealed to the student that will enable him/her to progress."

9. In keeping with those definitions, each lesson of the CAFEC ends with a Verification Section, which consists of activities that assess student progress as it relates to the linguistic and functional contents of the lesson. Each Verification Section is comprised of four sub-sections: Reading, Writing, Oral Interaction and Grammar.

Enabling checks (ECs)

10. Enabling checks (ECs) are tests that measure the student's degree of mastery of the enabling objectives (EOs) and the linguistic and functional content of the CAFEC at the end of each progress level (PL). A PL is made up of one module.

ECs between PL 1 and PL 7

11. The ECs between PL 1 and PL 7 (Levels A and B) are as follows:

   a.   EC 1: after PL 1 (Module 1);

   b.   EC 2: after PL 2 (Module 2);

   c.   EC 3: after PL 3 (Module 3);

   d.   EC 5: after PL 5 (Module 5); and

   e.   EC 6: after PL 6 (Module 6).

12. PLs 4 and 7 are evaluated by performance checks (PCs) 401 and 402 respectively and/or the Second Language Evaluation (SLE), as explained in paragraphs 27-29 and 38-43 of this chapter.

13. The ECs for PLs 1 to 6 are made up of three tests:

   a.   Reading (Reading Comprehension) – multiple choice;

   b.   Writing – (Structural/Linguistic Knowledge) multiple choice and written production; and

   c.   Oral Proficiency – interactive communication interview.

ECs between PL 8 and PL 11

14. Given that the CAFEC PLs 8-11 (Level C) have yet to be developed, there are no available ECs at the time of publication of the TP.

15. Level C training offered through the use of commercial products or other means is evaluated by the decommissioned PC 403[2] and/or the Second Language Evaluation (SLE), as explained in paragraphs 27-29 and 38-43 of this chapter.

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[2] PC 403 was decommissioned in 2011and is administered, optionally, by local teaching personnel.

Administration of ECs

16. ECs are given in class during allotted teaching time. A teacher or a tutor other than the one who taught the student, or the pedagogical advisor, must give the oral part of the ECs. The use of dictionaries, grammar books or personal notes is not permitted during ECs. The results must be recorded in the student's file and shared with the student and the pedagogical advisor. The administration of all ECs is mandatory and must be conducted at the end of each corresponding progress level. ECs must never be used as learning materials before they are given. After they are given, they can be used for feedback purposes in class.

17. The oral component of the test must be recorded. Four reasons for recording tests are explained below:

    a.   <u>Formative Evaluation</u>. The first person to benefit from formative evaluation is the student, whatever the course or delivery method. Better than any other technique, recording the EC allows students to self-assess, to reflect on their strategies and to better understand the teacher's feedback. It gives them the chance to go back and listen to selected weak or strong segments of the recording, alone or with their teacher, to get a fair sense of the situation. The recording prevents students from under- or overestimating one or more aspects of their oral proficiency. It is the best reflection of their performance in that language skill.

    b.   <u>Aide-memoire</u>. The evaluator may verify, if appropriate, not only the overall content, but also the elements that make up the end result such as ease and fluency, pronunciation, vocabulary, syntax, discourse, communication strategies, etc. It is easy to forget and note-taking is less rapid and less reliable than recording. Recording can also be used for self-assessment and self-improvement. It is a professional, objective and transparent procedure.

    c.   <u>Professional Opinion and Local Standards Tool</u>: When in doubt, particularly with regard to a borderline case, the evaluator may verify with another teacher or the pedagogical advisor. The recording and the opinion of another person are used both to self-assess and to develop the team. They also give the pedagogical advisor the opportunity to provide pedagogical follow-up using

clear standards processes (random selection of recordings, scheduled meetings, etc.) which would be impossible if recordings were not available. In this way, local pedagogical teams exercise their local (pedagogical) quality control responsibilities with regard to formative evaluation and can demonstrate this to other quality control/quality assurance agencies.

d.   Regional/National Quality Assurance Tool. The language training management team has internal processes for verifying the degree to which standards are applied in the area of formative evaluation (for example by selecting random samples). The availability of recordings is all the more important as an instrument of confirmation since repeated failures can lead to a Performance Review Board (PRB), to the students reviewing their recordings and to the provision of feedback to these students.

18. Passing an EC demonstrates that the student is progressing towards the attainment of the targeted performance objective (PO), i.e., PO 401 (AAA), 402 (BBB) or 403 (CBC), and can continue his/her learning. By contrast, a failure shows the student, the teacher and the pedagogical advisor that a diagnostic and pedagogical treatment of the student's difficulties is required to enable the student to continue the program. Depending on the situation, the student can continue the course with his/her group, but his/her difficulties must be monitored in a way that is tailored to the student's needs.

Access to ECs   19. Generally, to be eligible for an EC, the student must not have been absent more than 25 per cent of the time during the corresponding PL. The goal of this measure is to minimize absenteeism while improving the likelihood of success on the tests.

Recording of results   20. In continuous courses and single PL courses (in class, in a lab and in distance tutoring [DT]), the results of ECs 1 to 6 are recorded in the progress-level report (Annex F Appendix 2).

SUMMATIVE EVALUATION

21. According to R. Legendre, [*Translation*] "A summative evaluation is conducted at the end of a course or a program of study . . .; its goal is to find out to what extent a student has acquired knowledge or skills in order to allow for

decisions to be made regarding, among other things, progression to a more advanced class, certification of studies . . . or decisions on promoting, accrediting or granting a diploma to the student" (*Dictionnaire actuel de l'éducation*).

22. There are two summative tests in the MSLTP: performance checks (PCs) developed by DND, and the Second Language Evaluation (SLE) produced by the Public Service Commission (PSC).

PERFORMANCE CHECKS (PCs)

23. PCs are single-level tests that confirm mastery of the PO for each of the three levels of the CAFEC. It should be noted that PO 403 does not have an accompanying curriculum (CAFEC) at the time of publication of the TP.

24. PC 403 consists solely of an oral proficiency interview[3]. By contrast, PCs 401 and 402 are made up of three tests:

   a. Reading (Reading Comprehension) – multiple choice;

   b. Writing (Structural/Linguistic Knowledge) – multiple choice;

   c. Oral Proficiency – oral interaction interview.

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[3] Ibid

25. Table 3-1 describes the three PC tests:

Test	Description
Reading (Reading Comprehension)	The PC used to determine whether the reading objectives of the PO have been met is a multiple choice test. The candidate must read a variety of texts and then answer comprehension questions on their meaning.
Writing (Structural/Linguistic Knowledge)	The PC used to determine whether the writing objectives of the PO have been met is a multiple choice test. The candidate may be required to fill in the blanks, choose a particular verb tense, detect an error, etc.
Oral Proficiency	The PC used to determine whether the speaking objectives of the PO have been met is an oral interaction interview. The candidate must demonstrate an adequate understanding of the target language and perform a variety of language functions in an appropriate manner.

Table 3-1 – Description of the three PC tests

26. PCs are designed and developed in accordance with the Qualification Standard. Their content reflects the CAFEC. The use of dictionaries, grammar books or personal notes is not permitted during PCs.

27. PCs are given after each of the corresponding PLs:

   a. PC 401: after PL 4;

   b. PC 402: after PL 7; and

   c. PC 403: after completion of Level C training[4].

Optional end-of-course PC

28. Administration of the end-of-course PC is recommended but optional. The tests can be administered in all three skills or in just one and can be used as a diagnostic tool or for learning adaptation purposes. The results obtained on the PC are not used to determine a pass or a fail at the end of the course.

Mid-course PC

29. With regard to the administration of the mid-course PC:

   a. In the CECLB, PC 401 must be given after PL 4, as passing this test confirms that PLs 1 to 4 and Level A

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[4] Ibid

have been attained.

b. In the CECLC, for students who start the course with a Level A refresher, PC 402 must be given after PL 7. Passing this test confirms that PLs 5 to 7 and Level B have been attained.

Failure of a PC
30. The failure of a PC indicates to the student, the teacher and the pedagogical advisor that a diagnostic and pedagogical treatment of the student's difficulties is required to enable the student to continue the course or take the SLE.

Retake of a PC
31. When the PC is optional, i.e. an end-of-course PC, a retake is not required in the event of a failure.

32. When the PC is mandatory, a retake is required in the event of a failure. Students who fail PC 401 in the CECLB, and students who start the CECLC with a Level A refresher and who fail PC 402, must pass a retake before they can complete their training.

33. The retake of a mandatory PC is normally authorized by the Commanding Officer of the training establishment (or the Command SOLET Manager) if he/she deems that the following conditions have been met:

a. The student is likely to pass the retake;

b. There is enough time for the remedial training period, and there is a maximum of two weeks between the failure of the PC and the retake[5]; and

c. A teacher is available to monitor the remedial training process or the student can be integrated into an existing group-class.

34. The retake of a PC should be conducted a minimum of one week after the failed test.

35. PCs are designated PROTECTED B at all times and can never be used as teaching materials in class.

Recording of results
36. In continuous courses, the results of mandatory PCs (given mid-course) are recorded in the progress-level report (Annex F Appendix 2). As the end-of-course PC is optional, those results are *not* recorded in the CF 377 – Course Report.

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[5] To the extent possible, remedial training is conducted one or two hours a day during regular course hours when the other students are doing enrichment work. This allows the student to keep up with the class.

CERTIFICATION TEST – SECOND LANGUAGE EVALUATION (SLE)

37. The language profile of CAF members is established by means of the Public Service Commission (PSC) of Canada's Second Language Evaluation (SLE). The SLE is made up of three multi-level tests.

Administration of the SLE

38. Continuous courses: The three SLE tests *must be given* at the end of continuous courses.

39. Single PL courses: In courses ending at PL 4, 7 or 11, students are only required to take the SLE in the skill(s) in which they have not yet attained the required level. However, if students wish to update their complete profile, they have the option of taking the SLE in the skill(s) in which they have already attained the required level.

40. It is recommended that the SLE be given a minimum of three days after an end-of-course PC. This enables the SOLET delivery agency to provide the student with remedial training and/or to postpone the SLE.

Conditions of access

41. Students in continuous courses can take the SLE tests at the end of the course only.

42. Students taking a single PL course on PL 4, 7 or 11 can take the three SLE tests at the end of the course.

43. For all other courses, access to the SLE is granted according to the course objective, as described in the course description (see the *Summary of Courses and Services* at the end of Chapter 1 and *Descriptions of Courses and Services* in Annex H).

44. The SLE reading (Written Comprehension) and writing (Written Expression) tests can only be given by CAF members or civilian DND employees, duly accredited by the PSC, who are not teachers or supervisors / pedagogical advisors. The Test of Oral Proficiency is only given by Public Service Commission (PSC) evaluators.

Retakes

45. In a continuous course, a student[6] must retake an SLE test that he/she has failed[7] if the Commanding Officer of the training establishment (or the Coordinator of Official Languages in conjunction with the environment SOLET Manager) deems that the conditions described below have been met. In addition, the PSC requires that there be a minimum of 30 calendar days between the original test and the retake.

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[6] This includes targeted students (i.e., selected by the SSPC) and non-targeted students.
[7] The student can only retake the SLE test in the skill(s) that he/she has failed.

    a.   The student is likely to pass the retake;

    b.   There is enough time for the remedial training period; and

    c.   A teacher is available to monitor the remedial training process, or the student can be integrated into an existing group-class.

46.   Students in short courses cannot retake the SLE in the event of a failure.

Rereading of Test of Oral Proficiency

47.   Only the training establishment or the environment SOLET Manager can, on behalf of the student, request a "rereading" of the Test of Oral Proficiency. Such a request should only be made if there are serious reasons to believe that the level obtained by the student is not the one deserved, such as if he/she had previously passed the PC of the corresponding level with results above the minimum requirement. Rereading is not an option for reading and writing tests, as they are objective tests with set answers.

Re-evaluation of Test of Oral Proficiency

48.   A student who can demonstrate that his/her interview took place in unfavourable conditions can appeal the process and the decision made, through the Training Establishment (or the environment SOLET Manager for training offered under the NISO). That said, the student is informed before taking the test that he/she can put an end to the test at any time if the conditions are unfavourable.

Recording of results

49.   The results of the end-of-course SLE are recorded in the course report (Form CF 377, see Annex F Appendix 1) and in MITE.

EARLY ACCESS TO TESTS

50.   In the event that a student attains the Performance Objective before the end of the training period, he/she may be granted early access to the PC and the SLE. This is only permitted for courses ending at PL 4, 7 or 11. Early access to tests is granted at the discretion of the teachers and pedagogical advisors, and is managed on a case-by-case basis in order to give the delivery agencies flexibility.

PROGRESS REVIEW

51.   There are three different levels of progress review in SOLET according to the situation and the type of course. Annex G Appendix 1 is a descriptive table of those three

levels. The first level is available in all courses. In continuous courses, according to the situation, the second and third levels are also available.

52. The three progress review levels are as follows:

    a.   Level 1: Pedagogical support;

    b.   Level 2: Independent Review Board (IRB); and

    c.   Level 3: Progress Review Board (PRB).

Level 1: Pedagogical support

53. The first level of progress review is used to solve problems and promptly and objectively correct any shortcomings.

54. Students who demonstrate weaknesses during the course receive pedagogical support (see Annex G Appendix 1). As required, the teacher meets with students who are having trouble (and fills out the form at Annex F Appendix 4.1), implements remedial actions that are in line with the resources and capabilities of the Training Establishment, and informs the students of the consequences that poor results could entail.

55. Pedagogical support is generally the only necessary measure in cases where the student has not had trouble in the past and the problem can be solved with remedial training.

56. Pedagogical support reports and disciplinary reports must be placed in the student's training file (Annex F Appendices 4.1 and 4.2).

57. The limited timeframe of short courses (single PL courses, specific skill courses, SLE preparation) only allows for the first progress review level. If pedagogical support does not yield the desired results and the student fails the course, the student is normally required to retake it in order to attain the necessary objectives.

Level 2: Independent Review Board (IRB)

58. In a continuous course, if, during a meeting between a teaching personnel member and the student, the personnel member deems that, for a variety of reasons, pedagogical support will not resolve the problem; or if pedagogical support, including meetings with teaching personnel and remedial action, has not resolved the problem in a satisfactory manner; the file must be transferred to an Independent Review Board (IRB) (see Annex G Appendix 1).

59. An IRB is formed when there is a recurring problem and the student's performance remains unsatisfactory or below standard. The IRB must identify the potential factors that are not related to the teaching. The purpose of the review is to ensure thorough understanding of the student's strengths and weaknesses and to determine the necessary measures to correct deficiencies and return to a normal rate of progress. Any extenuating circumstances must be resolved immediately. Teachers or standards personnel who feel that an IRB is required must request that one be convened.

60. Composition of an IRB. Annex G Appendix 2 sets out the personnel who form an IRB in the various SOLET delivery agencies.

61. Conduct of an IRB. The actions undertaken by the IRB are described at Annex G Appendix 1.

62. If the IRB identifies problems that remedial training and/or administrative action could resolve, it must recommend one or more of the following measures:

   a. Continue training after remedial training;

   b. Retake test (if applicable);

   c. Take administrative action (if applicable); and/or

   d. Convene a Progress Review Board (PRB).

Level 3: Progress Review Board (PRB)

63. Principles of the PRB. The PRB must proceed in a standardized manner. In addition to ensuring procedural fairness, the PRB must respect the individual's fundamental rights according to the following principles:

   a. **Notice**. The student must receive a notice explaining why his/her progress is being formally reviewed and must have access to all of the information used to make the final decision. The notice must be given in writing and must indicate the goal of the PRB. The notice must also explain the individual's rights before the PRB meeting (disclosure, representation and reasons, as explained below);

   b. **Disclosure**. If a disciplinary investigation was held before a PRB was convened (e.g., in a case of

academic misconduct), the student must be informed of the allegations and the findings of the investigation. If the investigation led to recommendations concerning action to be taken against the individual, those actions must also be disclosed. The student must be able to access all of the information to be used to make a decision (course reports, statements, etc). The student must be given a reasonable amount of preparation time. After that preparation time, the PRB meeting must be planned and be held at the earliest opportunity.

c. **Representation**. The PRB manages cases in which the student has made little acceptable progress in his/her course. PRB proceedings do not constitute a summary trial. Consequently, students generally represent themselves. In most cases, the student's interests are represented by a Board member, such as the Local Standards O or a member of the SOLET Manager's personnel, who is very familiar with the training. In rare cases, an attending officer can help the student in the interest of the SOLET delivery agency and the student;

d. **Reasons**. The PRB must state its reason(s), conclusions and recommendations in writing (Annex G Appendix 3) to shed light on the Cmdt's final decision.[8]

64. <u>Reasons for convening a PRB</u>. The authority to convene a PRB belongs to the Cmdt.[9] The goal of the PRB is to review all circumstances considered at previous levels and to manage the following situations:

a. There is unsatisfactory progress that is apparent through recurring problems: repeated failures of ECs; a second failure of a mandatory PC; a total of three failures of ECs and mandatory PC; or a second failure of the SLE. (Note: The required standard and the instructions must be clearly and formally communicated to the students before all ECs and PCs. A copy of the TP must be available to the students at all times.);

b. The other levels of progress review have not solved the student's performance problem;

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[8] An officer or his/her civilian equivalent, normally the Commandant, must authorize the PRB but must not preside over it. The PRB must submit its recommendations to that officer, who can remain objective as he/she has not participated in the deliberations, and who makes the final decision on the PRB's recommendations. See Annex G Appendix 2 for the composition of a PRB in the various SOLET delivery agencies.

[9] Ibid.

c.   The student voluntarily requested to be withdrawn from a continuous course;

d.   There is any other serious problem that warrants convening a PRB.

65.   Composition of a PRB. Annex G Appendix 2 sets out the personnel who form a PRB in the various SOLET delivery agencies.

66.   Activities prior to the conduct of a PRB. The activities carried out prior to the conduct of a PRB are described at Annex G Appendix 1.

Conduct of a PRB

67.   The student must have the opportunity to review all of the information that the Board is taking into account, to talk to personnel or other students, and to prepare the documents that he/she wishes to submit to the Board. The student must also be able to present his/her point of view to the Board along with any supporting evidence, particularly witnesses, if he/she wishes.

68.   The tasks of the PRB Chair are described at Annex G Appendix 1.

69.   The tasks of the PRB are described at Annex G Appendix 1.

70.   Once the Chair is satisfied that all of the information has been presented, the PRB is adjourned. The PRB members (without the student) analyze the conclusions and issue one of the following recommendations:

a.   Continue training, with or without remedial instruction;

b.   Continue training, with reassessment;

c.   Retake the course;

d.   Cease training and return to unit (RTU);

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[10] Ibid.
[11] Ibid.
[12] Ibid.
[13] Ibid.
[14] Ibid.
[15] Ibid.

      e.   Cease training and referral to a personnel selection officer (PSO) for discussion on the student's career.

71. <u>Activities following the conduct of a PRB</u>. The activities carried out after the conduct of a PRB are as follows:

      a.   The Chair summarizes the PRB's conclusions, substantiations and recommendations to the Cmdt[10] in accordance with Annex G Appendix 3;

      b.   The Cmdt[11] makes the final decision(s) regarding the student in light of the PRB's findings. If the Cmdt[12] invalidates the PRB's recommendation(s), the reasons must be recorded in the PRB summary report;

      c.   The Chair of the Board announces the Cmdt's decision[13] to the student at the earliest opportunity. (Note: The Chair will also see to it that the Board members are informed of the Cmdt's final decision).[14]

<u>Administration of progress review</u>

72. Start-of-course briefing – The SOLET delivery agencies must give an orientation briefing (Lesson 0) to all students starting a continuous course. The briefing must include:

      a.   The three levels of progress review;

      b.   The reasons for convening a PRB;

      c.   The consequences of unsatisfactory progress during the course.

73. The delivery agencies must give an abridged briefing to short courses, including:

      a.   The first level of progress review, i.e., pedagogical support; and

      b.   The consequences of unsatisfactory progress during the course and of failing the course.

74. Progress monitoring – Teachers must ensure that remedial instruction is provided if the PRB has recommended it in the PRB Summary Report (Annex G Appendix 3).

75. The appropriate administrative action is selected from Part V of the PRB Summary Report (Annex G Appendix 3):

Cmdt's decision[15] in light of the PRB's recommendation	Administrative action
a. Continue training, with or without remedial training; b. Continue training, with reassessment;	The PRB Summary Report is placed in the student's file. If another PRB must be convened afterwards, the summary report of the original PRB is to be used for information only. A different summary report must be written for each PRB (if applicable).
c. Retake the course;	The PRB Summary Report is placed in the student's file. If another PRB must be convened afterwards, the summary report of the original PRB is to be used for information only. The appropriate administrative action is conducted.
d. Cease training and RTU;	Conduct unit out-clearance procedures. Prepare a Course Report – CF 377.
e. Cease training and refer to a PSO.	Prepare a Referral to PSO Form (if applicable).

CEASE TRAINING

Decision-making authority

76. The Commandant of the Training Establishment or, for training offered under the NISO, the Coordinator of Official Languages (COL) in conjunction with the environment SOLET Manager, is the final authority.

77. In the case of students with learning difficulties, a cease training must not normally be ordered before the student has taken the first two progress levels (PL 1 and PL 2) and done the ECs or, in all other cases, before the first 300 hours of training have been given.

78. A cease training occurs in the following circumstances, and in each case a course report is produced:

      a.   In continuous courses:

          (1)   On recommendation of a Progress Review Board (PRB); or

          (2)   When a student drops the continuous course; and

      b.   In all courses and services, if the student does not adhere to the military requirements set out in the next paragraph.

Military requirements 79. When a student does not adhere to the following requirements, he/she will fail the course. To maintain the same high standards expected in any other military course, the student must:

      a.   Demonstrate at all times:

          (1)   A high level of loyalty, integrity, honesty and conduct; and

          (2)   A high level of dress and deportment;

      b.   Act in accordance with military etiquette, customs and traditions.

COURSE REPORT

CF 377 Form 80. The CF 377 Form (Canadian Forces Course Report) must be filled out and distributed when a student finishes any course except for single PL courses on PLs 1 to 3, 5, 6, or 8 to 10, and in the event of a cease training for all of these courses. Annex F Appendix 1 contains templates of CF 377 forms for these courses.

81. The course report must be written in the student's official language of choice, normally French. If the teacher writes the report in English, it must be translated at the expense of the SOLET delivery agency.

82. It is recommended that the course report be designated PROTECTED B when completed. However, the final decision on that issue will fall to the chain of command of the SOLET delivery agency.

PROGRESS-LEVEL REPORT

83. A progress-level report is completed at the following points:

    a. Every time that a student finishes a Progress Level during a continuous course, except at the end of the course; and

    b. When a student finishes a single PL course on PLs 1 to 3, 5, 6, or 8 to 10.

84. The progress-level report may contain cumulative results. The progress-level report in effect can be found at Annex F Appendix 2.

85. Progress-level reports must be written in the student's official language of choice, normally French. If the teacher writes the report in English, it must be translated at the expense of the SOLET delivery agency.

86. It is recommended that progress-level reports be designated PROTECTED B when completed. However, the final decision on that issue falls to the chain of command of the SOLET delivery agency.

LANGUAGE RETENTION REPORT

87. At the end of any individual or group language retention service, a report must be written. The language retention report in effect is at Annex F Appendix 3.

88. The Language Retention Report is to be written in the student's official language of choice. Translation costs shall be covered by the SOLET delivery agency.

89. It is recommended that the course report be designated PROTECTED A when completed unless it contains information that requires a higher designation.

CHAPTER 4
CHAPTER 5
CHAPTER 6

CAFEC

CHAPTER 4, 5, 6 - CANADIAN FORCES FRENCH CURRICULUM

LEVEL A			
PO 401	MODULE	PL	TEST
COMMUNICATE IN THE TARGET LANGUAGE AT A BEGINNER LEVEL	1	1	EC 1
	2	2	EC 2
	3	3	EC 3
	4	4	PC 401
SLE (for single Progress Level course PL 4)			

LEVEL B			
PO 402	MODULE	PL	TEST
COMMUNICATE IN THE TARGET LANGUAGE AT AN INTERMEDIATE LEVEL	5	5	EC 5
	6	6	EC 6
	7	7	PC 402
Consolidation and preparation for SLE – Target Profile: BBB			SLE

LEVEL C		
PO 403	PL	TEST
COMMUNICATE IN THE TARGET LANGUAGE AT AN ADVANCED LEVEL	8	EC 8
	9	EC 9
	10	EC 10
	11	PC 403
Consolidation and preparation for SLE – Target Profile: CBC		SLE

Progression Chart 4.0 – Canadian Armed Forces English Curriculum

PO 401

Chapter 4

CHAPTER 4 – PO 401

Performance objective   Communicate in the target language at a beginner level.

Conditions   1. Given

    a.   Communication scenarios, both real and simulated, that focus on the use of the four language skills – Reading, Writing, Listening, and Oral Proficiency - and the performance of the following language functions:

    (1)   Providing simple information about oneself;

    (2)   Talking about and describing simple objects;

    (3)   Requesting simple information;

    (4)   Identifying and describing people;

    (5)   Talking about occupations;

    (6)   Stating wants and needs;

    (7)   Giving/requesting information about housing;

    (8)   Talking about daily routines;

    (9)   Answering basic questions about a past experience;

    (10)   Describing how someone/something looks;

    (11)   Talking about the weather;

    (12)   Expressing quantity;

    (13)   Expressing agreement/disagreement;

    (14)   Explaining an itinerary;

    (15)   Making comparisons;

(16) Stating preferences

(17) Describing and asking about health matters;

(18) Requesting and providing banking information.

b.   Military language tasks such as

(1)   Maintaining social contacts;

(2)   Requesting and providing personal information;

(3)   Requesting routine services and responding to
          those requests;

(4)   Making telephone calls;

(5)   Making appointments;

(6)   Explaining an itinerary;

(7)   Preparing for a move or trip;

(8)   Informing someone of an upcoming activity;

(9)   Describing living and working conditions;

(10)   Listing the duties of a position or tasking.

c.   the Canadian Armed Forces English Curriculum and extra
        teaching materials.

Standard   2.   The candidates must reach language proficiency Level A as set
                            out in the Qualification Standards in Relation to Official
                            Languages of the Treasury Board of Canada Secretariat
                            (http://www.tbs-sct.gc.ca/gui/squn03-eng.asp) by carrying out
                            the following activities in their second official language, ie,
                            English:

                      a.   **Reading**: Reading and identifying the relevant
                            information in texts in order to understand the meaning;

                      b.   **Writing**: Expressing themselves properly and
                            appropriately; and

                      c.   **Speaking**: Understanding the message and expressing
                            themselves.

Teaching points   3.   The functional content at the beginner level is based on
                            language tasks that make it possible to reach the final
                            objective, PO 401. The functions guide the learning activities
                            and define the enabling objective (EO) to reach at each
                            progress level.

PL	ENABLING OBJECTIVE	LESSON	LESSON TITLE	MODULE	TEST
1	EO 401.01	1	Greetings and Introductions	1	EC 1
	EO 401.02	2	The Classroom		
	EO 401.03	3	Personal Information		
	EO 401.04	4	Family Matters		
	EO 401.05	5	Civilian and Military Occupations		
2	EO 401.06	1	Community Services	2	EC 2
	EO 401.07	2	Finding a Place to Live		
	EO 401.08	3	Daily Activities and Routines		
	EO 401.09	4	The Past		
3	EO 401.10	1	All About Clothing	3	EC 3
	EO 401.11	2	The Weather		
	EO 401.12	3	What's For Dinner?		
	EO 401.13	4	Sports and Leisure		
4	EO 401.14	1	Travel and Transportation	4	PC 401 (AAA)
	EO 401.15	2	Shopping		
	EO 401.16	3	Health		
	EO 401.17	4	Money and Banking		
			Preparing for PC 401 and the SLE		SLE*

* only for courses ending at PL 4

Table 4.1 – Enabling Objectives/ Lessons by Progress Level

Length   4.   The program involves 600 hours of intensive training divided into four progress levels.

LENGTH OF PO 401		
PL 1	Module 1	150 hrs
PL 2	Module 2	150 hrs
PL 3	Module 3	150 hrs
PL 4	Module 4 + Skill Consolidation / Test Preparation	150 hrs

Table 4.2 – Length of PO 401

Teaching and learning strategies

5. The suggested activities are taught using a communicative approach. This approach emphasizes the use of authentic or realistic documents, of different strategies in accordance with the characteristics and needs of the candidates, of meaningful speech acts, and of realistic, relevant scenarios. The learning activities are related to the candidates' work environment and career. The language skills to develop are determined by the candidates' skills and language profile.

6. Different learning strategies are used, such as those in the document "CFFC – Exercices types, réédition 1992":

   a. analysis

   b. anticipation

   c. appreciation

   d. association

   e. conceptualization

   f. role-play

   g. recognition/differentiation

   h. re-use

   i. reformulation

   j. reorganization

   k. repetition

   l. summary

   m. simulation

   n. integration of new vocabulary

7. In order to make it possible for candidates to keep their skills current in a real and stimulating communication context, it is possible to integrate out-of-class activities and pedagogical outings that give students a chance to use the target language.

Evaluation details   8.   At the end of each Progress Level, an Enabling Check (EC) is used to evaluate candidates' language abilities in a formative and summative manner, in the three language skills– Reading, Writing and Oral Proficiency.

9.   At the end of PL 4, a Performance Check, PC 401, is used to conduct a summative evaluation of candidates' abilities in three language skills – Reading, Writing and Oral Proficiency. If the course ends at PL 4, the students normally have access to the SLE in order to obtain the AAA language profile.

PL	EO	LESSON	MODULE	TEST
1	401.01	1	1	EC 1
	401.02	2		
	401.03	3		
	401.04	4		
	401.05	5		
2	401.06	1	2	EC 2
	401.07	2		
	401.08	3		
	401.09	4		
3	401.10	1	3	EC 3
	401.11	2		
	401.12	3		
	401.13	4		
4	401.14	1	4	PC 401 SLE* AAA
	401.15	2		
	401.16	3		
	401.17	4		

* only for courses ending at PL 4

Table 4.3 – Evaluation Tools

Teaching material   CAFEC – Level A, Modules 1 to 4: Teacher Books – Student Books

Various resources: magazines, newspapers, audio and visual recordings, films, the Internet, and multimedia content

Interview Guide and Preparatory Exercises for PC 401 and the SLE

Preparatory Guide for the Second Language Evaluation Test of Oral Proficiency, military version (latest version)[1]

CAFECP – CAFEC programmed (ALLIES Web)

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1 The civilian version of the guide is also useful for the SLE preparation.
2 *Ibid.*

LESSON SPECIFICATIONS
Modules 1 to 4

PL 1 to PL 4

EO 401.01 / LESSON 1 – MODULE 1

Enabling objective	GREETINGS AND INTRODUCTIONS

Conditions   1.   Given: Scenarios in which candidates must

        a.   introduce oneself / someone else;

        b.   greet someone formally and informally;

        c.   respond formally and informally to a greeting;

        d.   respond to an introduction (formal/informal);

        e.   identify people;

        f.   ask for the identity of people;

        g.   identify ranks;

        h.   initiate a conversation.

EO 401.02 / LESSON 2 – MODULE 1

Enabling objective	THE CLASSROOM

Conditions   1.   Given: Scenarios in which candidates must

      a.   ask about and identify objects;

      b.   describe objects by size, colour, length;

      c.   talk about the location of objects;

      c.   talk about the existence of something;

      d.   talk about the number of objects;

      e.   express actions/commands.

EO 401.03 / LESSON 3 – MODULE 1

Enabling objective	PERSONAL INFORMATION

Conditions   1.   Given: Scenarios in which candidates must

        a.   ask where people are from and respond;

        b.   ask about marital status;

        c.   ask for someone's address and respond;

        c.   ask for someone's telephone number and respond;

        d.   ask for someone's birth date / birthplace and respond;

        e.   verify information/spelling.

EO 401.04 / LESSON 4 – MODULE 1

Enabling   FAMILY MATTERS
objective

Conditions   1.   Given: Scenarios in which candidates must

          a.   ask and respond to questions about family matters;

          b.   talk about age;

          c.   talk about physical characteristics;

          d.   identify and describe people.

EO 401.05 / LESSON 5 – MODULE 1

Enabling objective	CIVILIAN AND MILITARY OCCUPATIONS

Conditions   1.   Given: Scenarios in which candidates must

   a.   talk about occupations;

   b.   ask and respond to questions about work;

   c.   ask someone to identify his/her job;

   d.   talk about activities/tasks of a job;

   e.   discuss likes/dislikes about work;

   f.   give a simple opinion about a job.

Standard   2.   Speaking: The candidates must understand the message. They must also be able to express themselves in communication scenarios in their second official language in accordance with the EC 1 standard in a context that is predictable, familiar and mastered.

3.   Writing: The candidates must express themselves in work-related communication scenarios in their second official language in accordance with the EC 1 standard.

4.   Reading: The candidates must read and understand texts in familiar, work-related communication scenarios in their second official language in accordance with the EC 1 standard.

Teaching points   5.   FUNCTIONAL CONTENT

The functional component of Module 1 is divided into five lessons. Each of the lessons presents a number of aspects of the various language functions that candidates must master in their second language.

6.   LANGUAGE CONTENT

The language component associated with the various language functions of **PL 1** is aimed at facilitating the development of candidates' communicative competence. Grammar, grammar exercises and vocabulary are integrated into learning activities using a communicative approach.

FUNCTIONAL CONTENT	LANGUAGE CONTENT
- introduce oneself / someone else - greet someone formally and informally - respond formally and informally to a greeting - respond to an introduction (formal/informal); - identify people - ask for the identity of people - identify ranks - initiate a conversation	- the verb *be* : affirmative statements, contractions, negatives, yes/no questions - subject pronouns - possessive adjectives : *my, your, his, her, our, their*

LESSON 1

- ask about and identify object - describe objects by size, colour, length - talk about the location of objects - talk about the existence of something - talk about the number of objects - express actions/commands	- indefinite articles *a, an* - plurals - demonstrative determiners: *this, that, these, those* - *here, there* - *there is, there are* - prepositions of place; *on, under, next to* etc. - *How many*? - *Is/are there? Yes, there is/are not, There isn't/aren't*

LESSON 2

LESSON 3	- ask where people are from and respond - ask about marital status - ask for someone's address and respond - ask for someone's telephone number and respond - ask for someone's birth date/birthplace and respond - verify information/spelling	- the alphabet - cardinal numbers - prepositions of time: *in, on* - subject/object pronouns: *I me, he/she, him/her* - the verb *be:* was, were - yes/no questions - wh-questions

LESSON 4	- ask and respond to questions about family matters - talk about age - talk about physical characteristics - identify and describe people	- simple present affirmative and negative statements - simple present yes/no questions with short and long answers - wh-question with *do*, with short and long answers - possessives of names - describing people: *What's he/she like*? *What does he/she look like*?

LESSON 5	- talk about occupations - ask and respond to questions about work - ask someone to identify his/her job - talk about activities/tasks of a job - discuss likes/dislikes about work - give a simple opinion about a job	- simple present: wh questions with *do* and *does* - yes/no question formation - adjectives: *boring, dull, interesting, exciting, stressful* etc. - using adjectives with *be* and *have* to describe jobs - spelling 3rd person singular endings: –s,-es,-ies

Table 4.4 – Functional and Language Content of Module 1

Length   7.   Module 1 is approximately 150 hours long.

Suggested   8.   Different learning strategies are used, as set out in the
activities   document "CFFC – Exercices types, réédition 1992":

                      a.   analysis   h.   re-use

b.	anticipation	i.	reformulation
c.	appreciation	j.	reorganization
d.	association	k.	repetition
e.	conceptualization	l.	summary
f.	role-play	m.	simulation
g.	recognition	n.	integration of new vocabulary

Evaluation details   9.   <u>Evaluation</u>: Each of the PL 1 lessons has an evaluation activity at the end. The evaluation enables the teacher to conduct a summary assessment of how well candidates have mastered the objectives and content of the lesson before moving on to the next one. Creating an audio/video recording of those activities makes it possible for the teacher to provide individualized remedial instruction. The evaluation can be done one on one or with the whole group present, depending on the students' needs.

10.   <u>Enabling check</u>: An enabling check (EC 1) is given after Module 1 (i.e., after approximately 150 course hours). It is both formative and summative and is based on the CAFEC. It features measurement techniques similar to the ones used in the performance checks, which are summative evaluations of the objectives.

Teaching material   CAFEC – Level A, Module 1: Teacher Book – Student Book

Various resources: magazines, newspapers, audio and visual recordings, films, the Internet, and multimedia content

CAFECP – CAFEC programmed (ALLIES Web)

EO 401.06 / LESSON 1 – MODULE 2

Performance objective	COMMUNITY SERVICES

Conditions   1.   Given: Scenarios in which candidates must

   a.   make contact;

   b.   state and identify services;

   c.   discuss wants and needs;

   d.   make requests for services;

   e.   clarify information about services;

   f.   ask for and give locations;

   g.   ask for and give directions;

   h.   offer thanks.

EO 401.07 / LESSON 2 – MODULE 2

Performance objective	FINDING A PLACE TO LIVE

Conditions   1.   Given: Scenarios in which candidates must

        a.   identify types of dwellings;

        b.   describe one's home, apartment, room;

        c.   state/identify what household objects are in a room;

        d.   request information about housing;

        e.   ask/give information about the existence of household objects;

        f.   ask/give information about housing and neighbourhood features;

        g.   read housing advertisements.

EO 401.08 / LESSON 3 – MODULE 2

Performance objective	DAILY ACTIVITIES AND ROUTINES

Conditions   1.   Given: Scenarios in which candidates must

         a.   talk about daily activities/routines at home and at work;

         b.   compare daily activities/routines with others;

         c.   ask for and tell the time;

         d.   contrast daily activities/routines with actions in progress now;

         e.   describe what is happening here and now.

EO 401.09 / LESSON 4 – MODULE 2

Performance objective	THE PAST

Conditions 1. Given: Scenarios in which candidates must

a. talk about past time (last night, last week etc.);

b. ask and answer questions about past time;

c. contrast a simple action (last night) with the simple present.

Standard 2. Speaking: The candidates must understand the message. They must also be able to express themselves in communication scenarios in their second official language in accordance with the EC 2 standard in a context that is predictable, familiar and mastered.

3. Writing: The candidates must express themselves in work-related communication scenarios in their second official language in accordance with the EC 2 standard.

4. Reading: The candidates must read and understand texts in familiar, work-related communication scenarios in their second official language in accordance with the EC 2 standard.

Teaching points 5. FUNCTIONAL CONTENT

The functional component of Module 2 is divided into four lessons. Each of the lessons presents a number of aspects of the various language functions that candidates must master in their second language.

6. LANGUAGE CONTENT

The language component associated with the various language functions of **PL 2** is aimed at facilitating the development of candidates' communicative competence. Grammar, grammar exercises and vocabulary are integrated into learning activities using a communicative approach.

	FUNCTIONAL CONTENT	**LANGUAGE CONTENT**
LESSON 1	- make contact - state and identify services - discuss wants and needs - make requests for services - clarify information about services - ask for and give locations - ask for and give directions - offer thanks	- formulating requests : *I'd like, can/could/may, I have, I need* - imperatives: giving directions - questions used when asking for directions - questions: *what*?/*where*?/*how far*? - prepositions of place: *across from, upstairs, at the corner of*

LESSON 2	- identify types of dwellings - describe one's home, apartment, room - state/identify what household objects are in a room - request information about housing - ask/give information about the existence of household objects - ask/give information about housing and neighbourhood features - read housing advertisements	- demonstrative adjectives: *this, that, these, those* - *any/no* with *there is/there are* - questions of quantity: *how much?, how many?* - questions: how big/large/far/old/ what kind of? - contrasting definite and indefinite articles

LESSON 3	- talk about daily activities/routines at home and at work - compare daily activities/routines with others - ask for and tell the time - contrast daily activities/routines with actions in progress now - describe what is happening here and now	- time adverbials: *in the morning, at night, at noon* etc. - adverbs of frequency : *always, usually, often* etc. - frequency expressions: *once a day, every time, once in a while* etc. - present continuous tense - contrasting the simple present with the present continuous

LESSON 4	- talk about past time (last night, last week etc.) - ask and answer questions about past time - contrast a simple action (last night) with the simple present	- simple past of *be*: *was/were* - negative form of simple past tense - irregular verbs in simple past tense - past time expressions: *yesterday, last night/week, a…ago,* etc. - adverbs: *before, now, instead* - yes/no and wh-questions using the simple past tense - negative question form - conjunction: *because*

Table 4.5 – Functional and Language Content of Module 2

Length   7.   Module 2 is approximately 150 hours long.

Suggested activities   8.   Different learning strategies are used, as set out in the document "CFFC – Exercices types, réédition 1992":

a.	analysis	h.	re-use
b.	anticipation	i.	reformulation
c.	appreciation	j.	reorganization
d.	association	k.	repetition
e.	conceptualization	l.	summary
f.	role-play	m.	simulation
g.	recognition	n.	integration of new vocabulary

Evaluation details   9.   Evaluation: Each of the PL 2 lessons has an evaluation activity at the end. The evaluation enables the teacher to conduct a summary assessment of how well candidates have mastered the objectives and content of the lesson before moving on to the next one. Creating an audio/video recording of those activities makes it possible for the teacher to provide individualized remedial instruction. The evaluation can be done one on one or with the whole group present, depending on the students' needs.

10.   Enabling check: An enabling check (EC 2) is given after Module 2 (i.e., after approximately 300 course hours). It is both formative and summative and is based on the CAFEC. It features measurement techniques similar to the ones used in the performance checks, which are summative evaluations of the objectives.

Teaching material   CAFEC – Level A, Module 2: Teacher Book – Student Book

Various resources: magazines, newspapers, audio and visual recordings, films, the Internet, and multimedia content

CAFECP – CAFEC programmed (ALLIES Web)

EO 401.10 / LESSON 1 – MODULE 3

Enabling objective	ALL ABOUT CLOTHING

Conditions   1.   Given: Scenarios in which candidates must

      a.   identify/name clothing and accessories;

      b.   talk about the use/purpose of clothing items;

      c.   describe what someone is wearing;

      d.   talk about how someone looks;

      e.   talk about how something fits;

      f.   talk about ownership or possession;

      g.   talk about dress/shopping preferences;

      h.   ask and answer questions about cost;

      i.   state one's impressions;

      j.   ask for and give advice.

EO 401.11 / LESSON 2 – MODULE 3

Enabling objective	THE WEATHER

Conditions   1.   Given: Scenarios in which candidates must

        a.   talk about today's weather;

        b.   talk about the temperature;

        c.   talk about climate conditions (in different parts of the world);

        d.   make predictions about the weather/climate;

        e.   give simple reasons.

EO 401.12 / LESSON 3 – MODULE 3

Enabling objective	WHAT'S FOR DINNER?

Conditions   1.   Given: Scenarios in which candidates must

        a.   talk about food;

        b.   express quantity and measurement;

        c.   exchange information about availability;

        d.   make suggestions about food;

        e.   compare prices and different tastes;

        f.   make requests;

        g.   order food in a restaurant;

        h.   review a restaurant.

EO 401.13 / LESSON 4 – MODULE 3

Enabling objective		SPORTS AND LEISURE

Conditions 1. Given: Scenarios in which candidates must

       a. talk about sports, recreational activities and fitness;

       b. talk about abilities;

       c. state and compare abilities and preferences;

       d. explain how a sport/game works; a past game;

       e. talk about frequency of activities;

       f. ask and answer questions about lifestyle;

       g. express agreement/disagreement;

       h. give and obtain information on schedules.

Standard 2. Speaking: The candidates must understand the message. They must also be able to express themselves in communication scenarios in their second official language in accordance with the EC 3 standard in a context that is predictable, familiar and mastered.

3. Writing: The candidates must express themselves in work-related communication scenarios in their second official language in accordance with the EC 3 standard.

4. Reading: The candidates must read and understand texts in familiar, work-related communication scenarios in their second official language in accordance with the EC 3 standard.

Teaching points 5. FUNCTIONAL CONTENT

The functional component of Module 3 is divided into four lessons. Each of the lessons presents a number of aspects of the various language functions that candidates must master in

their second language.

6. LANGUAGE CONTENT

The language component associated with the various language functions of **PL 3** is aimed at facilitating the development of candidates' communicative competence. Grammar, grammar exercises and vocabulary are integrated into learning activities using a communicative approach.

	FUNCTIONAL CONTENT	LANGUAGE CONTENT
LESSON 1	- identify/name clothing and accessories - talk about the use/purpose of clothing items - describe what someone is wearing - talk about how someone looks - talk about how something fits - talk about ownership or possession - talk about dress/shopping preferences - ask and answer questions about cost - state one's impressions - ask for and give advice	- possessive pronouns - *whose* - *too* and *not…enough* - comparative adjectives - sense verbs: *look, feel, seem* - clothing-related expressions or phrasal verbs: *have on*

	FUNCTIONAL CONTENT	LANGUAGE CONTENT
LESSON 2	- talk about today's weather - talk about the temperature - talk about climate conditions (in different parts of the world); - make predictions about the weather/climate - give simple reasons	- weather adjectives - placement of adjectives - present continuous tense (expansion) - *going to* - *why* and *because* - past and present tense (recycled) - adverbs of frequency (recycled)

LESSON 3	- talk about food - express quantity and measurement - exchange information about availability - make suggestions about food - compare prices and different tastes - make requests - order food in a restaurant - review a restaurant	- count or non-count nouns: *a/an* or *any, a few* vs. *a little, some, much, many, how much, how many* - using *would* and *will* to make a request

LESSON 4	- talk about sports, recreational activities and fitness - talk about abilities - state and compare abilities and preferences - explain how a sport/game works; a past game - talk about frequency of activities - ask and answer questions about lifestyle - express agreement / disagreement - give and obtain information on schedules	- modal: *can* (ability) - gerunds: *like, dislike, love, hate, prefer* - verb + gerund (introduction) - verb + infinitive (introduction) - tag endings - expressions of agreement / disagreement: *So do I., Neither do I., I don't either., I (don't) agree with you., I think so too., I don't think so., I like/play/prefer it too.* - simple past tense (review and expansion)

Table 4.6 – Functional and Language Content of Module 3

Length   7.   Module 3 is approximately 150 hours long.

Suggested activities   8.   Different learning strategies are used, as set out in the document "*CFFC – Exercices types, réédition 1992*":

a.	analysis	h.	re-use
b.	anticipation	i.	reformulation
c.	appreciation	j.	reorganization

d.	association	k.	repetition
e.	conceptualization	l.	summary
f.	role-play	m.	simulation
g.	recognition	n.	integration of new vocabulary

Evaluation details   9.   Evaluation: Each of the PL 3 lessons has an evaluation activity at the end. The evaluation enables the teacher to conduct a summary assessment of how well candidates have mastered the objectives and content of the lesson before moving on to the next one. Creating an audio/video recording of those activities makes it possible for the teacher to provide individualized remedial instruction. The evaluation can be done one on one or with the whole group present, depending on the students' needs.

10.   Enabling check: An enabling check (EC 3) is given after Module 3 (i.e., after approximately 450 course hours). It is both formative and summative and is based on the CAFEC. It features measurement techniques similar to the ones used in the performance checks, which are summative evaluations of the objectives.

Teaching material   CAFEC – Level A, Module 3: Teacher Book – Student Book

Various resources: magazines, newspapers, audio and visual recordings, films, the Internet, and multimedia content

CAFECP – CFFC programmed (ALLIES Web)

EO 401.14 / LESSON 1 – MODULE 4

Enabling objective	TRAVEL AND TRANSPORTATION

Conditions   1.   Given: Scenarios in which candidates must

   a.   talk about means of transportation;

   b.   express preferences concerning means of transportation;

   c.   explain an itinerary;

   d.   ask and answer questions related to travel arrangements;

   e.   make travel arrangements;

   f.   express intention and decision;

   g.   talk about an individual's or a group's plans;

   h.   talk about a holiday;

   i.   talk about temporary duty (TD) expenses.

EO 401.15 / LESSON 2 – MODULE 4

Enabling objective	SHOPPING

Conditions   1.   Given: Scenarios in which candidates must

        a.   offer a service;

        b.   make a suggestion;

        c.   discuss possibilities / make choices;

        d.   state preferences;

        e.   state and respond to dissatisfaction;

        f.   state and respond to problems;

        g.   talk about cost and prices;

        h.   talk about availability/non-availability;

        i.   describe celebrations/holidays;

        j.   make invitations/offers;

        k.   apologize for, accept, decline, and express indecision about an invitation.

EO 401.16 / LESSON 3 – MODULE 4

Enabling objective	HEALTH

Conditions   1.   Given: Scenarios in which candidates must

      a.   describe and ask about ailments;

      b.   complain about health ailments;

      c.   describe an accident/medical emergency;

      d.   ask for details;

      e.   give/ask for advice;

      f.   make suggestions;

      g.   offer a course of action (remedies);

      h.   make an appointment;

      i.   choose the appropriate specialist.

EO 401.17 / LESSON 4 – MODULE 4

Enabling objective MONEY AND BANKING

Conditions 1. Given: Scenarios in which candidates must

     a. ask for and give banking information;

     b. explain available services/procedures;

     c. ask for and obtain bank services/products;

     d. discuss bank services;

     e. ask for and give change;

     f. give and obtain information of a personal nature;

     g. talk about spending/saving.

Standard 2. Speaking: The candidates must understand the message. They must also be able to express themselves in communication scenarios in their second official language in accordance with the PC 401 standard in a context that is predictable, familiar and mastered.

    3. Writing: The candidates must express themselves in work-related communication scenarios in their second official language in accordance with the PC 401 standard.

    4. Reading: The candidates must read and understand texts in familiar, work-related communication scenarios in their second official language in accordance with the PC 401 standard.

Teaching points 5. FUNCTIONAL CONTENT

     The functional component of Module 4 is divided into four lessons. Each of the lessons presents a number of aspects of the various language functions that candidates must master in

their second language.

6.   LANGUAGE CONTENT

The language component associated with the various language functions of **PL 4** is aimed at facilitating the development of candidates' communicative competence. Grammar, grammar exercises and vocabulary are integrated into learning activities using a communicative approach.

	FUNCTIONAL CONTENT	**LANGUAGE CONTENT**
LESSON 1	- talk about means of transportation - express preferences concerning means of transportation - explain an itinerary - ask and answer questions related to travel arrangements - make travel arrangements - express intention and decision - talk about an individual's or a group's plans - talk about a holiday - talk about temporary duty (TD) expenses	- prepositions: *by* and *on* (with means of transportation) - present continuous tense: *will* and *be going to* to talk about the future - present continuous tense: statements, yes/no questions, negatives

LESSON 2	- offer a service - make a suggestion - discuss possibilities / make choices - state preferences - state and respond to dissatisfaction - state and respond to problems - talk about cost and prices - talk about availability/non-availability - describe celebrations/holidays - make invitations/offers - apologize for, accept, decline, and express indecision about an invitation	- comparative form of adjectives and adverbs - superlative form of adjectives and adverbs - questions: *which* + noun, *which one/ones* - equatives: *as…,as…as, not as…as* - present continuous: *be going to* for future plans *will* to offer help - review: simple present tense, simple past tense, numbers, dates

LESSON 3	- describe and ask about ailments - complain about health ailments - describe an accident/medical emergency - ask for details - give/ask for advice - make suggestions - offer a course of action (remedies) - make an appointment - choose the appropriate specialist	- *have/have got* - *when* clauses - modals: *must* to express certainty, *should* to give advice or express an opinion - past continuous tense: questions, statements, and negative forms - past continuous tense vs. simple past tense

LESSON 4	- ask for and give banking information - explain available services/procedures - ask for and obtain bank services/products - discuss bank services - ask for and give change - give and obtain information of a personal nature - talk about spending/saving	- review: *because* - use of conditional + *will* for true statements - prepositions (related to banking) - imperatives (procedures/instructions) - present perfect tense: with *for* and *since* - *have to / don't have to*

Table 4.7 – Functional and Language Content of Module 4

Length   7.   Module 4 is approximately 150 hours long.

Suggested activities   8.   Different learning strategies are used, as set out in the document "CFFC – Exercices types, réédition 1992":

a.	analysis	h.	re-use
b.	anticipation	i.	reformulation

c.	appreciation		j.	reorganization
d.	association		k.	repetition
e.	conceptualization		l.	summary
f.	role-play		m.	simulation
g.	recognition		n.	integration of new vocabulary

Evaluation details

9. <u>Evaluation</u>: Each of the PL 4 lessons has an evaluation activity at the end. The evaluation enables the teacher to conduct a summary assessment of how well candidates have mastered the objectives and content of the lesson before moving on to the next one. Creating an audio/video recording of those activities makes it possible for the teacher to provide individualized remedial instruction. The evaluation can be done one on one or with the whole group present, depending on the students' needs.

10. <u>Performance check</u>: Students complete PC 401 after Module 4 (i.e., after approximately 600 course hours). This PC reflects the curriculum and is a summative evaluation of the objectives.

11. Students from courses that end at PL 4 also take the SLE in order to obtain a language profile of at least AAA. The *Preparatory Guide for the Second Language Evaluation Test of Oral Proficiency*, military version (latest version)[2] can be used to prepare students for the speaking portion of the test.

Teaching material

CAFEC – Level A, Module 4: Teacher Book – Student Book

Various resources: magazines, newspapers, audio and visual recordings, films, the Internet, and multimedia content

CAFECP – CAFEC programmed (ALLIES Web)

PO 402

Chapter 5

CHAPTER 5 – PO 402

Performance objective   Communicate in the target language at an intermediate level.

Conditions   1.   Given

    a.   Communication scenarios, both real and simulated, that focus on the use of the four language skills – Reading, Writing, Listening, and Oral Proficiency - and the performance of the following language functions:

        (1)   Talk about a past experience;

        (2)   Compare past and present situations;

        (3)   Talk about one's job and work conditions;

        (4)   Discuss work in progress;

        (5)   Discuss problems or complaints;

        (6)   Express satisfaction or dissatisfaction;

        (7)   Discuss completed assignments;

        (8)   Make recommendations;

        (9)   Give an opinion; and

        (10) Speculate about the future.

    b.   Military language tasks such as

        (1)   Describing skills acquired;

        (2)   Writing a memorandum;

        (3)   Giving a briefing;

(4)   Investigating an incident;

(5)   Delegating tasks;

(6)   Producing a SITREP (orally and in writing);

(7)   Discussing contingencies;

(8)   Asking for corrective action; and

(9)   Writing an after-action report (AAR).

c.   The Canadian Armed Forces English Curriculum and extra teaching materials.

Standard   2.   The candidates must reach language proficiency Level B as set out in the Qualification Standards in Relation to Official Languages of the Treasury Board of Canada Secretariat (www.tbs-sct.gc.ca/gui/squn03-eng.asp) by carrying out the following activities in their second official language, i.e., English:

a.   **Reading**: Reading and identifying the relevant information in texts in order to understand the meaning;

b.   **Writing**: Expressing themselves properly and appropriately; and

c.   **Speaking**: Understanding the message and expressing themselves.

Teaching points   3.   The content at the intermediate level is based on language tasks that make it possible to reach the final objective, PO 402. Each of those tasks guide the learning activities and define the enabling objective (EO) to reach at each progress level.

PL	ENABLING OBJECTIVE	LESSON	LESSON TITLE	MODULE	TEST
5	EO 402.01	1	Basic Training	5	EC 5
	EO 402.02	2	The Forces; Then and Now		
6	EO 402.03	1	Working in the Forces	6	EC 6
	EO 402.04	2	Briefings		
	EO 402.05	3	Organizing Events		
7	EO 402.06	1	Complaints and Solutions	7	PC 402 (AAA)
	E0 402.07	2	Tasks, Responsibilities, and Work-related Problems		
	EO 402.08	3	Future Challenges and Trends of the CAF		
			Preparing for PC 402 and the SLE		SLE

Table 5.1 – Enabling Objectives by Progress Level

Length 4. The program involves 450 hours of training, divided into three progress levels.

5. Once the candidate has completed progress level 7, he/she can receive up to 60 hours of additional training to consolidate their knowledge and prepare for PC 402 and the SLE test.

LENGTH OF PO 402		
PL 5	Module 5	150 hrs
PL 6	Module 6	150 hrs
PL 7	Module 7	150 hrs
CONS	Skill consolidation and test preparation	60 hrs max

Table 5.2 – Length of PO 402

Teaching and learning strategies

6.   The suggested activities are taught using a communicative approach. This approach emphasizes the use of authentic or realistic documents, of different strategies in accordance with the characteristics and needs of the candidates, of meaningful speech acts, and of realistic, relevant scenarios. The learning activities are related to the candidates' work environment and career. The language skills to develop are determined by the candidates' skills and language profile.

7.   Communication scenarios, both real and simulated, that focus on the use of the four language skills and the performance of the following language functions:

    a.   Talk about a past experience;

    b.   Compare past and present situations;

    c.   Talk about one's job and work conditions;

    d.   Discuss work in progress;

    e.   Discuss problems or complaints;

    f.   Express satisfaction or dissatisfaction;

    g.   Discuss completed assignments;

    h.   Make recommendations;

    i.   Give an opinion; and

    j.   Speculate about the future

8.   Different learning strategies are used, as set out in the document "CFFC – Exercices types, réédition 1992":

a.	analysis	h.	re-use
b.	anticipation	i.	reformulation
c.	appreciation	j.	reorganization
d.	association	k.	repetition

e.	conceptualization	l. summary
f.	role-play	m. simulation
g.	recognition/differentiation	n. integration of new vocabulary

9. In order to make it possible for candidates to keep their skills current in a real and stimulating communication context, it is possible to integrate activities and pedagogical outings that give students a chance to use the target language.

Evaluation details 10. At the end of Progress Levels 5 and 6, an enabling check (EC) is used to evaluate candidates' language abilities in a formative and summative manner, in the three language skills – Reading, Writing and Oral Proficiency.

11. At the end of PL 7, a performance check, PC 402, is used to conduct a summative evaluation of candidates' abilities in three language skills – Reading, Writing and Oral Proficiency.

12. It is strongly recommended that the integration and target activities in the following documents be used: the *Interview Guide and Preparatory Exercises for PC 402 and the SLE*, and the *Preparatory Guide for the Second Language Evaluation Test of Oral Proficiency, military version* (latest version).

PL	EO	LESSON	MODULE	TEST
5	402.01	1	5	EC 5
	402.02	2		
6	402.03	1	6	EC 6
	402.04	2		
	402.05	3		
7	402.06	1	7	PC 402 SLE* (BBB)
	402.07	2		
	402.08	3		

* only for courses ending at PL 7

Table 5.3 – Evaluation Tools

Teaching material   CAFEC – Level B, Modules 5 to 7: Teacher Books – Student Books

Various resources: magazines, newspapers, audio and visual recordings, films, the Internet, and multimedia content

Interview Guide and Preparatory Exercises for PC 402 and the SLE

Preparatory Guide for the Second Language Evaluation Test of Oral proficiency, military version (latest version)

Course guide – Refresher and Preparation for the SLE, Level B

CAFECP – CAFEC programmed (ALLIES Web)

LESSON SPECIFICATIONS
Modules 5 to 7

PL 5 and PL 7

EO 402.01 AND 402.02 / LESSONS 1 AND 2 – MODULE 5

Enabling objective 402.01	**Basic Training (Lesson 1)**: By the end of this lesson, you will be able to talk about your experience in basic training – what was best, what was worst – and describe the skills you acquired.
Enabling objective 402.02	**The Forces; Then & Now (Lesson 2)**: By the end of this lesson, you will be able to talk about how the CAF has evolved, and compare its past and present military structures and roles.

Conditions

1. Given

    a. Communication scenarios, both real and simulated, that focus on the use of the four language skills and the performance of the following main language functions: recount/relate past events, compare and contrast the past with the present, and express an opinion.

    b. The Canadian Armed Forces English Curriculum and extra teaching materials.

Standard

2. Speaking: The candidates must understand the message. They must also be able to express themselves in communication scenarios in their second official language in accordance with the EC 5 standard in a context that is predictable, familiar and mastered.

3. Writing: The candidates must express themselves in work-related communication scenarios in their second official language in accordance with the EC 5 standard.

4. Reading: The candidates must read and understand texts in familiar, work-related communication scenarios in their second official language in accordance with the EC 5 standard.

Teaching points

5. FUNCTIONAL CONTENT

    The functional component of Module 5 is divided into two lessons, allowing the language functions of Performance

Objective 402 (PO 402) to be integrated. The aim of these lessons/functions is to improve speaking, writing and reading.

6.   LANGUAGE CONTENT

Some of the grammar points covered in Level A will be consolidated and studied in more depth.

	FUNCTIONAL CONTENT	LANGUAGE CONTENT
LESSON 1	**Basic Training** a. recounting/relating past events b. expressing an opinion c. expressing obligation and ability d. making comparisons e. recounting/sequencing events f. summarizing g. discussing what has just happened	- simple present tense, simple future tense, past participles - gambits for giving and supporting an opinion - modals of necessity - conjunctions : *because* vs. *because of* - sequence markers - present perfect tense (introduction) - phrasal verbs

	FUNCTIONAL CONTENT	LANGUAGE CONTENT
LESSON 2	**The Forces; Then & Now** a. summarizing b. giving a brief past narration c. exchanging opinions d. comparing past and present situations e. describing (graphs, charts)	- the progressive form (imperfect and past tense) - passive voice - gambits for exchanging opinions - gerunds after prepositions - comparisons: adverbial phrases - phrasal verbs (separable vs. non-separable)

Table 5.4 – Functional and Language Content of Module 5

Length   7.   Module 5 is approximately 150 hours long.

Suggested activities   8.   Different learning strategies are used, as set out in the document "CFFC – Exercices types, réédition 1992":

a.	analysis	h.	re-use
b.	anticipation	i.	reformulation
c.	appreciation	j.	reorganization
d.	association	k.	repetition
e.	conceptualization	l.	summary
f.	role-play	m.	simulation
g.	recognition/ differentiation	n.	integration of new vocabulary

Evaluation details 9. Each of the lessons in the PL 5 modules has an evaluation activity at the end. The evaluation (i.e. Verification Section) enables the teacher to conduct a summary assessment of how well candidates have mastered the objectives and content of the lesson before moving on to the next one.

10. Enabling check: An enabling check (EC 5) is given after PL 5. It is both formative and summative and is based on the CAFEC. It features measurement techniques similar to the ones used in the performance checks, which are summative evaluations of the performance objectives of the three levels.

Teaching material CAFEC – Level B, Module 5: Teacher Books – Student Books

Various resources: magazines, newspapers, audio and visual recordings, films, the Internet, and multimedia content

CAFECP – CAFEC programmed (ALLIES Web)

EO 402.03 to 402.05 / LESSONS 1 to 3 – MODULE 6

Enabling objective 402.03	**Working in the Forces (Lesson 1)**: By the end of this lesson, you will be able to talk about your job in the CAF, including skills, training, and work conditions. You will also be able to discuss work in progress; understand CAF directives and other documents; and write a memorandum.
Enabling objective 402.04	**Briefings (Lesson 2)**: By the end of this lesson, you will be able to give briefings on equipment and procedures by analysing and practising different briefing formats.
Enabling objective 402.05	**Organizing Events (Lesson 3)**: By the end of this lesson, you will be able to participate in event planning, which includes delegating tasks, making arrangements, planning for contingencies, writing an agenda, and making announcements. You will be able to give a toast and a short speech which recognizes the accomplishments of others. You will be able to write a biography.
Conditions	1. Given

       a.   Communication scenarios, both real and simulated, that focus on the use of the four language skills and the performance of the following main language functions: talking about one's job, discussing work in progress, giving a briefing, delegating tasks and planning for contingencies.

       b.   The Canadian Armed Forces English Curriculum and extra teaching materials.

Standard	2. Speaking: The candidates must understand the message. They must also be able to express themselves in communication scenarios in their second official language in accordance with the EC 6 standard in a context that is predictable, familiar and mastered.

3. Writing: The candidates must express themselves in work-related communication scenarios in their second official language in accordance with the EC 6 standard.

4. Reading: The candidates must read and understand texts in familiar, work-related communication scenarios in their second

official language in accordance with the EC 6 standard.

Teaching points　　5.　FUNCTIONAL CONTENT

The functional component of Module 6 is divided into three lessons, allowing the language functions of Performance Objective 402 (PO 402) to be integrated. The aim of these lessons/functions is to improve speaking, writing and reading.

6.　LANGUAGE CONTENT

Some of the grammar points covered in Level A will be consolidated and studied in more depth.

FUNCTIONAL CONTENT	LANGUAGE CONTENT
Working in the Forces a. describing tasks and abilities associated with military occupations b. describing training, skills and conditions of military occupations c. military memo writing: form and content d. assigning/delegating tasks e. making and responding to suggestions f. talking about work in progress g. talking about operational problems and solutions h. speculating on consequences i. understanding policies/procedures/ DAOD's	- gerunds vs. infinitives - gambits for opening and closing memos - ABC's of military writing (accuracy, brevity, clarity) - gambits: asking for and giving clarification - present perfect tense in passive voice - present perfect continuous tense - modals of possibility: *may, might, could* - language of military directives: *shall*, *be* + infinitive, *may* and *should*. - phrasal verbs

LESSON 1

| **Briefings**

a. giving a briefing

b. describing a procedure

c. giving a descriptive briefing (e.g. describing the characteristics of a vehicle)

d. giving a safety briefing

e. giving an information briefing

f. summarizing

g. paraphrasing | - connectors: *first, next, as well as, as a result, although in order to* etc.
- passive modals
- compound modifiers
- phrasal verbs
- comparing: false cognates
- gerunds as subjects |

LESSON 2

LESSON 3	**Organizing Events** a. planning an event b. writing and discussing an agenda c. assigning tasks d. answering *wh*-questions e. talking about complications f. confirming arrangements g. identifying potential problems h. presenting contingency plans i. proposing and giving a toast j. writing a biography	- event-related vocabulary and expressions - causatives - gambits for delegating tasks - gambits for presenting an award: welcoming, congratulating, describing achievements, responding and concluding. - future continuous tense - guidelines for a military biography - phrasal verbs

Table 5.5 – Functional and Language Content of Module 6

Length 7. Module 6 is approximately 150 hours long.

Suggested activities 8. Different learning strategies are used, as set out in the document "CFFC – Exercices types, réédition 1992":

a.	analysis	h.	re-use
b.	anticipation	i.	reformulation
c.	appreciation	j.	reorganization
d.	association	k.	repetition
e.	conceptualization	l.	summary
f.	role-play	m.	simulation
g.	recognition / differentiation	n.	integration of new vocabulary

Evaluation details 9. Each of the lessons in the PL 6 modules has an evaluation activity (i.e. Verification Section) at the end. The evaluation enables the teacher to conduct a summary assessment of how

well candidates have mastered the objectives and content of the lesson before moving on to the next one.

10. Enabling check: An enabling check (EC 6) is given after PL 6. It is both formative and summative and is based on the CAFEC. It features measurement techniques similar to the ones used in the performance checks, which are summative evaluations of the performance objectives of the three levels.

Teaching material   CAFEC – Level B, Module 6: Teacher Book – Student Book

Various resources: magazines, newspapers, audio and visual recordings, films, the Internet, and multimedia content

CAFECP – CAFEC programmed (ALLIES Web)

EO 402.06 TO 402.08 / LESSONS 1 TO 3 – MODULE 7

Enabling objective 402.06	**Complaints and Solutions (Lesson 1)**: By the end of this lesson, you will be able to discuss problems or complaints related to consumer goods or services and explore possible solutions. You will learn how to express satisfaction or dissatisfaction, and ask for corrective action(s). You will also be able to respond to problems and complaints by offering solutions, making referrals, or suggesting resources.
Enabling objective 402.07	**Reporting on Operations and Exercises (Lesson 2)**: By the end of this lesson, you will be able to describe the objectives of an operation/exercise and its implementation/action plan, including the identification of resources and timelines. You will be able to discuss objectives pursued; work completed and in progress; and corrective measures taken. You will be able to report on a completed assignment orally and in writing in the forms of debriefings and after action reports.
Enabling objective 402.08	**Future Challenges and Trends of the CAF (Lesson 3)**: By the end of this lesson, you will be able to talk about the evolving roles of the CAF, discuss some of the international and domestic challenges they face, and explore possible solutions. You will also be better at giving effective presentations.[1]

Conditions

1. Given

    a. Communication scenarios, both real and simulated, that focus on the performance of the following main language functions: expressing satisfaction or dissatisfaction, responding to problems and complaints, discussing work completed and in progress, writing an after-action report, and speculating about the future.

    b. The Canadian Armed Forces English Curriculum and extra teaching materials.

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[1] It should be noted that EO 402.08/Lesson 3 had yet to be developed when the current version of the Training Plan went to print. Consequently, end-users may notice slight variations between the Training Plan (TP) description and the actual lesson, when distributed. Required updates will appear in a future version of the TP.

Standard   2.   Speaking: The candidates must understand the message. They must also be able to express themselves in communication scenarios in their second official language in accordance with the PC 402 standard.

                       3.   Writing: The candidates must express themselves in work-related communication scenarios in their second official language in accordance with the PC 402 standard.

                       4.   Reading: The candidates must read and understand texts in communication scenarios in their second official language in accordance with the PC 402 standard.

Teaching points   5.   FUNCTIONAL CONTENT

                       The functional component of Module 7 is divided into three lessons so that one or more of the language functions of Performance Objective 402 (PO 402) can be integrated. The aim of these lessons/functions is to improve speaking, writing and reading.

                       6.   LANGUAGE CONTENT

                       Some of the grammar points covered in Level A will be consolidated and studied in more depth.

	FUNCTIONAL CONTENT	LANGUAGE CONTENT
LESSON 1	**Complaints and Solutions** a. reporting problems b. responding to potential problems c. making suggestions/ recommendations d. explaining a complaint to a third party e. talking about past complaints, corrective actions and outcomes f. writing a letter of complaint g. writing a letter of response to a complaint h. speculating on positive and negative outcomes	- the second conditional tense: *If I had this, I would, could, should, or might do that.* - modals of probability - indirect/reported speech - exponents used for reporting problems - exponents used for making suggestions/ recommendations - causatives - the past perfect tense (introduced) - common exponents used for making and responding to complaints - phrasal verbs

LESSON 2	**Reporting on Operations and Exercises** a. describing a mission/operational plan b. stating objectives c. talking about required resources d. talking about mission timelines, procedures and coordination of activities e. discussing work completed and in progress f. speculating g. making predictions h. discussing changes in tasking: corrective measures taken i. summarizing results achieved and making recommendations j. writing an after-action report	- embedded questions (indirect questions) - future continuous tense (review) - future tense in passive voice: *will be/shall be* + past participle - modals (past) : *could/would/should have + done* - distinguishing factual language from speculative language - the subjunctive mood (when making recommendations)

	Future Challenges and Trends of the CAF	- modals
LESSON 3	a. describing domestic and international challenges	- the second conditional tense
		- the subjunctive mood: *critical, vital, imperative*
	b. stating the problem	- common language exponents used in summarizing and persuading
	c. giving background information	- phrasal verbs
	d. agreeing/disagreeing with others	
	e. asking for clarification	
	f. persuading	
	g. summarizing	

Table 5.6 – Functional and Language Content of Module 7

Length   7.   Module 7 is approximately 150 hours long. Note: Because of the concurrent preparation for the SLE, which is given after PL 7, and the time allotted for consolidation, the length of this module may have to be reduced by choosing the activities in this module very selectively according to the impact on PC 402 and the SLE.

Suggested activities   8.   Different learning strategies are used, as set out in the document "CFFC – Exercices types, réédition 1992":

a.	analysis	h.	re-use
b.	anticipation	i.	reformulation
c.	appreciation	j.	reorganization
d.	association	k.	repetition
e.	conceptualization	l.	summary
f.	role-play	m.	simulation
g.	recognition/differentiation	n.	integration of new vocabulary

Evaluation details   9.   Each of the lessons in the PL 7 modules has an evaluation activity (i.e. Verification Section) at the end. The evaluation enables the teacher to conduct a summary assessment of how well candidates have mastered the objectives and content of

the lesson before moving on to the next one.

10. <u>Performance check</u>: A performance check (PC 402) is given after PL 7 (i.e., after approximately 450 course hours) in accordance with Chapter 3, paras 28-29. It is based on the CAFEC and is a summative evaluation of the objectives.

Teaching material   CAFEC – Level B, Module 7: Teacher Book – Student Book

Various resources: magazines, newspapers, audio and visual recordings, films, the Internet, and multimedia content

CAFECP – CAFEC programmed (ALLIES Web)

PO 403

Chapter 6

FOREWORD TO CHAPTER 6 – PO 403

At the time of publication of the 2013 Training Plan, the Canadian Armed Forces English Curriculum (CAFEC) did not include Level C / PO 403 content with which to teach students, nor did it include Enabling Checks (EC) for formative testing.

What follows is a description of a Level C / PO 403 framework, from which a future curriculum will be developed and from which current classroom instruction may be defined. This description includes four Progress Levels (PLs), which aim to help in the general placement of students within a maximum 630-hour training duration for Level C.

Pending the development of the CAFEC Level C, individual training establishments may identify their own teaching materials, drawing on authentic work-related documents provided by the students and various commercial English-Second-Language teaching products. Using the sequence of language functions and linguistic structures identified in the current chapter of the Training Plan as a guideline, teachers are encouraged to supplement and scaffold their teaching according to the individual needs of their students.

CHAPTER 6 – PO 403

Performance objective   Communicate in the target language at an advanced (superior) level.

Conditions[1]   1.   Given

        a.   Communication scenarios, both real and simulated, that make it possible to perform oral and written language tasks in a military environment, such as

            (1)   Giving detailed explanations and descriptions;

            (2)   Handling complex situations relating to work and providing advice and guidance;

            (3)   Discussing hypothetical situations;

            (4)   Supporting an opinion, defending a point of view, justifying a measure.

Standard   2.   As set out in the Military Second Language Training Specifications (4705-0 (DREI 7-2)) of 10 October 1997, to obtain a CBC profile, the candidates must carry out the following activities in their second official language, i.e., English:

        a.   **Reading**: Reading and identifying the relevant information in a variety of texts on specialized or unfamiliar subjects in order to understand the meaning in accordance with the PC 403 standard corresponding to Public Service Commission (PSC) Level C;

        b.   **Writing**: Expressing themselves properly and appropriately in accordance with the PC 402 standard corresponding to PSC Level B;

        c.   **Speaking**: Understanding the message and expressing themselves properly and appropriately in accordance with the PC 403 standard corresponding to PSC Level C.

Teaching points   3.   The goals of the advanced level are skill consolidation and mastery of complex language functions. The expected level of performance is attained through mastering communicative

tasks that require the use of various complex functions at the same time. Unlike the simple language functions in the previous levels, these tasks aim to produce complex speech in which several skills can be worked on simultaneously. With that in mind, the objective is no longer messages limited to a simple function; it is complex speech with a wider intent and more goals. Ease; content development; clarity of communication; conscious and natural-sounding integration of more complex variants; adequate level of detail according to the context and the degree of complexity (not all language situations are the same); level of interaction, initiative and interest in communication; general communication strategies; spontaneity and a strong understanding of the spoken language are ever-present factors that have an impact on the performance threshold to take into consideration in the student's feedback, so as not to overestimate the level of "complexity" expected at Level C. Abstract thinking is further developed, and a number of more complex Level C structures (gerunds, participles, advanced verb structures, inversions, conditional statements, reported speech, idioms etc.) are better integrated. At the same time, the candidates use certain Level B structures more spontaneously and correctly than they did before. In some cases, grammar structures may prove easier to master than abstract thinking.

4. The advanced level is characterized by the complexity of the language tasks, the acquisition of a precise and varied work-related vocabulary, the application of effective discourse competence, and the acquisition of semantic and syntactic elements suitable for a formal level of language.

5. The content at the advanced level is divided into four progress levels (PLs). Each level aims to achieve a specific enabling objective. Although numerous language functions are engaged during the learning activities, each progress level targets a specific skill towards which the lesson objectives are directed. The language content is integrated naturally into the reading, oral interaction and writing activities so as to support and facilitate discursive competency in the assigned tasks.

Refresher prior to advanced level

6. To ensure that the candidates have the prerequisites, the advanced level is preceded by refresher training during which the candidates review and update the functional and language content of the BBB entry profile. This mandatory refresher training is between one and five weeks long.

Functional content

7. The content of the advanced level is organized around major language concepts, which are explored one by one in an

increasingly comprehensive manner in each of the PLs. These speech components are: explanation, narration, hypothesis, opinion and advice. These functions are worked on in each of the PLs, but to varying degrees according to the specified objective.

8.   The language tasks determine the choice of learning activities. Each of the language tasks is expressed as an enabling objective (EO) and measured by an enabling check (EC).

Language content   9.   In addition to targeting oral and written proficiency with regard to the language points studied at the previous levels, the advanced level targets the mastery of additional language elements that are necessary in order to perform complex language tasks. However, if there are deficiencies or specific difficulties among the candidates, a more in-depth review of certain language points may be warranted.

Length   10.   The advanced level program includes 21 weeks of intensive training (four EOs and two weeks of consolidation), in addition to up to 5 weeks or 150 hours devoted to refresher training prior to the advanced level. In the event of failure of the PC (oral proficiency) or the SLE (reading, writing or oral proficiency), up to 50 additional hours of remedial training may be allocated in preparation for the exam retakes.

LENGTH OF PO 403		
REFRESHER	Refresher Training: Skill Enhancement	According to the placement test (max. 5 weeks or 150 hrs)
PL 8	EO 403.01	150 hrs
PL 9	EO 403.02	150 hrs
PL 10	EO 403.03	150 hrs
PL 11	EO 403.04	120 hrs
CONS	Skill consolidation	60 hrs
RETAKE	Test retakes	50 hrs
Maximum length of the advanced level		830 hrs

Table 6.1 – Length of PO 403

Teaching and learning strategies

11. The teaching strategies are based on a language acquisition methodology that uses the communicative approach. This approach emphasizes the use of authentic or realistic documents; a focus on the students, their interests and their needs; meaningful communication; and realistic, relevant scenarios. Oral and written activities are related to the candidates' work environment and career. Here are some sample activities:

   a.   debate

   b.   role-play

   c.   simulation

   d.   presentation

   e.   etc.

12. Communication scenarios, both real and simulated, that make it possible to perform the following oral and written language tasks in a military environment:

   a.   Giving detailed explanations and descriptions;

   b.   Providing advice and guidance during complex situations relating to work;

   c.   Discussing hypothetical situations;

d.   Supporting an opinion, defending a point of view, justifying a measure.

13. The level of mastery of previously acquired skills, the candidates' language profile and the professional requirements of the candidates' military work environment determine how much time should be spent on each language skill.

14. Different learning strategies and techniques are used, as set out in the document "CFFC – Exercices types, réédition 1992." Here are some examples:

a.	analysis	i.	discrimination
b.	anticipation	j.	enumeration
c.	self-correction	k.	re-use
d.	self-evaluation	l.	reorganization
e.	association	m.	identification
f.	critique	n.	repetition
g.	comparison	o.	simulation
h.	conceptualization	p.	summary
	etc.		

Evaluation details   15. **Reading**. The PSC Second Language Evaluation (SLE) test is the Level C certification test in reading.

16. **Writing**. As a Level B in writing is a prerequisite to registering for the advanced level, this skill is not evaluated.

17. **Speaking**. At the end of PLs 8, 9 and 10, an enabling check (EC) is used evaluate the candidates' progress in a formative and summative manner, with regard to the targeted performance in oral proficiency.

18. It is recommended but optional that Performance Check 403 (PC 403) be given at the end of PL 11. Only the candidates' performances in oral proficiency are evaluated.

19. The results obtained on PC 403 are used to create a tailored lesson plan in preparation for a test retake or the SLE.

EVALUATION TOOLS			
PL 8	EO 403.01	Formative and summative	EC 8
PL 9	EO 403.02	Formative and summative	EC 9
PL 10	EO 403.03	Formative and summative	EC 10
PL 11	EO 403.04	Summative	PC 403
Certification			SLE

Table 6.2 – Evaluation Tools

Teaching material[2]   Authentic or realistic documents: organizational charts, résumés, speeches, emails, task descriptions, correspondence, memoranda, administrative documents, reports, DAODs and CANFORGENs

Various sources: magazines, newspapers, audio and visual recordings, films, news stories, television shows, the Internet, multimedia content, and videoconferences

Complementary exercise books

Preparatory Guide for the SLE Test of Oral Proficiency, military version (latest version)

CAFECP – CAFEC programmed (ALLIES Web)

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[2] It should be noted that the CAFEC Level C (PO 403) had yet to be developed when the current version of the Training Plan was published. Consequently, and until further notice, the selection of teaching materials associated with Level C training is at the training delivery agency's discretion.

REFRESHER TRAINING PRIOR TO PL 8

Learning objective	1. Ensure that the students have thoroughly mastered the communicative tasks of Levels A and B with regard to discursive, linguistic, strategic and sociolinguistic skills before beginning Level C.
Length	2. The refresher training is variable in length depending on the candidate's performance on a general oral placement test. The maximum length of the refresher training is 150 hours.
Teaching points	**Language functions to be mastered**

      a. Explaining one's work (principal tasks and responsibilities, procedures, processes)

      b. Describing a place, a person

      c. Recounting (a mission, an exercise, training, a stay abroad)

      d. Negotiating (a solution to a concrete work-related problem)

Essential vocabulary

      a. Vocabulary to describe or explain one's work

      b. General vocabulary for day-to-day situations and current events

Language points to review

      a. The most frequently used verbs, in all tenses

      b. Work-related verbs

      c. Prepositions

      d. Basic gerunds

      e. Adjectives and compound modifiers

      f. Pronouns

g. Modals

h. Any specific difficulties that the students may have

Discursive elements to review

a. Basic linking words (conjunctions)

b. Indicators of time (time markers and sequencers)

Methodology 3. Verify the students' knowledge and adapt the training to their specific needs. Put the students in situations that enable them to accomplish tasks. Use authentic or realistic material and scenarios related to the learners' work and life experience.

Teaching material Authentic or realistic material (newspapers, DND documents)

Material prepared by the teachers

Extra exercises

Suggested activities Specific vocabulary search

Written compositions

Presentations

Hot seat (Q&A with spontaneous responses)

Self-correction of recordings

Discussion of current events

Transcription of audio recordings

Reading of real or realistic documents

Grammar review

Systematization of language points

Role-plays
Debates

Dictations

Games

LESSON SPECIFICATIONS

PL 8 to PL 11

EO 403.01

Enabling objective	1.	Targeted objective: Giving detailed explanations and descriptions.
Conditions	2.	Oral and written communication scenarios that develop discourse competence—narration, advice, hypothesis, opinion and, in a more targeted manner, **explanation**—in a context that is less predictable, less familiar and less mastered.
	3.	Language tasks in which candidates must **compare, evaluate, define, generalize, explain in plain language, enumerate, describe** and **define**.
Standard	4.	Speaking: The candidates must understand the message. They must also be able to properly and appropriately express themselves in communication scenarios in their second official language in accordance with the PC 403 standard;
	5.	Writing: The candidates must express themselves in work-related communication scenarios in their second official language in accordance with the PC 402 standard;
	6.	Reading: The candidates must read and understand texts in communication scenarios in their second official language in accordance with Public Service Commission Level C.
Teaching points	7.	FUNCTIONAL CONTENT
		The functional content of PL 8 encompasses language tasks that are presented in the form of intermediate objectives and enable candidates to improve their abilities in the three skills.

FUNCTIONAL CONTENT

Giving a speech: present, develop and conclude a topic
Giving a detailed description of one's work, tasks, responsibilities and
 workplace
Defining a need, an approach, a concept, an environment
Comparing programs, systems
Giving orders, directives, tasks
Summarizing a report, an article, a meeting

Table 6.3 – Functional Content of PL 8

8. LANGUAGE CONTENT

A review of the language content of Levels A and B is integrated into the in-class communication activities. PL 8 focuses on the acquisition of specialized vocabulary related to the candidates' professional responsibilities. In addition, the following language points are reviewed:

LANGUAGE CONTENT	
Semantic Content	**Grammar Content**
Idiomatic expressions Fixed expressions and collocations Discourse connectors/conjunctive adverbials: goal, cause, consequences or effect	The present, past, and future perfect tenses The first and second conditional tenses Gerunds Modal auxiliaries Placement of adjectives Negation Pronouns Prepositions Question structure

Table 6.4 – Language Content of PL 8

Length

9. PL 8 is 5 weeks or 150 hours long.

Suggested activities

10. The selected learning activities such as simulation, role-play, presentations and discussions focus on the acquisition of oral communication skills while still maintaining and developing the candidates' writing skills.

11. The preparatory texts for oral production are corrected and worked on again before the presentations. The suggested readings help enrich vocabulary, improve grammar knowledge and guide discussions. Communication scenarios are related to the candidates' area of work and use a variety of learning strategies, such as

a. analysis   g. re-use

b. deduction   h. paraphrase

c. appreciation   i. reorganization

d. association   j. repetition

e.	conceptualization	k.	summary
f.	recognition	l.	use of new vocabulary

Evaluation details   12.   An enabling check (EC 8) is given at the end of PL 8. This test evaluates the candidates' progress in oral proficiency in a formative and summative manner.

13.   The candidates' ability to give detailed explanations and descriptions is verified globally using an evaluation grid. Criteria include speech, ease, vocabulary, verb tenses, cohesion, listening comprehension, pronunciation and grammar.

Teaching material   Authentic or realistic documents: organizational charts, résumés, speeches, emails, task descriptions, correspondence, memoranda, administrative documents, reports, DAODs and CANFORGENs

Various resources: magazines, newspapers, audio and visual recordings, films, the Internet, multimedia content, and videoconferences

Canadian Armed Forces lexicons: Navy Lexicon – Army Lexicon – Aeronautics Lexicon

Complementary reading and writing exercises

CAFECP – CAFEC programmed (ALLIES Web)

LESSON SPECIFICATIONS

PL 9

EO 403.02

Enabling objective	1.	Targeted objective: Providing advice and guidance during complex work-related situations.
Conditions	2.	Oral and written communication scenarios that develop discourse competence —explanation, hypothesis, opinion and, in a more targeted manner, **narration and advice**—in a context that is less predictable, less familiar and less mastered.
	3.	Language tasks in which candidates must **relate, explain, analyze, evaluate, investigate, advise** and **discipline**.
Standard	4.	Speaking: The candidates must understand the message. They must also be able to properly and appropriately express themselves in communication scenarios in their second official language in accordance with the PC 403 standard;
	5.	Writing: The candidates must express themselves in work-related communication scenarios in their second official language in accordance with the PC 402 standard;
	6.	Reading: The candidates must read and understand texts in communication scenarios in their second official language in accordance with PSC Level C.
Teaching points	7.	FUNCTIONAL CONTENT
		The functional content of PL 9 encompasses language tasks that are presented in the form of objectives and aim to improve the candidates' oral proficiency while reinforcing their writing and reading skills.

FUNCTIONAL CONTENT
Relating an event Explaining a problem, a delicate situation Analyzing a situation in retrospect Evaluating a performance, a situation Investigating an accident, a case of theft, a disaster Tactfully advising a subordinate, a colleague, a boss Disciplining

Table 6.5 – Functional Content of PL 9

8.   LANGUAGE CONTENT

A progressive review of the language content of Levels A and B is integrated into the in-class activities. If there are deficiencies or specific difficulties among the candidates, a more in-depth review of certain language points may be warranted.

In PL 9, the acquisition of specialized vocabulary related to the candidates' professional responsibilities is accompanied by a review of the following language points:

LANGUAGE CONTENT	
Semantic Content	**Grammar Content**
Idiomatic expressions Fixed expressions and collocations Discourse connectors/conjunctive adverbials: goal, cause, consequence or effect, contrast, concession etc. Negative interrogative	The third conditional tense The passive voice Comparatives and superlatives Subjunctive form (when advising) Adverbial subordinate clauses Gerunds Adverbs Indirect speech/ reported speech

Table 6.6 – Language Content of PL 9

Length

9.   PL 9 is 5 weeks or 150 hours long.

Suggested activities

10.   The suggested activities focus on the development of the candidates' oral proficiency skills while still maintaining and developing their writing skills.

11.   The preparatory texts for oral production are corrected and worked on again before the presentations. The suggested readings help enrich vocabulary, improve grammar knowledge and guide discussions. Communication scenarios are related to the candidates' area of work and use a variety of learning strategies, such as

a.   analysis   g.   re-use

b.   deduction   h.   paraphrase

c.   appreciation   i.   reorganization

d.   association   j.   repetition

e.	conceptualization	k.	summary
f.	recognition	l.	use of new vocabulary

Evaluation details   12. An enabling check (EC 9) is given at the end of PL 9. This test evaluates the candidates' progress in oral proficiency in a formative and summative manner.

13. The candidates' ability to provide advice and guidance in complex situations is verified globally using an evaluation grid. Criteria include speech, ease, vocabulary, verb tenses, cohesion, listening comprehension, pronunciation and grammar.

Teaching material   Authentic or realistic documents: organizational charts, résumés, speeches, correspondence, administrative documents, emails, reports, DAODs and CANFORGENs

Various resources: magazines, newspapers, audio and visual recordings, films, the Internet, multimedia content, and videoconferences

Canadian Armed Forces lexicons: Navy Lexicon – Army Lexicon – Aeronautics Lexicon

Complementary exercise books

CAFECP – CAFEC programmed (ALLIES Web)

LESSON SPECIFICATIONS

PL 10

EO 403.03

Enabling objective	1.	Targeted objective: Discussing hypothetical situations.
Conditions	2.	Oral and written communication scenarios that develop discourse competence —explanation, narration, advice, opinion and, in a more targeted manner, **hypothesis**—in a context that is less predictable, less familiar and less mastered.
	3.	Language tasks in which candidates must **analyze, suggest, promote, anticipate, develop, conceptualize,** and **state.**
Standard	4.	Speaking: The candidates must understand the message. They must also be able to properly and appropriately express themselves in communication scenarios in their second official language in accordance with the PC 403 standard;
	5.	Writing: The candidates must express themselves in work-related communication scenarios in their second official language in accordance with the PC 402 standard;
	6.	Reading: The candidates must read and understand texts in familiar, work-related communication scenarios in their second official language in accordance with PSC Level C.
Teaching points	7.	FUNCTIONAL CONTENT
		To help achieve EO 403.03, the functional content of PL 10 is divided into language tasks that are presented in the form of intermediate objectives which aim to improve the candidates' oral proficiency while reinforcing their writing and reading skills.

FUNCTIONAL CONTENT
Analyzing a problem, a situation, facts, data Suggesting changes, solutions, modifications, improvements Promoting changes, ideas, modifications Managing data, information Advancing hypotheses Stating conditions Anticipating risks, consequences Developing a project, a policy, a directive Conceptualizing projects Stating policies

Table 6.7 – Functional Content of PL 10

8.   LANGUAGE CONTENT

A progressive review of the language content of Levels A and B is integrated into the in-class activities. If there are deficiencies or specific difficulties among the candidates, a more in-depth review of certain language points may be warranted.

In PL 10, the acquisition of specialized vocabulary related to the candidates' professional responsibilities is accompanied by a review of the semantic and grammar points below:

LANGUAGE CONTENT	
Semantic Content	**Grammar Content**
Specialized vocabulary Idiomatic expressions Fixed expressions and collocations Discourse connectors/conjunctive adverbials: goal, cause, consequence or effect, contrast, concession etc. Complex sentences Focus structures	The passive form Past perfect continuous Future perfect continuous Gerunds Adverbial clauses Adjective clauses Cleft sentences*: What he bought was a brand new car.* Inversions: *Never have I seen such a thing! / Should you wish to contact me, here is my number.* Etc.

Table 6.8 – Language Content of PL 10

Length   9.   PL 10 is 150 hours or 5 weeks long.

Suggested   10. The suggested activities focus on the development of the

activities   candidates' oral proficiency skills while still honing their reading
                                   and writing skills.

11. Preparatory texts for oral production are corrected and worked
    on again before the presentations. The suggested readings
    help enrich vocabulary, improve grammar knowledge and
    guide discussions. Communication scenarios are related to the
    candidates' area of work and use a variety of learning
    strategies, such as

    a.   analysis   g.   re-use

    b.   deduction   h.   paraphrase

    c.   appreciation   i.   reorganization

    d.   association   j.   repetition

    e.   conceptualization   k.   summary

    f.   recognition   l.   use of new vocabulary

Evaluation details   12. An enabling check (EC 10) is given at the end of PL 10. This
                             test evaluates the candidates' progress in oral proficiency, in a
                             formative and summative manner.

                         13. The candidate's ability to discuss hypothetical situations is
                             verified globally using an evaluation grid. Criteria include
                             speech, ease or fluency, vocabulary, verb tenses, cohesion,
                             listening comprehension, pronunciation and grammar.

Teaching material   Authentic or realistic documents: organizational charts, résumés,
                        speeches, correspondence, administrative documents, emails,
                        reports, DAODs and CANFORGENs

                        Various resources: magazines, newspapers, audio and visual
                        recordings, films, the Internet, multimedia content, and
                        videoconferences

                        Canadian Armed Forces lexicons: Navy Lexicon – Army Lexicon –
                        Aeronautics Lexicon

                        Complementary exercise books

                        CAFECP – CAFEC programmed (ALLIES Web)

LESSON SPECIFICATIONS

PL 11

EO 403.04

Enabling objective	1.	Targeted performance: Supporting an opinion, defending a point of view, justifying a measure.
Conditions	2.	Oral and written communication scenarios that develop discourse competence —explanation, narration, advice, hypothesis and, in a more targeted manner, **opinion**—in a context that is often unpredictable, unfamiliar and not mastered.
	3.	Language tasks in which candidates must **express an opinion, qualify, discuss, convince, make an argument, refute, negotiate, suggest, propose, critique** and **recommend**.
Standard	4.	Speaking: The candidates must understand the message. They must also be able to properly and appropriately express themselves in communication scenarios in their second official language in accordance with the PC 403 standard;
	5.	Writing: The candidates must express themselves in work-related communication scenarios in their second official language in accordance with the PC 402 standard;
	6.	Reading: The candidates must read and understand texts in familiar, work-related communication scenarios in their second official language in accordance with Public Service Commission Level C.
Teaching points	7.	FUNCTIONAL CONTENT
		The functional content of PL 11 covers language tasks that are presented in the form of objectives and aim to improve the candidates' oral proficiency while reinforcing their writing and reading skills.

FUNCTIONAL CONTENT

Expressing an opinion
     • Expressing agreement/disagreement
     • Qualifying one's thoughts
     • Discussing one's ideas
Persuading colleagues
     • Making an argument
     • Refuting an argument
     • Compromising
Negotiating contracts and agreements
     • Accepting or refusing an idea, a suggestion
     • Suggesting an idea, an alternative
     • Proposing solutions, alternatives
Critiquing a policy
     • Making recommendations

Table 6.9 – Functional Content of PL 11

8.   LANGUAGE CONTENT

A progressive review of the language content of Levels A and B is integrated into the in-class activities. If there are deficiencies or specific difficulties among the candidates, a more in-depth review of certain language points may be warranted.

In PL 11, the acquisition of specialized vocabulary related to the candidates' professional responsibilities is accompanied by a review of the following language points:

LANGUAGE CONTENT	
Semantic Content	**Grammar Content**
Vocabulary • Rich and varied • Synonyms, antonyms • Collocations • Idiomatic expressions Discourse connectors / conjunctive adverbials • Goal, cause, consequence or effect, contrast, concession, emphasis, conclusion etc. Nuances • rhetorical devices • interrogation Complex Sentences and compound-complex sentences (esp. in Writing)	Review of advanced verb tenses Indirect speech The passive voice Gerunds Prepositions Relative pronouns The subjunctive form (review) Participial phrases

Table 6.10 – Language Content of PL 11

Length

9.   PL 11 is 120 hours or 4 weeks long.

Suggested activities

10.   The suggested activities focus on the development of the candidates' oral proficiency skills while still honing their reading and writing skills.

11.   Preparatory texts for oral production are corrected and worked on again before the presentations are given. The suggested readings help enrich vocabulary, improve grammar knowledge and guide discussions. Communication scenarios are related to the candidates' area of work and use a variety of learning strategies, such as

a.	analysis	g.	re-use
b.	deduction	h.	paraphrase
c.	appreciation	i.	reorganization
d.	association	j.	repetition
e.	conceptualization	k.	summary
f.	recognition	l.	use of new vocabulary

Evaluation details   12. A performance check (PC 403) is given at the end of PL 11 and is a prerequisite for the PSC SLE test. PC 403 evaluates the candidates' oral proficiency from the criteria corresponding to PSC Level C.

13. The students must pass the SLE and obtain a language profile of at least CBC. The *Preparatory Guide for the SLE Test of Oral Proficiency*, military version (latest version) can be used to prepare the students for the oral component of the test.

Teaching material   Authentic or realistic documents: organizational charts, résumés, speeches, correspondence, administrative documents, emails, reports, DAODs and CANFORGENs

Canadian Armed Forces lexicons: Navy Lexicon – Army Lexicon – Aeronautics Lexicon

Complementary exercise books

Preparatory Guide for the SLE Test of Oral Proficiency, military version (latest version)

CAFECP – CAFEC programmed (ALLIES Web)

ANNEX A

APPENDIX A-1 – ACRONYMS AND ABBREVIATIONS

Other terms related to training, military education and language learning that are not on this list of acronyms and abbreviations can be found in TERMIUM, the Government of Canada's translation tool: http://www.btb.termiumplus.gc.ca/tpv2alpha/alpha-eng.html?lang=eng&i=1&index=frw&srchtxt=.

A/SO	Assistant/Staff Officer
ALLIES	Autonomous Language Learning in Interaction with Elements in Synergy
BTL	Basic Training List
CA	Canadian Army
CAFAC [see CAFEC]	Curriculum d'anglais des Forces armées canadiennes
CAFEC	Canadian Armed Forces English Curriculum
CAF	Canadian Armed Forces
CDA	Canadian Defence Academy
CFCLB	Continuous French Course Level B
CFCLC	Continuous French Course Level C
CAFFC	Canadian Armed Forces French Curriculum
CAFFC-P	Canadian Armed Forces French Curriculum – Programmed
CFITES	Canadian Forces Individual Training & Education System
CFLS	Canadian Forces Language School
CMP	Chief of Military Personnel
COS	Chief of Staff
D Mil C	Director Military Careers
DA	Departmental Authority
DGMPRA	Director General Military Personnel Research & Analysis
DND	Department of National Defence
DOL	Director Official Languages
DP	Developmental Period
DT	Distance Tutoring
EC	Enabling Check

EO	Enabling Objective
FA	Functional Authority
GO/Col	General Officers and Colonels
LTC	Language Training Centre
LTIIS	Language Training Integrated Information System
MACQ [French abbreviation used in English]	Language retention program
MITE	Military Individual Training and Education (management system in PeopleSoft)
MLAT	Modern Language Aptitude Test
MSLTP	Military Second Language Training Program
NCM	Non-commissioned member
NCMGS	Non-Commissioned Members General Specification
NDHQ	National Defence Headquarters
NISO	National Individual Standing Offer
OC	Officer Commanding
OGS	Officer General Specification
OL	Official Language
OLPTM	Official Languages Program Transformation Model
OP	Oral proficiency
PC	Performance Check
PL	Progress Level
PO	Performance Objective
PRC	Progress Review Committee
PSC	Public Service Commission
QS	Qualification Standard
R	Reading
RCAF	Royal Canadian Air Force
RCN	Royal Canadian Navy
RMC	Royal Military College of Canada
RMC Saint-Jean	Royal Military College St. Jean

SLA	Service Level Agreement
SLE	Second Language Evaluation
SLTSPC	Second Language Training Succession Planning Committee
SO Lang Trg	Staff Officer Language Training
SOL	Second Official Language
SOLET	Second Official Language Education and Training
T Pt	Teaching Point
TA	Training Authority
TP	Training Plan
W	Writing

APPENDIX A-2 – GLOSSARY

1.   The terms described in other documents are not normally repeated in the glossary of this TP. Links to those documents are as follows:

a.   Glossary of the Canadian Forces Individual Training and Education System, Volume 1-1: http://www.cda.forces.gc.ca/pub/lib-bib/cfites-eng.asp.

b.   Defence Administrative Orders and Directives (DAODs): http://admfincs.mil.ca/admfincs/subjects/daod/intro_f.asp. The following DAODs are of particular interest:

(1)   DAOD 5031-2, Individual Training and Education Management Framework;

(2)   DAOD 5039-6, Delivery of Training and Education in Both Official Languages; and

(3)   DAOD 5039-7, Second Official Language Education and Training for CF Members.

c.   Qualification standards in relation to official languages: http://www.tbs-sct.gc.ca/gui/squn03-eng.asp.

d.   The site of the Director of Official Languages (DOL): http://hr.ottawa-hull.mil.ca/dgmp-dgpm/dol-dlo/index-fra.asp.

Term	Description
Asynchronous e-learning	Asynchronous e-learning: The student and the tutor communicate using various communication technologies, such as e-mail and online messaging services. The communication does not take place in real time.
Autonomous	Self-paced, without access to a tutor or teacher.
Autonomous Language Learning in Interaction with Elements in Synergy (ALLIES)	ALLIES Web is an online second-language learning program exclusively for members of the Canadian Armed Forces.
Canadian Armed Forces French Curriculum (CAFFC)	The CAFFC is the department's preferred teaching strategy for developing and maintaining the language competency of CF members in French as a second language up to the "CBC" bilingualism level. The CAFFC is divided into three levels (A, B and C) that correspond to the three performance objectives (POs) and include a variety of courses and services.

Term	Description
Canadian Armed Forces French Curriculum – Programmed (CAFFC-P)	The CAFFC-P is the programmed version of the Canadian Armed Forces French Curriculum. It is delivered via ALLIES Web.
Communicative (approach)	Teaching is based on the communicative approach, which emphasizes the message rather than the form. This approach emphasizes the use of real or realistic documents, simulations and role playing, as well as meaningful activities related to all of the language skills.
Continuous course	A continuous course is full-time and is normally longer than six months. It may require the CF member to be posted. The course length may be shorter for students integrated after the course begins or who are given early access to tests.
Course	A course provides training that eventually leads to the student mastering one or more performance objectives (POs) and obtaining one of the language profiles following the second-language evaluation (SLE). The Canadian Armed Forces French Curriculum and the Canadian Armed Forces English Curriculum (CFEC/CAFC) include a variety of courses.
Developmental period	Within the context of the Royal Military College (RMC), a period during which the officer cadet is trained with the aim of improving his/her professional skills and knowledge.
Distance tutoring (DT)	Language courses in which students learn their second official language online, with the support of a distance tutor, in accordance with a schedule that is adapted to their needs and availability. People learning French via distance tutoring use the CAFFC-P in the ALLIES Web system.
Early access to tests	Candidates who demonstrate the ability to complete the training in less time than prescribed can take the tests and finish the course on an accelerated schedule. Pedagogical personnel make recommendations on a case-by-case basis.
Functional (content)	Functional content is based on the functions and tasks associated with the military operational environment.
Language retention program (MACQ)	A service that helps students retain their language skills and language profile.

Term	Description
Language skills	Cognitive skills combining knowledge and understanding with practice in language use, generally consisting of listening, speaking, reading and writing (source of original English: Approaches to Language Testing Online, http://www.culi.chula.ac.th/etest/definition.html).
Level	The CAFFC contains three levels, A, B and C, corresponding to three performance objectives—401, 402 and 403 respectively—described in the QS.
Military Second Language Training Program (MSLTP)	The MSLTP provides the language training that candidates need to meet the bilingualism requirements of positions held by CF members of the Regular Force and Primary Reserve. The MSLTP includes the Canadian Armed Forces French Curriculum (CAFFC) and the Canadian Armed Forces English Curriculum (CFEC).
Module	Module (learning module): A package of selected information which focuses on a specific subject that has been appropriately designed to provide the learner with an educational opportunity in a self-directed learning format (source of original English: NC State University Department of Agriculture Extension Education www.ces.ncsu.edu/AboutCED/factsheets/develop.html). Within the context of the CAFFC, a module contains one to five lessons. A progress level contains two to five modules.
Online	Offered on the Internet.
Progress level (PL)	A learning step that is generally 150 hours long and includes functional and grammatical content.
Reading	Written comprehension (source of the original English: Interagency Language Roundtable Language Skill Level Descriptions, Reading http://www.govtilr.org/skills/ILRscale4.htm).
Second Language Evaluation (SLE)	The language skills certification test of the Public Service Commission. This is a multi-level (A, B and C) test and has three parts (reading, writing and speaking).

Term	Description
Second Official Language (SOL) (Seconde langue officielle (SLO))	The second official language means the official language in which the CF member is generally less proficient (DAOD 5039-6).
Service	A service provides students with the training they need to retain their skills and language proficiency. The CAFFC and the CFEC include a variety of language-retention services.
Speaking	The use of spoken language (source of the original English: Interagency Language Roundtable Language Skill Level Descriptions, Speaking, http://www.govtilr.org/skills/ILRscale2.htm).
Synchronous e-learning	Synchronous e-learning: The student and the tutor communicate in real time using various communication technologies, such as the telephone, chat programs, interactive white boards, etc.
Target language	The language that the student is learning to speak.
Writing	Use of the written language (source of the original English: Interagency Language Roundtable Language Skill Level Descriptions, Writing, http://www.govtilr.org/Skills/ILRscale5.htm).

ANNEX B – REFERENCES

Military references

Canadian Forces Individual Training and Education System (CFITES) Manuals

A-P9-050-000/PT-003.v2, Vol. 3, **Interim Guidance – Analysis of Instructional Requirements**
http://www.cda.forces.gc.ca/step/cfites/downloads/cfites/InterimGuidanceVol3v2.pdf

A-P9-050-000/PT-004, Vol. 4, **Design of Instructional Programmes**
http://www.cda.forces.gc.ca/pub/doc/VOL_4_ENG_CFITES.pdf

A-P9-000-000/PT-006, Vol. 6, **Conduct of Instructional Programmes**
http://www.cda.forces.gc.ca/step/docs/cfites/A212-3_CFITES_VOL_6_Conduct%20of%20Instructional_%20Prog_Vol_6_A-P-050-000_PT-006.pdf

A-P9-050-000/PT-007, Vol. 7, **Evaluation of Learners**
http://www.cda.forces.gc.ca/step/docs/cfites/A212-12_CFITES_VOL_7_Evaluation_of_Learners_Vol_07_e.pdf

Defence Administrative Orders and Directives

DAOD 5031-2, Individual Training and Education Strategic Framework
http://admfincs.mil.ca/admfincs/subjects/daod/5031/2_e.asp

DAOD 5039-6, Delivery of Training and Education in Both Official Languages
http://admfincs.mil.ca/admfincs/subjects/daod/5039/6_e.asp

DAOD 5039-7, Second Official Language Education and Training for CF Members
http://admfincs.mil.ca/admfincs/subjects/daod/5039/7_e.asp

References related to the Curriculum

Canadian Armed Forces French Curriculum (CAFFC) workbooks and other resources are available on the Canadian Defence Academy Language Program Delivery website: http://cda.mil.ca/lang/res-eng.asp .

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LIGHTBROWN, P., and N. SPADA. **How Languages Are Learned**. Oxford: Oxford University Press, 1993.

MASON, T. **Lectures in SLA & EFL**. Université de Versailles Saint-Quentin: Internet: http://www.timothyjpmason.com/WebPages/LangTeach.

PUREN, C. **La didactique des langues étrangères à la croisée des méthodes : Essai sur l'éclectisme**. Paris: Didier, Essais series, 1994.

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.

ANNEX C

APPENDIX C-1 – CAFEC LESSONS

Lesson description

1. Each CAFEC lesson has eight parts:

   a. Performance objective: The statement of the language task to be mastered;

   b. Conditions: The conditions and context in which the student will accomplish the language task in question;

   c. Standard: An approximation of the degree of precision and mastery required in terms of language performance in order to reach the objective;

   d. Teaching points: The list of language functions, statement variants and grammatical elements required to reach the objective;

   e. Length: An approximation of the maximum amount of time that can be devoted to reaching the enabling objective;

   f. Suggested activities: A list of the different types of activities supported by the communicative teaching approach that can help the teacher in his/her teaching;

   g. Evaluation details: A summary of the activities and instruments that help in evaluating whether or not the objectives and content have been mastered; and

   h. Teaching material: A list of the teaching materials available, and suggestions for expanding that repertoire.

Advantages of a lesson plan

2. The lesson plan offers a number of advantages:

   a. its helps the teacher be well prepared;

   b. it enables the teacher to adequately cover all of the objectives;

   c. it makes it possible to divide up the work in a rational manner and cuts down on the risk of a presentation being lacking in some way;

   d. it makes it easier to evaluate the students;

   e. it makes it possible for the teacher to review his/her past

lesson plans, evaluate the effectiveness of his/her method and techniques, and decide which changes and improvements to make, if any;

f.   it provides a good reference document to the substitute teacher, new teacher or student teacher; and

g.   it creates conditions that promote effective time management.

3.   Preparing a lesson plan is crucial. In order to help the teacher, this section outlines a template for preparing a lesson and offers a few ideas for drafting a lesson plan. In addition, beginner teachers may better anchor their teaching in CAFEC modules that include detailed, relatively complete lesson plans.

Lesson plan   4.   The suggested blueprint for a lesson plan includes the following four phases:

a.   During the introduction phase, the teacher prepares and motivates the student, making it possible to answer the following questions from the student:

(1)   What will I learn in this lesson?

(2)   What will I need to do at the end of the lesson?

(3)   How will what I learn be useful to me?

(4)   How does this lesson fit in to the overall course?

(5)   Why is it important that I learn this lesson?

b.   During the development phase, the teacher goes over the knowledge to acquire and the skills to develop, including the teaching points and the activities used to teach them. The required material comes from lesson descriptions and other sources;

c.   In the evaluation phase, the teacher sets out how he/she verifies that the lesson objective has been reached; and

d.   In the conclusion phase, the lesson is summarized, the test results are discussed and a quick revision of the most difficult teaching points is conducted.

Lesson preparation   5.   A lesson is the material required to present and make use of an objective or a part of an objective, from the introduction phase, to the presentation and practice phase, to the verification phase. A lesson could correspond to the work planned for one or several periods or several days.

6.   Before preparing a lesson, the teacher must be very familiar with the information contained in the lesson description. The lesson plan takes the following things into account:

a.   the learner's characteristics, such as his/her level of aptitude, level, learning strategies, rank, occupation and element, etc;

b.   the sequential organization of the teaching points;

c.   the distribution and coherence of the activities;

d.   the evaluation of the lesson;

e.   the development of the three skills and four abilities; and

f.   the use of a variety of different types of activities.

Conduct of a lesson

7.   The teacher explains to the students the performance statement, the conditions and the EO standard. Because the language task provided in the performance statement is divided into teaching points, the teacher presents the students with the language elements that accompany each one. He/she teaches each element of the lesson, encourages their assimilation, and has students practise by getting them to take part in various activities. The lesson plans must include all of the techniques used by the teacher. When all of the teaching points of a lesson have been covered, the teacher moves on to the verification phase and administers the PL test in a timely manner.

8.   The learning-objective descriptions contained in Chapters 4, 5 and 6 serve as a syllabus. The detailed lesson plans (called modules) that result provide the teacher with all of the material required to reach the objectives. Any adaption or creation of activities must be done within the parameters of this training plan.

Suggested activities

9.   The types of activities suggested remain suggestions, as the heading indicates. There may be other types of activities that are just as appropriate for classroom practice. The aim is to draw the attention of the teacher or the study program developer to the possibility of using one of the types of activities to teach, and have students assimilate, all of the teaching points contained in the EO.

10. The main aim of these activities is communication. An activity can apply to one or more skills (reading, writing and speaking). All three activities should be adequately covered by the time the PL is over. Activities from a lesson must be designed so

that they cover all of the teaching points and, if necessary, the four abilities. The activities should also be as realistic as possible and meet the learners' needs.

Example exercises   11.   To create activities, the teacher can use the document entitled "*Exercices types*" [example exercises], which is a typology of recommended second-language teaching activities. The typology is the result of an analysis of specialized literature in the field and was used by the designers of the CAFEC in developing the program's teaching activities.

12.   The tables *Learning Activities Related to Military Tasks* in Annex C, Appendix 2, suggest activities for developing the language skills of candidates (officers and non-commissioned members) at all levels.

APPENDIX C-2 – LEARNING ACTIVITIES RELATED TO MILITARY TASKS

1. The activities set forth in the following tables have not been adjusted to reflect the standards that were modified in 2001. They can nevertheless serve as inspiration and as a guide for conducting learning activities for beginner, intermediate and advanced students.

2. These activities are based on the military tasks performed by officers and non-commissioned members.

3. The activities are provided as examples only and should not necessarily occur in chronological or sequential order.

4. The distinctions between Levels A, B and C are not meant to be set in stone.

5. Certain activities can be held or repeated at any time during the learning process.

CFFC		OFFICER AREAS OF RESPONSIBILITY	ACTIVITY
Level A	Skills acquisition	Social Public Interpersonal relations	Participate in a welcome activity. Attend a parade; attend a review. Welcome, introduce and thank visitors, guests, and speakers invited on behalf of a group/organization.
		Supervision Management	Visit a recruiting centre. Meet with a staff officer.
		Group leadership	Show photos, introduce a video, etc, accompanied by a prepared questionnaire. Organize exchanges with members from the other linguistic group and ensure that the exchanges go smoothly.
		Training Information	Organize training exercises. Give a guided tour of a military museum.
		Design Organization	Watch short films or videos on a famous battle, a military deployment, etc. Observe a command post during an exercise or a manoeuvre.
		Help Support	Attend a military demonstration or exhibit. Help to prepare a military demonstration or exhibit.

Summary table 1.1 – Learning activities – Officers

CFFC		OFFICER AREAS OF RESPONSIBILITY	ACTIVITY
Level B	Skills consolidation and development	Social Public Interpersonal relations	Participate in a social event that military personnel from both linguistic groups are attending. Provide a briefing on mess etiquette and ceremonial. Organize outdoor excursions (cycling, canoeing, etc).
		Supervision Management	Give or attend presentations on command traditions. Listen to talks given by professional advisors. Organize/take part in meetings with experts in specific fields: pilots, dock masters, doctors, etc.
		Group leadership	Play the host of a make-believe television game show about the CF and invent the rules, set out participants' roles and devise the questions. Provide a briefing on the operation of a base. Give a presentation on security, military history (chosen topic), etc.
		Training Information	Give or participate in a talk on occupational safety, fire prevention, etc. Organize a visit of a unit/section of a base. Serve as a guide.
		Design Organization	Attend a court martial. Explain/demonstrate a military deployment (strategies, tactics). Organize a workshop at a local garrison site.
		Help Support	Prepare a class journal, newsletter or album. Organize a competition. Participate in a search and rescue operation.

CFFC		OFFICER AREAS OF RESPONSIBILITY	ACTIVITY
		Social Public Interpersonal relations	Give/attend a briefing, a presentation or a demonstration on a topic such as military ethics, policies, practices, etc. Discuss topics that are military or general in nature: career challenges, performance assessment, the path for obtaining an officer's commission, publicity for recruiting, the CF's image, etc. Discuss topics that are military or general in nature: the best ways to protect the Arctic, preparing for a second career, etc.
		Supervision Management	Help to organize activities within the community of the base. Supervise cadet activities, Scout activities, etc.
		Group leadership	Serve as a discussion leader. Present a position (arguments) in a debate. Lead a mess meeting. Give talks at other units. Participate in an effective speaking competition.
Level C	*Skills consolidation and development*	Training Information	Attend, or participate in, a training or information session given by the personnel of a school (combat, fleet or flying school) or administrative unit. Participate in the programs offered by the personnel of a training section.
		Design Organization	Organize/participate in activities in cooperation with a social club (eg, optimists' club).
		Help Support	Take part in a real or simulated board of inquiry. Examine a case study concerning operations. Organize a first-aid or CPR course. Assume the responsibilities of assisting officer. Give/attend a course on a general interest topic, such as making a budget, sports, good physical fitness, etc. Give lectures in schools and social clubs on CF-related topics.

CFFC		NON-COMMISSIONED MEMBER AREAS OF RESPONSIBILITY	ACTIVITY
Level I	Skills acquisition	Instruction	**Give drill instructions.** **Participate in drill exercises.** **Attend a parade.**
		Training	**Complete a workshop project involving manual labour: carpentry, electronics, repairs, a DIY project, etc.**
		Supervision	**Give short, practical demonstrations.** **Supervise colleagues giving practical demonstrations.**
		Evaluation	**Meet with resource people: social workers, chaplains, etc.**
		Administration	**Attend briefings given by resource people on command ranks.**
		Other	**Visit military museums.** **Go on excursions and visit interesting places.**

Summary table 1.2 – Learning activities – Non-commissioned members

CFFC		NON-COMMISSIONED MEMBER AREAS OF RESPONSIBILITY	ACTIVITY
Level B	*Skills consolidation and development*	Instruction	Give a demonstration that involves describing (eg, military equipment) or explaining (eg, charters, procedures, etc) something. Attend presentations or briefings on trades. Take courses on various topics (eg, leadership, defensive driving).
		Training	Assume responsibility for welcoming a resource person and act as a guide. Conduct a guided tour of sections of the base or act as a guide.
		Supervision	Attend presentations on various topics: smoking cessation programs, daycare programs, etc. Attend a court martial or an investigation. Supervise class colleagues who are involved in a project. Prepare and give a course on leadership.
		Evaluation	Watch short films and videos on military topics and discuss them.
		Administration	Give or attend courses on administrative procedures.
		Other	Organize visits to a recruiting centre, airport, etc. Participate in preparing a class album, a newspaper or a newsletter. Give/take courses in photography, self-defence, etc.

CFFC		NON-COMMISSIONED MEMBER AREAS OF RESPONSIBILITY	ACTIVITY
Level C	Work environment integration	Instruction	Give or attend briefings or courses on various topics: base administrative or technical services, occupational safety, etc.
		Training	Receive on-the-job training (one or two half-days per week) in the future workplace (the unit where the student will be transferred).
		Supervision	Assume responsibility for a fundraising campaign (eg, United Way). Organize sports activities. Participate in manoeuvres.
		Evaluation	Participate in the process and in writing a course evaluation.
		Administration	Meet specialists in various fields: technicians, operators, navigators, etc.
		Other	Give a course on CPR, first aid, forest survival, etc. Participate in activities organized by the community (eg, volunteer work, etc).

ANNEX D – ROLL CALL FORM

ÉTABLISSEMENT/TRAINING ESTABLISHMENT: Du _____   Au _____

APPEL NOMINATIF DE LA CLASSE
CLASSROOM ROLL CALL   From _____   To _____

PROFESSEUR   COURS   DOYEN DE CLASSE   CLASSE
TEACHER _____   COURSE _____   CLASS SENIOR _____   CLASS _____

NO	GRADE RANK	NOM NAME	CIE COY	LUNDI MONDAY		MARDI TUESDAY		MERCREDI WEDNESDAY		JEUDI THURSDAY		VENDREDI FRIDAY	
				AM	**PM**	**AM**	**PM**	**AM**	**PM**	**AM**	**PM**	**AM**	**PM**

SIGNATURE DU DOYEN DE CLASSE   _____   SIGNATURE DU PROFESSEUR   _____
CLASS SENIOR SIGNATURE   TEACHER SIGNATURE

ANNEX E - COURSE CRITIQUES

This annex contains sample course critiques by students, teaching personnel and administrators.

APPENDIX E-1 – STUDENT CRITIQUES

1.   Student feedback is essential with respect to the following aspects of the course/service.

      a.   Initial Critique. This critique will provide feedback on the events leading up to the start of the course/service, the introductory briefs and the initial course administration. Questions associated with this critique are to be answered no later than two weeks from the start of the course/service. An example of this critique is included at Appendix 1 to this Annex;

      b.   Objectives Critiques.

            (1)   Progress Level (PL) Critique. This critique is to be completed at the completion of every PL. Following PLs 5, 7 and 11, Stds personnel/SO SOLET Mgmt may administer Performance Objective (PO)/Second Language Evaluation (SLE) critiques only. An example of a PL critique is provided in Appendix 2 to this Annex; and

            (2)   Performance Objective (PO)/ Second Language Evaluation (SLE) Critique. This critique is to be completed at the completion of every PO and/or SLE test. An example of a PO/SLE critique is provided in Appendix 3 to this Annex;

      c.   Final Critique. Prior to the end of the course/service, students will answer questions associated with the external environment (ie. messes, sport facilities, etc) and provide any additional feedback on their experience on the course. An example of a Final Critique is included at Appendix 4 to this Annex.

2.   A summary of the analysis of these critiques will be included in the End Course Review Report.

CRITIQUES DE L'ÉTUDIANT

1.   La rétroaction des étudiants est essentielle en ce qui concerne les aspects suivants du cours/service.

  a. <u>Critique initiale</u>. Cette critique permet de donner une rétroaction sur les activités préparatoires au cours/service, sur les exposés d'introduction et sur l'administration initiale du cours. Il faut répondre aux questions associées à cette critique au plus tard deux semaines après le début du cours/service. L'appendice 1 de la présente annexe contient un exemple de ce type de critique;

  d. <u>Critiques des objectifs</u>.

    (1) <u>Critique du niveau de progrès (NP)</u>. Cette critique se fait à la fin de chaque NP. Après les NP 5, 7 et 11, le personnel des Normes/l'OEM Gest EFSLO peuvent procéder aux critiques des objectifs de rendement (OREN) et des évaluations de langue seconde (ÉLS) seulement. L'appendice 2 de la présente annexe contient un exemple de critique de NP;

    (2) <u>Critique d'objectif de rendement (OREN)/d'évaluation de langue seconde (ÉLS)</u>. Cette critique doit se faire à la fin de chaque OREN et/ou épreuve d'ÉLS. L'appendice 3 de la présente annexe contient un exemple de critique d'OREN/ÉLS;

  e. <u>Critique finale</u>. Avant la fin du cours/service, les étudiants doivent répondre à des questions associées au milieu extérieur (mess, installations sportives, etc.) et fournir une autre rétroaction sur leur expérience au cours. L'appendice 4 de la présente annexe contient un exemple de critique finale.

2.   Un résumé de l'analyse de ces critiques sera fourni dans le rapport d'examen de fin de cours.

APPENDIX E-1.1 – STUDENT INITIAL CRITIQUE

1.   Students must provide feedback on the following areas:

    a.   <u>Joining Instructions</u>:

        (1)   Did you receive Joining Instructions prior to your arrival? If not, explain, and

        (2)   Were the Joining Instructions helpful? If not, explain why and give suggestions for improvement;

    b.   <u>In-Clearance</u>: Did the In-Clearance procedures occur without complications? If no, explain; and

    c.   <u>Initial Briefings</u>:

        (1)   Was the Introductory Brief clear and useful? (e.g. drug and alcohol and harassment policies, expectations from students, etc.) If not, explain.

        (2)   Were you told how to access the Training Plan (TP) for the course?

        (2)   Was the Standards Brief clear and useful? (e.g. Purpose and use of the TP, progress monitoring, critique system, objectives of course/service, Standards' role and responsibilities, assessment types, academic misconduct, etc.) If not, explain why and give suggestions for improvement.

2.   A summary of the analysis of this critique will be included in the End Course Review Report.

CRITIQUE INITIALE DE L'ÉTUDIANT

2.   Les étudiants doivent fournir une rétroaction sur les aspects suivants :

   a.   <u>Instructions de ralliement :</u>

   (1)   Avez-vous reçu des instructions de ralliement avant votre arrivée? Sinon, expliquez;

   (2)   Est-ce que vos instructions de ralliement étaient utiles? Sinon, expliquez et suggérez des améliorations;

   b.   <u>Formalités d'arrivée</u> : Est-ce que les formalités d'arrivée se sont déroulées sans complications? Sinon, expliquez;

   c.   <u>Briefings initiaux</u> :

   (1)   Est-ce que le briefing d'introduction était clair et utile (politiques sur la drogue, l'alcool et le harcèlement, attentes par rapport aux étudiants, etc.)? Sinon, expliquez.

   (2)   Vous a-t-on expliqué comment obtenir le plan d'instruction (PLANIN) pour le cours?

   (3)   Est-ce que le briefing sur les normes était clair et utile? (Objet et utilisation du PLANIN, suivi des progrès, système de critique, objectifs du cours/service, rôle et responsabilités de la section des Normes, types de travaux personnels, mauvaise conduite dans les études, etc.) Sinon, expliquez et suggérez des améliorations.

2.   Un résumé de l'analyse de cette critique sera fourni dans le rapport d'examen du cours.

APPENDIX E-1.2 – STUDENT CRITIQUE –

PROGRESS LEVEL (PL) / NIVEAU DE PROGRÈS (NP)

Ser	Question	YES	NO	NA	Explain or offer suggestions to improve.
1	**Time Allocation**				
1.1	In your opinion, was enough time allocated to this PL?				
1.2	If homework was assigned for this PL, how many hours per day did you spend completing it? Differentiate between weekdays and weekends?				
2	**Learning Environment**				
2.1	Were classrooms, shops, labs or training areas adequate in terms of comfort, safety, and with minimum distractions?				
2.2	Did you feel the learning environment was conducive to learning, e.g., attitude of instructors, other students, personal physical and emotional comfort, etc?				
3	**Instruction**				
3.1	Was the PL presented in a logical fashion for learning, e.g., sequence of instruction, grouping of teaching points, demonstrations, practice?				
3.2	Was individual assistance available when required?				
3.3	Were learning and training aids e.g, PowerPoint, films, models, trainers, simulations, job aids, aide-memoires, handouts etc, used and adequate for this PL?				
3.4	Was multi-media, e.g. computer based or web-based training used and if so, did it help to achieve the learning objective(s)?				

Ser	Question	YES	NO	NA	Explain or offer suggestions to improve.
4	**Confirmation of learning**				
4.1	Were homework results debriefed, e.g., reviewed and discussed, early enough to provide guidance for upcoming course work?				
4.2	Were you adequately warned about upcoming assessments/tests?				
4.3	Were test instructions clear?				
4.4	Was enough time allocated to each test?				
4.5	Were you debriefed on your performance for each test? If not – for which test?				
5	**Comment:** Offer additional info to improve this PL				

Thank you

Consolidated data are used by Standards and Instructional staff to improve training

CRITIQUE DE L'ÉTUDIANT - NIVEAU DE PROGRÈS (NP)

N°	Question	OUI	NON	S.O.	Expliquez ou suggérez des améliorations.
1	**Répartition du temps**				
1.1	À votre avis, le temps accordé à ce NP était-il suffisant?				
1.2	Combien de temps par jour avez-vous consacré aux travaux personnels liés à ce NP, le cas échéant? Précisez s'il s'agit de la semaine ou de la fin de semaine.				
2	**Milieu d'apprentissage**				
2.1	Les salles de cours, ateliers, laboratoires ou secteurs d'entraînement étaient-ils adéquats en termes de confort, de sécurité et de distractions?				
2.2	Croyez-vous que le milieu d'instruction était propice à l'apprentissage : attitude des instructeurs, autres étudiants, bien-être physique et émotionnel, etc.?				
3	**Instruction**				
3.1	Est-ce que le NP a été présenté de manière logique pour l'apprentissage : déroulement de l'instruction, regroupement des points d'enseignement, démonstrations, exercices?				
3.2	Est-ce que de l'aide individuelle était offerte au besoin?				
3.3	Est-ce que du matériel d'apprentissage et d'instruction adéquat a été utilisé pour ce NP : présentations PPT, films, modèles, simulations, outils de travail, aide-mémoire, documents, etc.?				

N°	Question	OUI	NON	S.O.	Expliquez ou suggérez des améliorations.
3.4	Est-ce que de l'instruction multimédia (assistée par ordinateur ou sur le Web) a été utilisée et a-t-elle aidé à atteindre les objectifs d'apprentissage?				
4	**Confirmation de l'apprentissage**				
4.1	Les résultats des travaux personnels ont-ils été fournis, c'est-à-dire revus et discutés, assez rapidement pour que cela soit utile pour les travaux suivants?				
4.2	Avez-vous été avisé adéquatement des évaluations et tests à venir?				
4.3	Les directives des tests étaient-elles claires?				
4.4	Est-ce que suffisamment de temps a été accordé pour chaque test?				
4.5	Avez-vous été informé de vos résultats à chaque test? Sinon, précisez le test applicable?				
5	**Commentaires** : Veuillez fournir d'autres informations pour améliorer ce NP.				

Merci

Le service des Normes et le personnel d'instruction utilisent les données consolidées pour améliorer l'instruction.

APPENDIX E-1.3 – STUDENT PERFORMANCE OBJECTIVE (PO) CRITIQUE

Ser	Question	YES	NO	NA	Explain or offer suggestions to improve.
1	**Sequencing**				
1.1	Were Progress Levels (PL) and teaching points presented in a logical sequence, for your learning style?				
2	**Confirmation of learning**				
2.1	Do you feel fully prepared to perform to the standard described in this PO?				
2.2	Were you adequately warned about upcoming assessments/tests for this PO?				
2.3	Were PC test instructions clear?				
2.4	Was enough time allocated to each PC?				
2.5	Were you debriefed on your performance for each PC test? If not – for which test?				
5	**Comment:** Offer additional info to improve the training/testing for this PO.				

Thank you

Consolidated data are used by Standards and Instructional staff to improve training**.**

CRITIQUE DE L'ÉTUDIANT – OBJECTIFS DE RENDEMENT (OREN)

N°	Question	OUI	NON	S.O.	Expliquez ou suggérez des améliorations.
1	**Déroulement**				
1.1	Est-ce que les niveaux de progression (NP) et les points d'enseignement étaient présentés de manière logique et convenant à votre style d'apprentissage?				
2	**Confirmation de l'apprentissage**				
2.1	Vous sentez-vous entièrement prêt à satisfaire à la norme décrite dans l'OREN?				
2.2	Avez-vous été avisé adéquatement des travaux personnels et des tests à venir sur cet OREN?				
2.3	Les directives portant sur ce COREN étaient-elles claires?				
2.4	Est-ce que suffisamment de temps a été consacré à chaque COREN?				
2.5	Avez-vous été informé de vos résultats à chaque COREN? Sinon, précisez le contrôle/test applicable.				
5	**Commentaire :** Veuillez fournir d'autres informations pour permettre d'améliorer l'instruction/les tests sur cet OREN.				

Merci

Le service des Normes et le personnel d'instruction utilisent les données consolidées pour améliorer l'instruction.

APPENDIX E-1.4 – STUDENT FINAL CRITIQUE

1. At the end of a course, students are to provide feedback on all aspects of the course. In most cases, that will involve feedback on their last Progress Level or Performance Objective critique (See Appendices 2 and 3 of this Annex). It is also recommended that students provide feedback on aspects such as course conduct, content, teaching and administrative questions (facilities, etc). The format of the final critique can be adapted to local requirements for user-friendliness and ease of administration.

2. Aspects relating to the course. A model questionnaire for aspects relating to the course is provided as Flag 1 to this Appendix.

3. Administrative aspects of course. It is recommended that students provide feedback on the external environment, if applicable. Sample questions are included below.

   b. Were the living quarters adequate? If not, explain;

   c. Were the eating facilities adequate? If not, explain;

   d. Were the messes/clubs adequate? If not, explain; and

   e. Were the physical fitness facilities adequate? If not, explain.

CRITIQUE FINALE DE L'ÉTUDIANT

1. À la fin d'un cours, les étudiants doivent fournir de la rétroaction sur tous les aspects du cours, ce qui comprend généralement une rétroaction sur le dernier niveau de progrès ou objectif de rendement (voir les appendices 2 et 3 de la présente annexe). Il est en outre recommandé que les étudiants fournissent une rétroaction sur les aspects du cours comme le déroulement, le contenu, l'enseignement et les questions administratives (installations, etc.). On peut adapter la présentation de la critique finale aux besoins existants pour la rendre plus conviviale et en faciliter l'administration.

2. Aspects reliés au cours. L'onglet 1 du présent appendice contient un modèle de questionnaire sur les aspects reliés au cours.

3. Aspects administratifs du cours. Il est recommandé que les étudiants donnent une rétroaction sur le milieu extérieur, le cas échéant. Voici des exemples de questions :

   f. Les quartiers étaient-ils convenables? Dans la négative, expliquez;

   g. Les services de restauration étaient-ils convenables? Dans la négative, expliquez;

   h. Les mess et clubs étaient-ils convenables? Dans la négative, expliquez;

   i. Les installations de conditionnement physique étaient-elles convenables? Dans la négative, expliquez.

APPENDIX E-1.4.1 – STUDENT FINAL COURSE CRITIQUE

Please note that items are grouped by subject. Please respond by completing the standard answer sheet in the normal manner. As these sheets will be processed by machine:

1. *Do not fill in more than one choice per item.*

2. *Do not make any extra marks on the front of the answer sheet.*

3. *If you write any comments on the back of the answer sheet do not write hard enough to make holes in the sheet.*

A.   *PROGRAM - OVERALL APPROACH & CONTENTS*

1.   **The objectives of this course were _____.**

A.	clear	C.	vague
B.	fairly evident	D.	not specified

2.   **The objectives for modules/learning activities were clearly identified.**

A.	Always	C.	Sometimes
B.	Most of the time	D.	Never

3.   **The method of presentation/teaching helped me to progress.**

A.	Always	C.	Sometimes
B.	Most of the time	D.	Rarely

4.   **The topics of modules/learning activities maintained my interest.**

A.	Always	C.	Sometimes
B.	Most of the time	D.	Rarely

5.   **There was variety in the exercises associated with the modules/learning activities.**

A.	Always	C.	Sometimes
B.	Most of the time	D.	Never

6.   The program encouraged student participation and interaction.

A.   Always   C.   Sometimes
B.   Most of the time   D.   Never

7.   I was informed of my strengths and weaknesses in learning the target language.

A.   Always   C.   Sometimes
B.   Most of the time   D.   Never

8.   I received the appropriate information about available material for homework and/or self-directed after-class work.

A.   Regularly   C.   Rarely
B.   When required   D.   Only when requested

9.   Remedial instruction if one found himself in difficulty was _____.

A.   always available   D.   not necessary
B.   usually available   E.   I didn't know it was offered.
C.   not available

B.   PEDAGOGICAL MATERIALS

10.   The variety of material (audio, video, written) used during the course was _____.

A.   excellent   C.   fair
B.   good   D.   poor

11.   The multimedia laboratory was _____.

A.   very useful   C.   more or less useful
B.   useful   D.   I never went to the lab.

12.   The quality of materials selected for developing the listening skill was generally _____.

A.   excellent   C.   fair
B   good   D.   poor

13.   The quality of materials selected for developing the speaking skill was generally _____.

A.   excellent   C.   fair
B.   good   D.   poor

14.   The quality of materials selected for developing the reading skill was generally _____.

A.   excellent   C.   fair
B.   good   D.   poor

15.   The quality of materials selected for developing the writing skill was generally _____.

A.   excellent   C.   fair
B.   good   D.   poor

16.   According to my needs, the amount of time spent on each of the four language skills was _____.

A.   very well-balanced   C.   poorly balanced
B.   fairly well-balanced   D.   not at all balanced

17.   <u>If you chose A or B</u> in Item 16, please blacken E. If you chose C or D in Item 16, please indicate on which skill not enough time was spent.

A.   Listening   D.   Writing
B.   Speaking   E.   I was satisfied.
C.   Reading

18.   The rate of presentation of material was _____.

A.   just appropriate for my learning rate
B.   fairly close to my learning rate
C.   generally too fast for me
D.   generally too slow for me

C.   TESTS

19.   **In-class tests given during this course (not PCs)** _____.

  A.   gave me a good indication of my progress
  B.   gave me some indication
  C.   gave me no indication
  D.   No in-class tests were given.

20.   **To prepare me for the end-of-course tests, the time spent on this course was** _____.

  A.   more than enough
  B.   just enough
  C.   not enough

21.   **To prepare me to perform on the end-of-course tests, the content of the program was** _____.

  A.   very relevant
  B.   relevant enough
  C.   more or less relevant

22.   **Situations used in the performance checks (PCs)**_____.

  A.   represented real-life situations
  B.   were fairly realistic
  C.   were not at all realistic

D.   CLASS ACTIVITIES AND OTHER ITEMS

23.   **How satisfied were you with the activities (sorties pédagogiques) conducted during regular class time?**

  A.   I was fully satisfied.
  B.   I was fairly satisfied.
  C.   I was not satisfied.
  D.   I did not participate.
  E.   Not applicable.

24. **How satisfied were you with the extracurricular activities (activités parascolaires) conducted after regular class time?**

   A.   I was fully satisfied.
   B.   I was fairly satisfied.
   C.   I was not satisfied.
   D.   I did not participate.
   E.   Not applicable.

25. **In my opinion, the level of homogeneity in my class was _____.**

   A.   fully satisfactory
   B.   acceptable
   C.   unsatisfactory

During this course, frequent changing of the classroom teachers _____.

   A.   made an interesting change
   B.   was not a problem
   C.   interfered with the learning/continuity of the program
   D.   did not occur

E.   OVERALL APPRECIATION OF COURSE

27. **To summarize my appreciation of this language course, _____.**

   A.   I am fully satisfied.
   B.   I am fairly satisfied.
   C.   I am not satisfied.

F.   WRITTEN COMMENTS (Please write on the back of your answer sheet)

28. **The best part of this language course was _____.**
    _____

29. **I would like to suggest the following improvements to the course:**
    _____
    _____

30.   **Other comments:** _____

_____

_____

Your constructive feedback will help us to improve the quality of the program.

THANK YOU

CRITIQUE FINALE DE L'ÉTUDIANT

Veuillez noter que les éléments sont regroupés par sujet. Veuillez répondre en remplissant la fiche-réponse de la manière habituelle. Les fiches seront traitées à la machine. Par conséquent :

1. *Ne choisissez qu'une réponse par question.*

2. *Ne faites pas d'autres marques sur la fiche-réponse.*

3. *Si vous écrivez des commentaires au verso de la fiche-réponse, évitez d'appuyer trop fort, car cela pourrait perforer la fiche.*

A.   PROGRAMME – APPROCHE ET CONTENU GÉNÉRAL

1.   Les objectifs du cours étaient _____.

A.	clairs	C.	vagues
B.	plutôt évidents	D.	non précisés

2.   Les objectifs des modules et des activités d'instruction étaient clairement définis.

A.	Toujours	C.	Parfois
B.	La plupart du temps	D.	Jamais

3.   La méthode de présentation/d'enseignement m'a aidé à progresser.

A.	Toujours	C.	Parfois
B.	La plupart du temps	D.	Rarement

4.   Les sujets des modules et des activités d'instruction soutenaient mon intérêt.

A.	Toujours	C.	Parfois
B.	La plupart du temps	D.	Rarement

5.   Les exercices associés aux modules et aux activités d'instruction étaient variés.

A.	Toujours	C.	Parfois
B.	La plupart du temps	D.	Jamais

6.   Le programme incitait les étudiants à participer et à interagir.

A.   Toujours   C.   Parfois
B.   La plupart du temps   D.   Jamais

7.   J'ai été informé de mes forces et de mes points faibles dans l'apprentissage de la langue cible.

A.   Toujours   C.   Parfois
B.   La plupart du temps   D.   Jamais

8.   J'ai été adéquatement informé sur le matériel offert pour les travaux personnels et/ou les travaux d'auto-apprentissage après les cours.

A.   Régulièrement   C.   Rarement
B.   Au besoin   D.   Seulement sur demande

9.   L'instruction supplémentaire pour les étudiants éprouvant des difficultés _____.

A.   était toujours offerte   D.   n'était pas nécessaire
B.   était habituellement offerte   E.   Je ne savais pas qu'elle était offerte.
C.   n'était pas offerte

B.   MATÉRIEL PÉDAGOGIQUE

10.   La variété du matériel (audio, vidéo, écrit) utilisé durant le cours était _____.

A.   excellente   C.   passable
B.   bonne   D.   faible

11.   Le laboratoire multimédia était _____.

A.   très utile   C.   plus ou moins utile
B.   utile   D.   Je ne suis jamais allé au laboratoire.

12.   La qualité du matériel choisi pour le développement des compétences en matière d'écoute était généralement _____.

A.   excellente   C.   passable
B.   bonne   D.   faible

13. **La qualité du matériel choisi pour le développement des compétences orales était généralement _____.**

A.   excellente   C.   passable
B.   bonne   D.   faible

14. **La qualité du matériel choisi pour le développement des compétences en matière de compréhension de l'écrit était généralement _____.**

A.   excellente   C.   passable
B.   bonne   D.   faible

15. **La qualité du matériel choisi pour le développement des compétences en matière d'expression écrite était généralement _____.**

A.   excellente   C.   passable
B.   bonne   D.   faible

16. **D'après mes besoins, le temps consacré à chacune des quatre compétences linguistiques était _____.**

A.   très bien équilibré   C.   mal équilibré
B.   plutôt bien équilibré   D.   n'était pas du tout équilibré

17. **Si vous avez répondu par A ou B à la question n° 16, veuillez noircir la réponse E. Si vous avez répondu par C ou D à la question n° 16, veuillez indiquer la compétence qui aurait nécessité davantage de temps.**

A.   Écoute   D.   Expression écrite
B.   Expression orale   E.   Je suis satisfait.
C.   Compréhension de l'écrit

18. **Le rythme de présentation du matériel était _____.**

A.   bien adapté à mon rythme d'apprentissage
B.   passablement proche de mon rythme d'apprentissage
C.   généralement trop rapide pour moi
D.   généralement trop lent pour moi

C.   TESTS

19.   Les tests en classe durant le cours (autres que les COREN) _____.

   A.   me donnaient une bonne idée de mes progrès
   B.   me donnaient une certaine idée de mes progrès
   C.   ne me donnaient aucune indication de mes progrès
   D.   Il n'y a pas eu de tests en classe.

20.   Le temps consacré à ce cours était _____ pour me préparer pour les tests de fin de cours.

   A.   plus que suffisant
   B.   suffisant
   C.   insuffisant

21.   Le contenu du programme était _____ pour me préparer pour les tests de fin de cours.

   A.   très pertinent
   B.   pertinent
   C.   plus ou moins pertinent

22.   Les situations utilisées dans les contrôles de rendement (COREN) _____.

   A.   étaient représentatives de la réalité
   B.   étaient passablement réalistes
   C.   n'étaient pas du tout réalistes

D.   ACTIVITÉS PÉDAGOGIQUES ET AUTRES

23.   Quel est votre degré de satisfaction en ce qui concerne les activités (sorties pédagogiques) qui ont eu lieu durant les heures de cours normales?

   A.   Entièrement satisfait.
   B.   Plutôt satisfait.
   C.   Insatisfait.
   D.   Je n'y ai pas participé.
   E.   Sans objet.

24. Quel est votre degré de satisfaction en ce qui concerne les activités parascolaires qui ont eu lieu après les heures de cours normales?

    A.   Entièrement satisfait.
    B.   Plutôt satisfait.
    C.   Insatisfait.
    D.   Je n'y ai pas participé.
    E.   Sans objet.

25. À mon avis, l'homogénéité de mon groupe était _____.

    A.   entièrement satisfaisante
    B.   acceptable
    C.   insatisfaisante

Durant le cours, les fréquents changements d'enseignants _____.

    A.   constituaient un changement intéressant
    B.   ne présentaient pas de problème
    C.   nuisaient à l'apprentissage/à la continuité du programme
    D.   sans objet

E.   *APPRÉCIATION GÉNÉRALE DU COURS*

27. En résumé, _____ de ce cours de langue.

    A.   je suis entièrement satisfait
    B.   je suis plutôt satisfait
    C.   je ne suis pas satisfait

F.   *COMMENTAIRES PAR ÉCRIT (veuillez écrire au verso de la fiche-réponse)*

28. La meilleure partie de ce cours de langue a été _____.

_____

29. J'aimerais suggérer les améliorations suivantes pour ce cours :

_____

_____

30. **Autres commentaires :** ⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺

⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺

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Votre rétroaction constructive nous aidera à améliorer la qualité du programme.

MERCI

APPENDIX E-2 – TEACHER CRITIQUE

1.   All teachers involved in teaching a Progress Level (PL) will answer the following questions below pertaining to the PL, the associated Performance Objective (PO) and the Second Language Evaluation (SLE), upon completion of each PL:

2.   <u>PL</u>:

      a.   Was an approved Lesson Plan available for the lessons you were tasked to deliver during this PL? If not, estimate what percentage of your lessons had an approved Lesson Plan available;

      b.   Was the sequencing of the PL appropriate? If not, what suggestion(s) would you make to improve its logical flow;

      c.   Was the time allocation for the PL appropriate? If not, what suggestion(s) would you make to improve the time allocation;

      d.   Were training/learning aids appropriate and available? What suggestions would you have to improve them;

      e.   Were the references identified in the TP accurate and sufficient for this PL? If not, what reference(s) need to be amended or added;

      f.   Were the classrooms, labs and/or training areas utilized during this PL adequate in terms of comfort, safety, and distractions? If not, state the area(s) of concern and suggestion(s) to rectify it/them; and

      g.   Was the testing of this PL appropriate? If not, what suggestion(s) would you have to improve it.

3.   <u>PC</u>:

      a.   Does the PC confirm the student's ability to perform all aspects of this PO? If not, explain;

      b.   Were test instructions to students adequate? If not, how would you improve them?

      c.   Is sufficient time allocated for completion of the PC and debrief to the students? If not, what would you suggest for time allocation?

4.   <u>SLE</u>:

      (1)   Is sufficient time allocated for preparation for the SLE? If not, what would you suggest for time allocation?

      (2)   Is sufficient time allocated for completion of the SLE tests and debrief to the students? If not, what would you suggest for time allocation?

5.   A summary of the analyses of Teacher Critiques will be included in the End Course Review (ECR) Report.

CRITIQUE PAR LES PROFESSEURS

1.   À la fin de chaque niveau de progrès (NP), tous les professeurs qui ont enseigné un NP répondent aux questions ci-bas relatives au NP, à l'objectif de rendement (OREN) pertinent et à l'évaluation de langue seconde (ÉLS)

2.   <u>NP</u>:

      a.   Un plan de leçon approuvé était-il disponible pour les leçons que vous étiez chargé de donner pendant ce NP? Sinon, veuillez estimer le pourcentage de vos leçons pour lesquelles un plan de leçon était disponible.

      b.   La séquence du NP était-elle appropriée? Sinon, quelles seraient vos suggestions pour améliorer sa présentation logique?

      c.   Le temps prévu pour le NP était-il approprié? Sinon, quelles seraient vos suggestions pour améliorer le temps accordé?

      d.   Les aides à l'enseignement et à l'apprentissage étaient-elles appropriées et disponibles? Quelles seraient vos suggestions pour les améliorer?

      e.   Les références identifiées dans le PLANIN étaient-elles exactes et suffisantes pour ce NP? Sinon, quelles références devrait-on ajouter ou changer?

      f.   Les classes, les laboratoires et/ou les aires d'entraînement utilisées pendant ce NP étaient-ils adéquats en fonction de leur confort, de leur sécurité ou de leurs distractions? Sinon, quelles seraient vos suggestions pour les rectifier? et

      g.   Le testing de ce NP était-il approprié? Sinon, quelles seraient vos suggestions pour l'améliorer?

3.   <u>COREN</u>:

      d.   Le COREN confirme-t-il l'habileté de l'étudiant à exécuter tous les aspects de cet OREN? Sinon, veuillez expliquer.

      e.   Les instructions aux étudiants pour le test étaient-elles adéquates? Sinon, comment pourraient-elles être améliorées?

      f.   Le temps prévu pour administrer le COREN et donner une rétroaction aux étudiants est-il suffisant? Sinon, combien de temps suggérez-vous?

4.   <u>ÉLS</u>:

      (2)   Le temps prévu pour la préparation de l'ÉLS est-il suffisant? Sinon, combien de temps suggérez-vous?

      (2)   Le temps prévu pour compléter les tests de l'ÉLS et donner une rétroaction aux étudiants est-il suffisant? Sinon, combien de temps suggérez-vous?

5.   Un résumé des critiques du personnel enseignant sera inclus dans le rapport de revue de fin de cours.

APPENDIX E-3 – COURSE MANAGEMENT CRITIQUE

Course Title: _____

Session (MITE): _____

Dates: From _____ To _____

Completed by: _____

1.   The following personnel will complete this questionnaire:

      a.   The Course Administrator or Course Manager; and

      b.   The Senior Teacher or Pedagogical Advisor.

Ser	Question	YES	NO	NA	If no, explain or offer suggestions to improve.
1	Was a detailed timetable available for this course/service session?				
2	Did the time allotted and sequence of instructional materials provide a logical skills and knowledge building flow?				
3	Did the course take place as scheduled? If not what problems did you encounter and how could problems be avoided in future sessions?				
4	Was all support required during the course/service available at the right time? If not, what was not available and how would you avoid problems in future?				
5	Were you tasked with additional, non-related duties that impeded your ability to perform your course management duties?				
6	Were course reports completed and signed by course graduates prior to departure?				
7	Did all learners have the stated course pre-requisites?				
8	Were the course loads as identified in the TP (min/max) adhered to?				
9	Was all testing (EC, PO, SLE) conducted IAW instructions?				

| 10 | **Comment:** Offer additional info to improve the administration and management of the course. | |

Thank you

Consolidated data are used by Admin, Standards and Teaching staff to improve course management

CRITIQUE DU COURS PAR LES GESTIONNAIRES

Titre du cours: _____

Session (IIEM): _____

Dates: Du _____ Au _____

Rempli par: _____

1.   Le personnel suivant complète ce questionnaire:

      a.   L'administrateur ou le gestionnaire du cours; et

      b.   Le conseiller pédagogique ou le professeur doyen.

Ser	Question	OUI	NON	S/O	Si vous avez répondu non, expliquez ou faites une suggestion pour améliorer cet aspect.
1	Est-ce qu'un horaire détaillé était disponible pour cette session du cours/service?				
2	Est-ce que le temps prévu et la séquence du matériel pédagogique permettent le développement logique des habiletés et des connaissances?				
3	Le cours a-t-il eu lieu tel que cédulé? Sinon, quels problèmes avez-vous eus et comment pourrait-on éviter ces problèmes à l'avenir?				
4	Tout l'appui nécessaire au cours/service était-il disponible au bon moment? Sinon, qu'est-ce qui n'était pas disponible et comment pourriez-vous éviter des problèmes à l'avenir?				
5	Est-ce qu'on vous a confié des tâches additionnelles, non reliées à votre travail, qui ont nui à votre capacité de gérér le cours?				
6	Les rapports de cours ont-ils été remplis et signés par les diplômés du cours avant leur départ?				
7	Tous les apprenants avaient-ils les préalables indiqués?				
8	Le nombre minimal/maximal d'étudiants indiqué dans le PLANIN a-t-il été respecté?				

Ser	Question	OUI	NON	S/O	Si vous avez répondu non, expliquez ou faites une suggestion pour améliorer cet aspect.
9	Tous les tests (COCOM, COREN, ÉLS) ont-ils été administrés selon les instructions?				
10	**Comment:** Veuillez fournir des informations additionnelles qui pourraient améliorer l'administration et la gestion du cours.				

Merci

Les données collectives sont utilisées par le personnel administratif, le personnel des normes, et le personnel enseignant pour améliorer la gestion du cours.

ANNEX F

APPENDIX F-1 – COURSE REPORT

1.   This annex describes the way to fill out the CF 377 course report form for the different types of SOLET. The appendices of this annex contain a copy of the CF 377 form with a specific template for each type of course.

ALL COURSES WITH AN SLE OBJECTIVE

2.   In section 10 of the CF 377 form, write the days of training in hours. The hours planned must designate the maximum number of course hours offered. The hours taken must designate the course hours that the student has completed. Add the number of training days by dividing the number of hours by six. Eg, 150 hours (25 days).

3.   In sections 13 and 14, write "French."

4.   The signatories of the report are, in section 17, the pedagogical advisor as the reporting officer and, in section 18, the person in charge of the training establishment as the reviewing officer.

5.   The paragraphs below explain the various templates included in section 16 (narrative) based on the course type. However, at the end of the template, there is always a place for comments on the candidate's strengths and weaknesses, the number of remedial hours (if any) and a recommendation for continuing or retaking the training, depending on the case. Any useful clarifications will also be made in the event of course withdrawal or early graduation.

6.   It is recommended that the course report be designated PROTECTED B once completed. However, the final decision on that matter is up to the chain of command of the SOLET delivery agency.

CONTINUOUS FRENCH COURSE LEVEL B (CFCLB)

7.   Appendix 1.1 of this annex provides the CF 377 form for CFCLB.

8.   In section 15, Para a), write whether or not the student passed or failed the SLE. "Incomplete" is written when the student did not complete the course and/or did not do the SLE. Write "not applicable" (N/A) for Paras b) and c).

CONTINUOUS FRENCH COURSE LEVEL C (CFCLC)

9.   Appendix 1.2 of this annex provides the CF 377 form for CFCLC.

10.   In section 15, Para a), write whether or not the student passed or failed the SLE. "Incomplete" is written when the student did not complete the course and/or did not do the SLE. Write "not applicable" (N/A) for Paras b) and c).

SHORT COURSES (SINGLE PLs 5, 7 AND 11; SPECIFIC SKILLS; AND REFRESHER TRAINING AND SLE PREPARATION)

11.   Appendix 1.3 of this annex provides the CF 377 form for short courses.

12.   In section 15, Para a), write whether or not the student passed or failed the course's SLE objective. "Incomplete" is written when the student did not complete the course and/or did not do the test. Write "not applicable" (N/A) for Paras b) and c).

ROYAL MILITARY COLLEGE (RMC) COURSES

13.   Appendix 1.4 of this annex provides the CF 377 form for RMC courses.

14.   In section 15, Para a), write whether or not the student registered in Level B training passed the SLE at the level at the end of developmental period 1.4. Write "not applicable" (N/A) for Paras b) and c).

DISTRIBUTION LIST

15.   At minimum:

      a.   Student;

      b.   Parent unit;

      c.   Student's file;

      d.   SSO OL/SLE manager; and

      e.   Director – Military Careers (D Mil C)

APPENDIX F-1.1 COURSE REPORT – CONTINUOUS ENGLISH COURSE LEVEL B (CECLB)

This appendix provides a copy of the CF 377 form that contains the template for the CECLB.

COURSE REPORT	RAPPORT DE COURS
Note: Instructions for preparation and distribution can be found in the relevant CMP instruction.	**Nota:** Les instructions de rédaction et diffusion se trouvent dans les instructions pertinentes du CPM.

A. Personal data – Renseignements personnels | ## B. Course data – Renseignement sur le cours

A. Personal data – Renseignements personnels	B. Course data – Renseignement sur le cours
1. SN – NM	8. Course title – Titre du cours **Cours continu d'anglais de niveau B / Continuous English Course Level B**
2. Rank – Grade	9. Course ID – ID du cours Qualification code – Code de qualification **117949**
3. Surname – Nom de famille	10. Instructional days – Jours d'instruction scheduled / prévus attended / suivis
4. MOS ID – ID SGPM	11. Course dates (yyyy/mm/dd) – Dates de cours (aaaa/mm/jj) from / de to / à
5. Home unit – Unité d'appartenance	12. Course session no. – No de session du cours
6. First official language (OL) – Première langue officielle (LO) English / Anglais French / Français **X**	13. Language of instruction – Langue d'instruction English / Anglais **X** French / Français Bilingual / Bilingue
7. Student's preferred OL of completion LO choisie par l'étudiant pour remplir ce rapport English / Anglais French / Français	14. Self-expression assessed in – Facilité d'expression évaluée en English / Anglais **X** French / Français Both / Les deux N/A / S/O

C. Student's performance – Rendement de l'étudiant

15. Disposition – Dispositions

a. Basic assessment – Évaluation de base :   pass / réussi   fail / échoué   incomplete / incomplet

b. Grading – note alpha :   A   B   C   N/A S/O **X**

c. Ranking – Classement :   stood / était   in a class of / dans une classe de   N/A S/O **X**

16. Narrative – Évaluation narrative

Résultats/Results :
a. Test de classement – niveau de début de formation recommandé/Placement test – recommended starting level:
b. Tests : Contrôles de compétence (COCOM) et Contrôles de rendement (COREN) / Enabling Checks (EC) and Performance Checks (PC) :

	A atteint la norme/ Achieved objective	A échoué/ Failed	Nombre d'essais/ Number of attempts
COCOM/EC 1 :			
COCOM/EC 2 :			
COCOM/EC 3 :			
COREN/PC 401 :			
COCOM/EC 5 :			
COCOM/EC 6 :			

c. Évaluation de langue Seconde/Second Language Evaluation – Language Profile achieved :
Compréhension de l'écrit/Reading :   Date du test (final) :   Nombre d'essais/ Number of attempts :
Expression Écrite/Writing :   Date du test (final) :   Nombre d'essais/ Number of attempts :
Compétence Orale :   Date du test (final) :   Nombre d'essais/ Number of attempts :

d. Commentaires/Comments:

D. Signatures

17. Reporting officer – Officier chargé du rapport

Date	Signature

18. Comments by reviewing officer – Remarques de l'officier de révision

IT&E estb. – Établissement d'instruction	Date	Signature

19. Student – Étudiant   *I have read this report – J'ai lu le présent rapport*

Name – Nom	Date	Signature

--

APPENDIX F-1.2 COURSE REPORT – CONTINUOUS ENGLISH COURSE LEVEL C (CECLC)

This appendix provides a copy of the CF 377 form that contains the template for the CECLC.

COURSE REPORT

Note: Instructions for preparation and distribution can be found in the relevant CMP instruction.

RAPPORT DE COURS

Nota: Les instructions de rédaction et diffusion se trouvent dans les instructions pertinentes du CPM.

A. Personal data – Renseignements personnels

1. SN – NM

2. Rank – Grade

3. Surname – Nom de famille

4. MOS ID – ID SGPM

5. Home unit – Unité d'appartenance

6. First official language (OL) – Première langue officielle (LO)

| English Anglais | French Français **X** |

7. Student's preferred OL of completion
LO choisie par l'étudiant pour remplir ce rapport

| English Anglais | French Français |

B. Course data – Renseignement sur le cours

8. Course title – Titre du cours

Cours continu d'anglais de niveau C / Continuous English Course Level C

9. Course ID – ID du cours   Qualification code – Code de qualification

117948

10. Instructional days – Jours d'instruction

| scheduled prévus | attended suivis |

11. Course dates (yyyy/mm/dd) – Dates de cours (aaaa/mm/jj)

| from de | to à |

12. Course session no. – No de session du cours

13. Language of instruction – Langue d'instruction

| English Anglais **X** | French Français | Bilingual Bilingue |

14. Self-expression assessed in – Facilité d'expression évaluée en

| English Anglais **X** | French Français | Both Les deux | N/A S/O |

C. Student's performance – Rendement de l'étudiant

15. Disposition – Dispositions

a. Basic assessment –
Évaluation de base :

| pass réussi | fail échoué | incomplete incomplet |

b. Grading – note alpha :

| A | B | C | N/A S/O **X** |

c. Ranking –Classement :

| stood était | in a class of dans une classe de | N/A S/O **X** |

16. Narrative – Évaluation narrative

Résultats/Results :
a. Test de classement – niveau de début de formation recommandé/Placement test – recommended starting level:
b. Tests : Contrôles de compétence (COCOM) et Contrôles de rendement (COREN) / Enabling Checks (EC) and Performance Checks (PC) :

| | A atteint la norme/ Achieved objective | A échoué/ Failed | Nombre d'essais/ Number of attempts |

COCOM/EC 5 :
COCOM/EC 6 :
COREN/PC 402:
COCOM/EC 8 :
COCOM/EC 9 :
COCOM/EC 10 :

c. Évaluation de langue Seconde/Second Language Evaluation – Language Profile achieved :
Compréhension de l'écrit/Reading :   Date du test (final) :   Nombre d'essais/ Number of attempts :
Expression Écrite/Writing :   Date du test (final) :   Nombre d'essais/ Number of attempts :
Compétence Orale :   Date du test (final) :   Nombre d'essais/ Number of attempts :

d. Commentaires/Comments:

D. Signatures

17. Reporting officer – Officier chargé du rapport

Date   Signature

18. Comments by reviewing officer – Remarques de l'officier de révision

| IT&E estb. – Établissement d'instruction | Date | Signature |

19. Student – Étudiant   *I have read this report – J'ai lu le présent rapport*

| Name – Nom | Date | Signature |

CF 377 (12-2005) 7530-21-905-6319

Design: Forms Management 993-4050
Conception: Gestion des formulaires 993-4062

APPENDIX F-1.3 COURSE REPORT – SHORT COURSES

This appendix provides a copy of the CF 377 form that contains the template for short courses (Single PLs 5, 7 and 11; Specific Skills; and Refresher Training and SLE Preparation).

COURSE REPORT	**RAPPORT DE COURS**
Note: Instructions for preparation and distribution can be found in the relevant CMP instruction.	**Nota:** Les instructions de rédaction et diffusion se trouvent dans les instructions pertinentes du CPM.

A. Personal data – Renseignements personnels

1. SN – NM

2. Rank – Grade

3. Surname – Nom de famille

4. MOS ID – ID SGPM

5. Home unit – Unité d'appartenance

6. First official language (OL) – Première langue officielle (LO)

English Anglais   French Français **X**

7. Student's preferred OL of completion
   LO choisie par l'étudiant pour remplir ce rapport

English Anglais   French Français

B. Course data – Renseignement sur le cours

8. Course title – Titre du cours

9. Course ID – ID du cours   Qualification code – Code de qualification

10. Instructional days – Jours d'instruction

scheduled prévus   attended suivis

11. Course dates (yyyy/mm/dd) – Dates de cours (aaaa/mm/jj)

from de   to à

12. Course session no. – No de session du cours

13. Language of instruction – Langue d'instruction

English Anglais **X**   French Français   Bilingual Bilingue

14. Self-expression assessed in – Facilité d'expression évaluée en

English Anglais **X**   French Français   Both Les deux   N/A S/O

C. Student's performance – Rendement de l'étudiant

15. Disposition – Dispositions

a. Basic assessment –
   Évaluation de base :   pass réussi   fail échoué   incomplete incomplet

b. Grading – note alpha :
   A   B   C   N/A S/O **X**

c. Ranking – Classement :
   stood était   in a class of dans une classe de   N/A S/O **X**

16. Narrative – Évaluation narrative

Résultats/Results :

a. Test de classement – niveau de début de formation recommandé/Placement test – recommended starting level:

b. Évaluation de langue Seconde/Second Language Evaluation – Language Profile achieved :
Compréhension de l'écrit/Reading :   Date du test (final) :   Nombre d'essais/ Number of attempts :
Expression Écrite/Writing :   Date du test (final) :   Nombre d'essais/ Number of attempts :
Compétence Orale :   Date du test (final) :   Nombre d'essais/ Number of attempts :

c. Commentaires/Comments:

D. Signatures

17. Reporting officer – Officier chargé du rapport

Date	Signature

18. Comments by reviewing officer – Remarques de l'officier de révision

IT&E estb. – Établissement d'instruction	Date	Signature

19. Student – Étudiant   *I have read this report – J'ai lu le présent rapport*

Name – Nom	Date	Signature

APPENDIX F-1.4 COURSE REPORT – ROYAL MILITARY COLLEGE

This appendix provides a copy of the CF 377 form that contains the template for
RMCC and RMC Saint-Jean SOLET courses.

COURSE REPORT

Note: Instructions for preparation and distribution can be found in the relevant CMP instruction.

RAPPORT DE COURS

Nota: Les instructions de rédaction et diffusion se trouvent dans les instructions pertinentes du CPM.

A. Personal data – Renseignements personnels

1. SN – NM

2. Rank – Grade

3. Surname – Nom de famille

4. MOS ID – ID SGPM

5. Home unit – Unité d'appartenance

6. First official language (OL) – Première langue officielle (LO)

| English Anglais | French Français **X** |

7. Student's preferred OL of completion
LO choisie par l'étudiant pour remplir ce rapport

| English Anglais | French Français |

B. Course data – Renseignement sur le cours

8. Course title – Titre du cours

**EFSLO Collège militaire royal (spécifier le cours : /
SOLET Royal Military College (specify course) :**

9. Course ID – ID du cours   Qualification code – Code de qualification

10. Instructional days – Jours d'instruction

| scheduled prévus | attended suivis |

11. Course dates (yyyy/mm/dd) – Dates de cours (aaaa/mm/jj)

| from de | to à |

12. Course session no. – No de session du cours

13. Language of instruction – Langue d'instruction

| English Anglais **X** | French Français | Bilingual Bilingue |

14. Self-expression assessed in – Facilité d'expression évaluée en

| English Anglais **X** | French Français | Both Les deux | N/A S/O |

C. Student's performance – Rendement de l'étudiant

15. Disposition – Dispositions

a. Basic assessment – Évaluation de base :	pass réussi	fail échoué	incomplete incomplet
b. Grading – note alpha :	A	B	C	N/A S/O **X**
c. Ranking –Classement :	stood était	in a class of dans une classe de	N/A S/O **X**

16. Narrative – Évaluation narrative

Résultats/Results :

a. Test de classement – niveau de début de formation recommandé/Placement test – recommended starting level:

b. Évaluation de langue Seconde/Second Language Evaluation – Language Profile achieved :
Compréhension de l'écrit/Reading :   Date du test (final) :   Nombre d'essais/ Number of attempts :
Expression Écrite/Writing :   Date du test (final) :   Nombre d'essais/ Number of attempts :
Compétence Orale :   Date du test (final) :   Nombre d'essais/ Number of attempts :

c. Commentaires/Comments:

D. Signatures

17. Reporting officer – Officier chargé du rapport

| Date | Signature |

18. Comments by reviewing officer – Remarques de l'officier de révision

| IT&E estb. – Établissement d'instruction | Date | Signature |

19. Student – Étudiant   *I have read this report – J'ai lu le présent rapport*

| Name – Nom | Date | Signature |

APPENDIX F-2 – PROGRESS LEVEL REPORT

This appendix contains the progress level (PL) report that must be written

- at the end of each PL during a continuous course, except at the end of the course; and

- at the end of courses covering single PLs 1 to 3, 5, 6, and 8 to 10.

PROGRESS LEVEL REPORT / RAPPORT DE NIVEAU DE PROGRÈS

Nom/Name	Groupe/Group	NM/SN	Date: du/from	Au/to	NP/PL
Grade/Rank	Lieu de formation/Training	Heures prévues/ Hours planned	Heures reçues/Hours received	Fournisseur/Contractor	

COTES/RATING	Faible/Weak 1	Inégal(e)/Inconsistent 2	Satisfaisant(e)/Satisfactory 3	Bon(ne)/Good 4	Supérieur(e)/Superior 5

OBJECTIFS DU NP/OBJECTIVES OF PL

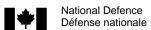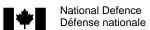|	1	2	3	4	5
Progrès face aux objectifs du NP/Progress with respect to PL objectives	☐	☐	☐	☐	☐
Compréhension auditive/Listening comprehension					
Capacité de comprendre le sens général/Ability to understand the general meaning	☐	☐	☐	☐	☐
Capacité de comprendre les détails/Ability to understand details	☐	☐	☐	☐	☐
Compréhension de l'écrit/Reading comprehension					
Capacité de comprendre le sens général/Ability to understand the general meaning	☐	☐	☐	☐	☐
Capacité de comprendre les détails/Ability to understand details	☐	☐	☐	☐	☐
Capacité de comprendre en temps limité/Ability to understand within a limited time	☐	☐	☐	☐	☐
Capacité de poursuivre la lecture malgré certains termes ou structures inconnus/Ability to continue to read in spite of the unknown terms or structures	☐	☐	☐	☐	☐
Expression écrite/Writing expression					
Orthographe/Spelling	☐	☐	☐	☐	☐
Organisation et clarté du message/Organization and clarity of communication	☐	☐	☐	☐	☐
Structures de phrases/Sentence structures	☐	☐	☐	☐	☐
Vocabulaire/Vocabulary	☐	☐	☐	☐	☐
Verbes (conjugaison/accord)/Verbs (conjugation/agreement)	☐	☐	☐	☐	☐
Utilisation des temps de verbes/Use of verb tenses	☐	☐	☐	☐	☐
Capacité d'élaboration/Ability to elaborate	☐	☐	☐	☐	☐
Expression orale/Oral expression					
Prononciation/Pronunciation	☐	☐	☐	☐	☐
Débit-Rythme/Flow of speech-Rhythm	☐	☐	☐	☐	☐
Organisation et clarté du message/Organization and clarity of communication	☐	☐	☐	☐	☐
Structures de phrase/Sentence structures	☐	☐	☐	☐	☐
Vocabulaire/Vocabulary	☐	☐	☐	☐	☐
Verbes (conjugaison/accord)/Verbs (conjugation/agreement)	☐	☐	☐	☐	☐
Utilisation des temps de verbes/Use of verb tenses	☐	☐	☐	☐	☐
Stratégies de communication/Communication strategies	☐	☐	☐	☐	☐
Capacité d'élaboration/Ability to elaborate	☐	☐	☐	☐	☐
Implication personnelle/Personal involvement					
Participation en salle de classe/Class participation	☐	☐	☐	☐	☐
Application des recommandations/Implementation of recommendations	☐	☐	☐	☐	☐
Autocorrection/Self-correction	☐	☐	☐	☐	☐
Tolérance à la correction/Acceptance of correction	☐	☐	☐	☐	☐
Utilisation du français à l'extérieur de la classe/Use of French outside the classroom	☐	☐	☐	☐	☐
Assiduité à faire le travail demandé/Attentiveness to required work	☐	☐	☐	☐	☐

National Defence
Défense nationale

PROGRESS LEVEL REPORT / RAPPORT DE NIVEAU DE PROGRÈS

Nom/Name	Lieu de formation/Training Location	NP/PL

Commentaires et recommandations/Comments and recommendations

Résultats/Results	CÉ/Reading		EÉ/Writing		IO/OI	

Commentaires de l'étudiant(e)/Student's comments

☐ J'ai lu ce rapport et j'en ai discuté avec l'équipe pédagogique/I have read this report and discussed it with the pedagogical team

Étudiant(e)/Student   **Enseignant(e) principal(e)/Main teacher**

Nom et signature	Date	Nom et signature	Date

Superviseur(e) pédagogique/Pedagogical Advisor   Enseignant(e) pivot/Floating teacher

Nom et signature	Date	Nom et signature	Date

PROTECTED B / PROTÉGÉ B
PROGRESS LEVEL REPORT / RAPPORT DE NIVEAU DE PROGRÈS
ANNEXE

APPENDIX F-3 – LANGUAGE RETENTION REPORT

This appendix contains the report to write at the end of group and individual language-retention services.

PROTECTED A / PROTÉGÉ A
END OF SESSION REPORT / LANGUAGE RETENTION
RAPPORT DE FIN DE SESSION / MAINTIEN DE L'ACQUIS

Nom/Name	Groupe/Group	NM/SN	Date: du/from	Au/to	Niveau/Level
Grade/Rank	Lieu de formation/ Training Location	Heures prévues/ Hours planned	Heures reçues/ Hours received	Établissement d'instruction/Fournisseur/ Training Establishment/Supplier	

OBJECTIFS/OBJECTIVES	L'objectif de ce service est le maintien du profil linguistique BBB ou CBC

Commentaires et recommandations/Comments and recommendations

Commentaires de l'étudiant/Student's comments

☐ J'ai lu ce rapport et j'en ai discuté avec l'équipe pédagogique/I have read this report and discussed it with the pedagogical team

Étudiant/Student   **Enseignant principal/Main teacher**

Nom et signature	Date	Nom et signature	Date

Conseiller pédagogique/Pedagogical Advisor   Enseignant pivot/Floating teacher

Nom et signature	Date	Nom et signature	Date

National Defence
Défense nationale

END OF SESSION REPORT / LANGUAGE RETENTION
RAPPORT DE FIN DE SESSION / MAINTIEN DE L'ACQUIS

ANNEXE

APPENDIX F-4 – OTHER EVALUATION TOOLS

This appendix provides the following useful evaluation tools that can be adapted to the needs of the SOLET delivery agencies:

Appendix 4.1: Student–Teacher Pedagogical Meeting – Bilingual Form;

Appendix 4.2: Disciplinary Procedures – Procedures and Form;

Appendix 4.3: Evaluation Grid – Informal Interview; and

Appendix 4.4: Evaluation Grid – Simulation of the SLE Test of Oral Proficiency (TOP).

APPENDIX F-4.1 – RENCONTRE INDIVIDUELLE PÉDAGOGIQUE /STUDENT-TEACHER MEETING

Veuillez rédiger le commentaire dans la langue de l'étudiant. / please write comment in the student's language.

PROFESSEUR / TEACHER: _____

ÉTUDIANT / STUDENT: _____

DATE: _____

OBJECTIFS DE LA RENCONTRE / OBJECTIVES OF THE MEETING :

_____
_____
_____
_____

RECOMMANDATIONS / RECOMMENDATIONS:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Prochaine rencontre / Next meeting: _____
SIGNATURES :
ÉTUDIANT/STUDENT: _____
PROFESSEUR/TEACHER :   _____

APPENDIX F-4.2 – DISCIPLINARY PROCEDURES

1. **Problems/Solutions**
   ❑ **Student**
      a. If a student encounters a pedagogical problem, he/she must immediately talk it over with the teacher so that they can find ways to solve the problem together. He/she may also discuss the problem with the pedagogical advisor, who will contact the SOLET coordinator/manager, if necessary, to find a solution.
      b. If a student encounters an administrative or disciplinary problem, he/she must immediately talk it over with his/her group or course senior, who will inform the COL, if necessary, to resolve the matter. The COL will inform the SOLET coordinator/manager.
   ❑ **Teacher**
      a. If the teacher notices a pedagogical problem, he/she must talk it over that day with the student so that they can find ways to solve the problem together.
      b. When a behavioural problem arises, the procedure outlined in the annex (**Annex B**) is followed.

ANNEX B

PROCEDURE TO FOLLOW FOR A BEHAVIOURAL PROBLEM

Step 1/Logbook
As soon as a problem arises,

1. The teacher talks it over with the student **as soon as possible** to rectify the situation.
2. The teacher makes a note of the meeting in the logbook.
3. The teacher informs the local pedagogical advisor and the group or course senior, depending on the student's rank.
4. The local pedagogical advisor informs the COL and the SOLET coordinator/manager.

Step 2/Behaviour Report: Verbal Warning
If the problem happens again,

1. The teacher talks it over again with the student **as soon as possible in the presence of the local pedagogical advisor**.
2. The teacher writes down the events of the meeting on the B*ehaviour Report/Verbal Warning* form.
3. The teacher and the local pedagogical advisor sign the report and have it signed by the student, the COL and the group or course senior, depending on the student's rank.
4. The COL includes the original of the B*ehaviour Report/Verbal Warning* in the student's file.
5. The COL informs the chain of command of the situation.
6. The local pedagogical advisor informs the SOLET coordinator/manager.

Step 3/Behaviour Report: Recorded Warning
If the problem persists,

1. The teacher talks it over again with the student as soon **as possible in the presence of the local pedagogical advisor and the COL**.
2. The teacher writes down the events of the meeting on the *Behaviour Report/Recorded Warning* form.
3. The teacher, the local pedagogical advisor and the COL sign the form and have it signed by the student and the group or course senior, depending on the rank of the student.
4. The COL includes the original of the *Behaviour Report/Recorded Warning* in the student's file.
5. The teacher records the date and the reason for the behaviour report in the next *Progress Level Report.*
6. The COL takes the necessary disciplinary measures and informs the chain of command of the situation.
7. The local pedagogical advisor informs the SOLET coordinator/manager.

BEHAVIOUR REPORT
VERBAL WARNING

Date: _____

Student: _____   **Group:** _____

Base: _____

Teacher: _____

Date of the meeting recorded in the logbook: _____

OBJECTIVES OF THE MEETING

_____
_____
_____
_____
_____

RECOMMENDATIONS

_____
_____
_____
_____
_____
_____
_____

Next step: Behaviour Report/Recorded Warning

Signatures: _____

Student: _____
Teacher: _____
Pedagogical advisor: _____
Group/course senior: _____
COL: _____

BEHAVIOUR REPORT
RECORDED WARNING

Date: _____

Student: _____   **Group:** _____

Base: _____

Teacher: _____

Date of the meeting recorded in the logbook: _____

OBJECTIVES OF THE MEETING

_____
_____
_____
_____

* For a student in the continuous course, the date and the reason for the meeting will be written in the student's next *Progress Level Report* and the original of the form will be placed in the student's file.

RECOMMENDATIONS

_____
_____
_____
_____
_____
_____

Next step: Disciplinary measures

Signatures:

Student: _____
Teacher: _____
Pedagogical advisor: _____
COL: _____
Group/course senior: _____

APPENDIX F-4.3 – EVALUATION GRID – INFORMAL INTERVIEW

Name:
Resource person:

Components	Legend	General comments	Type of error
	1. Weak 2. Average 3. Superior		
Task			
CRITERIA			
Ease	1.☐ 2.☐ 3.☐.		
Clarity	1.☐ 2.☐ 3.☐.		
Ability to maintain the conversation	1.☐ 2.☐ 3.☐.		

APPENDIX F-4.4 EVALUATION GRID – SIMULATION OF THE SLE TEST OF ORAL PROFICIENCY (TOP)

Name:
Resource person:
Date:

Components	Legend	General comments	
	1. Weak 2. Average 3. Superior		
Task			
Part 1 Answer simple questions	1.☐ 2.☐ 3.☐.		
Part 2 Understand and state the reason for the call Understand and identify the request for assistance	1.☐ 2.☐ 3.☐.		

Part 3 Give a presentation and answer questions afterwards	1.☐ 2.☐ 3.☐.		
Part 4 Understand the dialogue Summarize or repeat what was said and respond to it	1.☐ 2.☐ 3.☐.		
CRITERIA			
Ease	1.☐ 2.☐ 3.☐.		
Clarity	1.☐ 2.☐ 3.☐.		
Pronunciation	1.☐ 2.☐ 3.☐.		

Points to work on:

ANNEX G

APPENDIX G-1 – DESCRIPTION OF PROGRESS REVIEW LEVELS

Level	Applies to	Initiated because of				Objective	Action	Option/ Recommendation	Documentation
		Situation	EC	PC	SLE				
1 Pedagogical coaching	All courses	Weakness in the course	Failure of first EC	Failure of first mandatory PC if student has not already failed an EC (see Note 2)	CFCLB: Failure of first attempt of the SLE if student has not already failed a mandatory EC or PC (see Note 2)	Help student attain a normal rate of progress.	- Teacher meets with student - Teacher implements remedial actions - Teacher informs student of the consequences of a failure (Note 1)	- Remedial actions - Additional meeting with student	Pedagogical coaching reports and disciplinary reports are placed in the student's training file.

	Level	Applies to	Initiated because of				Objective	Action	Option/ Recommendation	Documentation
			Situation	EC	PC	SLE				
2	Independent Review Board (IRB)	Continuous courses	- It is predicted that pedagogical coaching will not resolve the problem - The pedagogical coaching is unsuccessful - Recurring problem - Student's performance remains unsatisfactory or below standard	Failure of second EC	Failure of first mandatory PC if student has already failed an EC (see Note 2)	CFCLB: Failure of first attempt of the SLE if student has already failed a mandatory EC or PC (see Note 2) CFCLC: Failure of first attempt of the SLE	- Identify the potential factors not related to the teaching - Ensure thorough understanding of the student's strengths and weaknesses - Determine the necessary measures to correct deficiencies - Resolve any extenuating circumstances and teaching deficiencies	- Examine the documentation related to the student's training; - Interview the teachers who participated in the training and the personnel who communicated with the students regarding standards (e.g., Lesson 0); - Consult standards personnel to obtain advice or clarifications concerning any problem that may arise during training and processes related to CFITES; - Interview the student; - Determine the student's weaknesses; - Recommend an action plan that includes milestones that will allow deficiencies to be corrected and the student to return to a normal rate of progress; and - Place a record of the IRB meeting in the student's file.	- Continue training after remedial training; - Retake test (if applicable); - Take administrative action (if applicable); - Convene a PRB (Note 3): the IRB makes this recommendation if it concludes that it does not have the necessary authority to handle a problem such as a voluntary withdrawal, a seriously substandard performance, or possible removal from the course.	A record of the IRB meeting is placed in the student's file.

	Level	Applies to	Initiated because of				Objective	Action	Option/ Recommendation	Documentation
			Situation	EC	PC	SLE				
3	Progress Review Board (PRB)	Continuous courses	- There is unsatisfactory progress that is apparent through recurring problems; - The other levels of progress review have not solved the student's performance problem; - The student voluntarily requested to be withdrawn from the training; - Any other serious problem that warrants convening a PRB.	Failure of three ECs (or more) Second failure of a mandatory PC Note: A total of three failures of mandatory ECs and PCs triggers a PRB, e.g., two mandatory ECs and one mandatory PC.		Second failure of an SLE test	- Examine all of the circumstances taken into consideration at the previous levels	Activities prior to the PRB - Notify the student in writing that a PRB is being convened and the reasons for doing so; - Provide the student and all potential members of the PRB with a copy of Chapter 3 and Annex G of the CAFFC TP (which contains information on PRBs); - Provide the student with all of the information that will be taken into consideration by the PRB; - Provide the student with an attending officer at the student's request or if the CO (or his/her equivalent) deems it appropriate; - Decide whether the student will be excluded from the training during the PRB or while waiting for its conclusions (Note 4).	The PRB members (minus the student) analyze the conclusions and issue one of the following recommendations: - Continue training, with or without remedial training; - Continue training, with reassessment; - Retake the course; - Cease training (CT) and return to unit (RTU); - CT and referral to a personnel selection officer (PSO) for discussion on the student's career.	

Level	Applies to	Initiated because of				Objective	Action	Option/ Recommendation	Documentation
		Situation	EC	PC	SLE				
							Conduct of the PRB - The student must be able to access all of the information that the Board is taking into account, to talk to personnel or other students, and to prepare the documents that he/she wishes to submit to the Board. - The student must be able to present his/her point of view to the Board along with any supporting evidence and witnesses, if he/she wishes.		
							The Chair shall - Inform the student that a PRB is being convened and explain the reasons for doing so; - Explain the possible outcomes that the PRB may recommend; - Explain the PRB proceedings to the student; - Ensure that the PRB principles are followed; - Ensure that the student is provided with all related documentation and has access to all information and conclusions; - Ensure that the student is provided the opportunity to address the Board and present information on his/her behalf; - Listen to / question all parties to fairly determine relevant conclusions; - Cease or adjourn the PRB if serious conclusions may warrant a higher level investigation, a summary trial, etc; - Ensure that the PRB Summary Report (Annex G Appendix 3 of the TP) is fully and correctly completed.		

Level	Applies to	Initiated because of				Objective	Action	Option/ Recommendation	Documentation
		Situation	EC	PC	SLE				
						;	The PRB shall - Review all documentation relating to the student's training; - Interview the student; - Interview standards personnel, instructors and others (if applicable) who have personally witnessed the student's performance; - Consult a standards personnel member to obtain advice or clarifications concerning any problem that may arise during training and processes related to CFITES; - Record its conclusions. The PRB must try to identify the cause of the student's unsatisfactory progress by examining the following elements: - Potential problems in terms of the conduct of the training, such as deficiencies in course delivery as compared to the TP; - Potential personal problems; - Administrative problems; - Medical problems that are not part of a permanent or temporary medical category; - Disciplinary problems; - Other factors that could hinder the student's ability to make good progress and complete his/her course.		
							- Once the Chair is satisfied that all of the information has been presented, the PRB is adjourned.		

| Level | Applies to | Initiated because of | | | | Objective | Action | Option/ Recommendation | Documentation |
		Situation	EC	PC	SLE				
							Activities after the PRB - The Chair summarizes the PRB's conclusions, substantiations and recommendations to the CO (or his/her equivalent); - The Chair of the Board announces the CO's decision (or that of his/her equivalent) to the student at the earliest opportunity. (Note: The Chair will also see to it that the Board members are informed of the CO's final decision [or that of his/her equivalent].)		

Note 1. A student who fails a short course must normally retake it in order to achieve the objectives.

Note 2.
2012–2013: PC 401 mandatory at the end of PL 5 in CFCLB;
2013–2014: PC 402 mandatory at the end of PL 7 in CFCLC for students who start the course with a Level A refresher.

Note 3. The IRB makes this recommendation if it concludes that it does not have the necessary authority to handle a problem such as a voluntary withdrawal or a seriously substandard performance, or if a removal from the course is being considered.

Note 4. This decision depends on the circumstances. That said, if the course is nearly over, it would be neither fair nor appropriate to exclude the student. The reasons cited for convening a PRB must not lead to a de facto exclusion. In rare circumstances, the student can be excluded from an activity when his/her participation would be detrimental to his/her progress or that of the other students. The CO (or his/her equivalent) is responsible for making that decision.

APPENDIX G-2 – PERSONNEL INVOLVED – PROGRESS REVIEW

Level 1 – PEDAGOGICAL COACHING	
- Teacher	
- Pedagogical advisor	
Level 2 – INDEPENDENT REVIEW BOARD (IRB) – Composition	

CFLS (DND pers – LAT/EDS) 1. Chair: Coy/Division OC 2. Ped Adv (LAT-02) 3. Local Standards Rep	LTC (DND pers – LAT) 1. Chair: LTC CO (Maj/Capt) 2. Ped Adv (LAT-02) 3. SO Rep 3. Army: LTC Sergeant-Major	ENVIRONMENTS Navy, Army, Air (NISO Suppliers) 1. Chair: BCOL 2. Ped Adv 3. SO Rep
CFLS (NISO Suppliers) 1. Chair: NCR Coy OC 2. Fmn Coord (EDS) 3. Ped Adv		

Level 3 – PROGRESS REVIEW BOARD (PRB) – Composition			
CFLS (DND pers – LAT/EDS)	LTC (DND pers – LAT)		ENVIRONMENTS Navy, Army, Air (NISO Suppliers) 0. Notice sent to the Base Comd and the Career Manager after the IRB
1. Chair: DCmdt	1. Chair: LTC CO (Maj/Capt)	1. Army: Chair: LFQA TC Chief Instructor	1. Chair: - Level C: CCOL - Level B: BCOL
2. Chief Standards	2. Navy: CFNOS Rep	2. Army: LTC CO (Maj/Capt) 2. Air: Admin Officer (LCol) or Personnel Management Officer	2. G1/B1 (military personnel manager, supervisor of BCOL) or Wing Admin Officer
3. Ped Rep (LAT-EDS) Note: The Chair may invite witnesses/advisors.	3. SO Rep		3. SO Rep
CFLS (NISO Suppliers) 1. Chair: NCR Coy 2IC 2. Ped Adv 3. Standards Rep			

PRB: Who authorizes the PRB and makes the decision on the recommendations		
CFLS Cmdt	LTC Army LTC: LFQA TC CO or Senior officer in the LTC CO's equivalent (depending on the case chain of command or the student's rank) e.g., Base/Wing Adm O	ENVIRONMENTS Senior officer in the BCOL or CCOL's chain of command

Notes on the PRB:
- If the student is an officer, the Chair's rank must be equal to or higher than that of the student;

- An officer or his/her civilian equivalent, normally the Commandant, must authorize the PRB and must not preside over it. The PRB must submit its recommendations to that officer, who can remain objective, having not participated in the deliberations, and who makes the final decision on the PRB's recommendations.

APPENDIX 3 – PRB SUMMARY REPORT   CAFEC TRAINING PLAN – A-P3-050-SLT/PH-H02
ANNEX G
PROTECTED B (when completed)

APPENDIX G-3: PROGRESS REVIEW BOARD (PRB) SUMMARY REPORT

PART I: Identification						
Student information	SN		Name		Rank	
Course information	Course number		Course name			

PART II: Unsatisfactory progress in SOLET that led to the PRB

An IRB or a PRB has been convened for this student concerning this course in the past: Y/N

If so: Date when the IRB/PRB met: _____

Reason for convening the PRB	**Check items that apply**	**Explanation**: (Attach a statement showing that the principles of the PRB—namely *notice*, *disclosure*, *representation* and *reasons*—were followed and explained to the learner, in accordance with Chapter 3 of the CAFFC Training Plan.)
Second (or subsequent) failure on EC/PC/SLE		Date when the PRB met: _____
Cease training (CT) indicated		Date when the PRB notice was sent to the student: _____
Inability to remedy unsatisfactory progress at other progress review levels (eg, pedagogical support and IRB)		**Statement of facts**:
Voluntary request to withdraw		
Other (specify)		
Information about the EC/PC/SLE failed:		
Student's mark		
Group's success rate		
Number of participants in the group		Student's signature[1] Date

PART III: Composition of the PRB

	Title	SN	Rank and name	Initials
Chair				
Member				
Member				
Secretary				
Other (specify)				

PART IV: PRB's Conclusions

Probable cause of the student's unsatisfactory performance	Problem with teaching		Personal problem		Administrative problem	
	Health problem		Discipline problem		Other	

Explanation:

PART V: PRB's Recommendation **(based on a fair evaluation of Part IV)**

Continue training, with or without remedial work [2]		Continue training, with reassessment		Retake the course		Cease training (CT) and RTU		CT and referral to a PSO	

Reasons:

Signature of PRB Chair	Date

PART VI: Decision of Commanding Officer (or equivalent)	
Signature of Commanding Officer (or equivalent)	Date

1. The student must read and sign the "Explanation" section in Part II at the beginning of the PRB process.
2. The remedial work must be monitored and records kept in case a subsequent PRB is required.

ANNEX H

APPENDIX H – COURSES AND SERVICES – CANADIAN ARMED FORCES ENGLISH CURRICULUM (CAFEC)

1.   There are five appendices in this annex:

    a.   Appendix 1: Continuous Courses;

    b.   Appendix 2: Single Progress Level (PL) Courses;

    c.   Appendix 3: Other Courses Leading to the SLE;

    d.   Appendix 4: Language Retention Services; and

    e.   Appendix 5: Royal Military College Courses.

2.   In this Training Plan (TP):

    a.   A course provides training that eventually leads to the student mastering one or more performance objectives (POs) and obtaining a language profile following the Second Language Evaluation (SLE); and

    b.   A service provides training to help students retain their language skills and language profile.

3.   The course descriptions in this annex must be read in conjunction with the rest of the TP, particularly Chapter 3 (Evaluation).

4.   Courses and services can be offered by the various Second Official Language Education and Training (SOLET) delivery agencies according to the priorities established by the Director Official Languages (DOL) and the needs established by the Senior Staff Officer Official Languages (SSO OL) and the SOLET delivery managers.

APPENDIX H-1: CONTINUOUS COURSES

1.   Continuous courses make it possible for students to work towards obtaining a Level B or C language profile.

2.   A continuous course is full time; it normally lasts over six months and may require the CF member to be posted. However, the duration may be shorter for students integrated after the start of the courses and for students granted early access to the tests.

Content of the appendix

3.   This appendix includes descriptions of the following two continuous courses:

   a.   Description 1.1: Continuous English Course Level B (CECLB); and

   b.   Description 1.2: Continuous English Course Level C (CECLC).

APPENDIX H-1.1 - CONTINUOUS ENGLISH COURSE LEVEL B (CECLB)

MITE Course ID	Course title in MITE system	Course abbreviation in MITE system
117949	CONTINUOUS ENGLISH CRSE LVL B	CECLB

1	Objective	The objective of this course is to enable students to master PO 402 and obtain a BBB language profile.

2	Target clientele	1. This course is primarily offered to two different groups of people:
		
		    a. *Group 1*: People on the Advanced Training List (ATL) who have been nominated by career managers; and
		
		    b. *Group 2*: People on the Basic Training List (BTL).
		
		2. Other members of the Canadian Armed Forces may be authorized to take this course, such as local candidates integrated without an assignment from the career manager.
		
		3. Members of the Primary Reserve may be admitted in accordance with the conditions set out in DAOD 5039-7. The requests are examined on a case-by-case basis.

3	Course description	The course covers the following: 1. Progress Levels (PLs) 1 to 7; 2. An average of 60 hours of SLE preparation; and, 3. For students who did not pass the SLE the first time, a catch-up period to prepare them to retake the failed test(s) at least 30 calendar days after the first attempt.
4	Prerequisites	1. None. 2. At the start of the selection process, candidates take a placement test to determine their language proficiency level and the PL at which they must begin the course.

5	Duration	1. Maximum: 1,320 hours (220 days).
		2. *Group 1*: The course is generally given from the start of August to the end of June.
		3. *Group 2*: The course can begin at any time during the year.
		4. Course hours include time spent on learning and preparing for tests, taking tests, professional development days, contingencies (snowstorms, etc.) and authorized activities. The course hours exclude days spent on arrival and departure procedures.
		5. Given the fact that aptitude for learning a second language varies from one candidate to the next, early access to the PC and/or the SLE is possible in certain cases.
6	Format	1. The training takes place: a. in the classroom; and b. full time.
		2. The course is divided into PLs that are 150 hours each on average.
		3. Integrations – *Group 1*. Candidates can be integrated at their corresponding PL, which is determined during a placement test prior to the nomination. The minimum integration period is one PL. Integrated candidates may come from different places (eg, they may be nominated by career managers, registered locally in already existing classes, etc.).
		4. *Group 2*. These students are normally grouped at the appropriate level at the very start of the course based on the results of a placement process and a recommendation from designated personnel.
7	Training strategy	1. The Canadian Armed Forces English Curriculum programmed version (CAFECP), with guidance from the teacher, can be used to support the training, address weaknesses and retain skills.
		2. If numbers permit, an attempt will be made to group students according to their aptitude. Verification of student aptitude using the *Test d'aptitude aux langues vivantes* (TALV) is recommended.
		3. *Individual attention*. Some students may receive individual attention from a teacher during the course if they have special needs. This teaching is generally preventive and can be given on the basis of recommendations from the pedagogical personnel and/or progress review boards—for example, if a student has difficulty keeping up with the group or fails an enabling check (EC). Individual attention is offered during normal teaching hours. The duration and format of the individual attention provided vary according to the students' needs and the resources available.

8	Number of students per class	1. Minimum: 6 (including the students integrated after the start of the course); 2. Optimum: 8 3. Maximum: 10
9	Evaluation	1. The student must pass the three SLE tests and obtain a BBB profile to pass the course. 2. In the event that a student fails one or more tests, he/she can retake the test(s) following a 30-calendar-day waiting period.
10	Management	Nomination: 1. *Group 1*: By the career managers for the Advanced Training List (ATL). 2. *Group 2*: By the Basic Training List (BTL) managers.
11	Comments	Candidates are generally posted to the training establishment for the full duration of the course.

APPENDIX H-1.2 - CONTINUOUS ENGLISH COURSE LEVEL C (CECLC)

MITE Course ID	Course title in MITE system	Course abbreviation in MITE system
117948	CONTINUOUS ENGLISH CRSE LVL C	CECLC

1	Objective	The objective of this course is to enable students to master PO 403 and obtain a CBC language profile.

2	Target clientele	1. For this course,
		
		    a. Priority is given to the following Regular Force members nominated by career managers and/or selected by the Second-Language Training Succession Planning Committee (SLTSPC): General Officers, Cols/Capt(N)s and LCols/Cdrs, and CWOs/CPO1s assigned to designated positions requiring a CBC profile.
		
		    b. Other Regular Force members nominated by career managers may be admitted based on priorities and resources.
		
		2. Members of the Primary Reserve may be admitted in accordance with the conditions set out in DAOD 5039-7. Requests are examined on a case-by-case basis.

3	Course description	1. The CECLC can begin with Level B or C training, depending on the candidates' prior language level.
		
		    a. *Group 1.* Candidates with a valid profile of at least AAA and a placement of at the beginning of PL 5 or 6 on an oral proficiency placement test. The Group 1 course includes
		
		        (1) Level A refresher training (maximum 100 hours);
		
		        (2) Level B training: PLs 5 to 7 (PO 402);
		
		        (3) Level C training (PO 403);
		
		        (4) Preparation for the SLE (60 hours on average);
		
		        (5) The SLE (achievement of the CBC profile); and
		
		        (6) A remedial period for students who have not passed the SLE on their first try. This period will enable them to prepare themselves to retake the failed test(s).
		
		    b. *Group 2.* Candidates with a valid BBB profile and a placement of at least a completed PL 7 on the oral proficiency placement test.

		(1) Level B refresher training (maximum 150 hours);
		
		       (2) Level C training (PO 403); and
		
		       (3) Steps a. (4), a. (5) and a. (6) mentioned above.
		
		2. The content of the refresher training is based on the individual skills of the people taking the training as determined during an assessment conducted by the designated pedagogical personnel. The objective of the refresher training is for students to consolidate their language skills.

4	Prerequisites	1. Students undergo a placement interview at the start of the course that is used to determine the level at which they should start their training and whether or not they have the following prerequisites:
		
		    a. *Group 1*: See Section 3 (Course description), paragraph 1.a.
		
		    b. *Group 2:* See Section 3 (Course description), paragraph 1.b.
		
		2. When this course is given to CAF members selected by the Second Language Training Succession Planning Committee (SLTSPC), the length of the course can be extended by a separate call-up, authorized by the project lead of the designated user, in order to enable the candidates to obtain their CBC profile. In those cases, the minimum entry level is a placement at the beginning of PL 2, as determined by the designated user.

5	Duration	1. *Group 1*: Maximum of 1360 hours (227 days), usually from the beginning of August to the end of June. 2. *Group 2*: Maximum of 936 hours (156 days). 3. Course hours include time spent on learning and preparing for tests, taking tests, professional development days, contingencies (snowstorms, etc.) and authorized activities. The course hours exclude days spent on arrival and departure procedures. 4. <u>Daily language training hours</u>: Six hours of in-class training; in addition, the students should expect to do two hours of homework every evening. 5. Given the fact that aptitude for learning a second language varies from one candidate to the next, early access to the PC and/or the SLE is possible in certain cases.

6	Format	1. The training takes place
		
		  a. in the classroom; and
		
		  b. full time.
		
		2. The course is divided into PLs that are 150 hours each on average.
		
		3. *Integrations*. Candidates, including the members of local units, can be integrated at their corresponding PL, which is determined during a placement interview prior to the nomination. The minimum integration period is one PL.

7	Training strategy	1. The Canadian Armed Forces English Curriculum programmed version (CAFECP), with guidance from the teacher, can be used to support the training, address weaknesses and retain skills. 2. In order to maximize the effectiveness of the training, teachers can make use of techniques conducive to self-regulated learning, such as video or audio recordings. These techniques are particularly effective in improving the performance of candidates for the type of language competency desired. 3. If numbers permit, an attempt will be made to group students according to their aptitude. Verification of student aptitude using the *Test d'aptitude aux langues vivantes* (TALV) is recommended. 4. *Individual attention*. Some students may receive individual attention from a teacher during the course if they have special needs. This teaching is generally preventive and can be given based on recommendations from the pedagogical personnel and/or Progress Review Boards—for example, if a student has difficulty keeping up with the group or fails an enabling check (EC). Individual attention is offered during normal teaching hours. The duration and format of the individual attention provided varies according to the students' needs and the resources available.

8	Number of students per class	1. *For Level A refresher training and PLs 5 to 7*:
		a. Minimum: 6 (including students integrated after the start of the course)
		b. Optimum: 8
		c. Maximum: 10
		2. *For Level B refresher training and Level C training*
		a. Minimum: 2
		b. Optimum: 4
		c. Maximum: 4
9	Evaluation	1. The student must pass the three SLE tests and obtain a CBC profile to pass the course.
		2. If the student fails one or more tests, he/she can retake the test(s) following a minimum 30-calendar-day waiting period if he/she meets the conditions described in Chapter 3 of this document.
10	Management	1. Nomination: By the career managers or the Director Senior Appointments (DSA).
		2. Authorization: Authorization for the delivery of this course must be given by the Canadian Defence Academy.
11	Comments	1. Candidates are generally posted to the training establishment for the total duration of the course.
		2. Exceptionally, some students selected by the Second Language Training Succession Planning Committee (SLTSPC) may have an entry profile lower than AAA.

APPENDIX H-2: SINGLE PROGRESS LEVEL COURSES

1.   Single progress level courses enable the student to progress in a non-continuous manner towards the completion of a Level A, B or C language profile.

2.   These courses include a single progress level (PL) at Level A, B or C, and they normally last 150 hours, depending on the level. The learning can be done in the classroom, in the lab, through distance learning, or using a combination of methods, such as by alternating classroom learning with distance learning.

3.   The courses are given locally and do not require the student to be posted.

Course description

4.   This appendix includes descriptions of the following courses:

    a.   Description 2.1: Single progress level courses – Classroom (PLs 1 to 7)[1];

    b.   Description 2.2: Single progress level courses – In lab with on-site tutoring (PLs 1 to 3); and

    c.   Description 2.3: Single progress level courses – Distance tutoring (DT – PLs 1 to 4).

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[1] Descriptions for single progress level courses for PLs 8 to 11 are not provided, as there was no corresponding CAFEC curriculum at the time TP was published.

APPENDIX H-2.1 - SINGLE PROGRESS LEVEL (PL) COURSES – CLASSROOM

MITE Course ID	Course title in MITE system	Course abbreviation in MITE system
114766	SOLET PROGRESS LEVEL 1 ENGLISH	PL 1 EN
114767	SOLET PROGRESS LEVEL 2 ENGLISH	PL 2 EN
114768	SOLET PROGRESS LEVEL 3 ENGLISH	PL 3 EN
114769	SOLET PROGRESS LEVEL 4 ENGLISH	PL 4 EN
114770	SOLET PROGRESS LEVEL 5 ENGLISH	PL 5 EN
114771	SOLET PROGRESS LEVEL 6 ENGLISH	PL 6 EN
114772	SOLET PROGRESS LEVEL 7 ENGLISH	PL 7 EN
119834	SOLET PROGRESS LEVEL 8 ENGLISH[1]	PL 8 EN
119835	SOLET PROGRESS LEVEL 9 ENGLISH[2]	PL 9 EN
119836	SOLET PROGRESS LEVEL 10 ENGL[3]	PL 10 EN
119837	SOLET PROGRESS LEVEL 11 ENGL[4]	PL 11 EN
119847	SOLET REFRESHER LEVEL B ENGL	REFR B EN

1	Objective	The objectives of these courses are as follows:
		
		1. Level A
		
		    a. PLs 1, 2 and 3 Successful completion of the enabling check (EC) of the appropriate PL; and
		
		    b. PL 4: Mastery of performance objective (PO) 401 and attainment of at least an AAA language profile on the Public Service Commission (PSC) Second Language Evaluation (SLE);
		
		2. Level B
		
		    a. PL 5: Successful completion of EC 5;
		
		    b. PL 6: Successful completion of EC 6; and
		
		    c. PL 7: Mastery of PO 402 and attainment of at least a BBB language profile on the SLE; and
		
		3. Level C: Mastery of PO 403 and attainment of at least a CBC language profile on the SLE.

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[1] The current CAFEC does not provide content for PLs 8-11. Teachers are required to generate teaching materials through commercial products. The development of these PLs will take place between 2013-2017. MITE Course IDs are used for differentiating between students at different stages of Level C.

[2] *Ibid.*

[3] *Ibid.*

[4] *Ibid.*

2	Target clientele	1. The courses are offered primarily to members of the Regular Force. 2. Priority for Level C courses is given to the following members of the Regular Force: General Officers, Cols/Capt(N)s, LCols/Cdrs and CWOs/CPO1s assigned to designated positions requiring a CBC profile. Other members of the Regular Force can be admitted as needed, based on resources available. 3. Members of the Primary Reserve may be admitted in accordance with the conditions set out in DAOD 5039-7. Requests are considered on a case-by-case basis.
3	Course description	1. The courses are offered at PLs 1 to 7 and at Level C. 2. *Level C – Level B refresher.* Students who experience difficulty with the placement interview are directed to take a Level B refresher course for a maximum duration of 150 hours. The training is based on individualized content following an assessment conducted by the teacher at the start of the training. The objective of the refresher training is for students to consolidate their language skills prior to beginning Level C training.
4	Prerequisites	To access each PL, students must have completed the previous PL less than six months before the start of the desired PL or be at an equivalent level as demonstrated on an oral proficiency placement test and, for PL 2 to PL 7, a writing placement test. The placement of candidates is done before the start of the training, if necessary, by the pedagogical personnel in charge.

5	Duration	1. The maximum length of the PLs are as follows:
		
		    a. PLs 1, 2, 3, 4, 5, 6: 150 hours;
		
		    b. PL 7: 150 hours with the option of extending it by up to 60 hours, for a possible maximum of 210 hours. The aim of that additional period is to help students prepare for the SLE[5]; and
		
		    c. Level C: Given the absence of formal PLs at Level C at the time of publishing, the training includes:
		
		        (1) 570 hours of learning; and
		
		        (2) 60 hours of preparing for the SLE.
		
		2. In order to maintain a pace of learning that enables students to master the POs and obtain the required language profiles, the PLs should normally be completed within a set timeframe.

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[5] The addition of 60 hours to PL 7 is a temporary measure in effect until the end of the evaluation period of the new Level B Curriculum, after which this measure will be re-evaluated.

		a. *Level A*. PLs 1 to 4 should be completed within the same 20-month period.
		b. *Level B*. PLs 5 to 7 should be completed within the same 16-month period.
		c. *Level C* should ideally be completed in a continuous manner. However, if the training must be interrupted it should not be for longer than 10 weeks. From the start of Level C until its successful completion, including the time spent preparing for the SLE, the maximum period should not exceed 18 months.
		3. Course hours include time spent on learning the PLs, preparing for tests and taking the tests.
		4. Given the fact that aptitude for learning a second language varies from one candidate to the next, early access to the PC and/or the SLE is possible in certain cases at the end of PLs 4, 7 and at the end of Level C training.
6	Format	1. The courses take place
		a. in the classroom; and
		b. full time or part time, at least 15 hours per week.
7	Description of typical learning paths	Examples of typical learning paths, both full time and part time, are set out below for students at different levels. Based on the courses offered and student availability, the students can vary the format of their courses from one PL to the next. Students can also take advantage of the flexibility that self-paced learning with a tutor offers, either on site or at a distance (see descriptions 2.2 and 2.3).

1. *Level A: PLs 1 to 4.*

    a. Example of an extended learning path:

PL	MODE	DETAILS	LENGTH	RESTRICTIONS
1 2	Classroom	Part time, 15 hours per week.	20 weeks	Maximum recommended period: 20 months.
Away from training				
3	Classroom	Part time, 15 hours per week.	10 weeks	
Away from training				
4	Classroom	Part time, 15 hours per week.	10 weeks	

b. Example of an accelerated learning path:

PL	MODE	DETAILS	LENGTH	RESTRICTIONS
1	Classroom	Full time, 30 hours per week.	5 weeks	N/A
2			5 weeks	
3			5 weeks	
4			5 weeks	

2. *Level B: PLs 5 to 7*. Students are strongly encouraged to take all three both PLs full time, in a continuous manner, to maximize their chances of success.

a. Example of an extended learning path:

PL	MODE	DETAILS	LENGTH	RESTRICTIONS
5	Classroom	Part time, 15 hours per week.	10 weeks	Maximum recommended period: 16 months.
6	Classroom	Part time, 15 hours per week.	10 weeks	
Away from training				
7	Classroom	Part time, 15 hours per week.	10–14 weeks	

b. Example of an accelerated learning path:

PL	MODE	DETAILS	LENGTH	RESTRICTIONS
5	Classroom	Full time, 30 hours per week.	5 weeks	Maximum recommended period: 16 months.
6	Classroom		5 weeks	
7	Classroom		5–7 weeks	

8	Training strategy	1. The Canadian Armed Forces English Curriculum programmed version (CAFECP), with guidance from the teacher, can be used to support the training, address weaknesses and retain skills.
		2. In principle, so as to promote group cohesion, the classes should be made up of students in the same PL. Also, when numbers permit, students are grouped according to their aptitude.
		3. *Individual attention.* Some students may receive individual attention from a teacher during the course should they have special needs. This teaching is generally preventive and can be given based on recommendations from the pedagogical personnel—for example, if a student has difficulty keeping up with the group. Individual attention is offered during normal teaching hours. The duration and format of the individual attention provided varies according to the students' needs and the resources available.
		4. *Level C.* The following enrichment strategies are recommended:
		a. *Individual work.* Given the characteristics of the target population, it is expected that an average of two hours of homework per day will be assigned by the teacher.
		b. *Self-regulated learning.* Teachers can make use of techniques conducive to self-regulated learning, such as video or audio recordings. These techniques are particularly effective in improving the performance of the candidates for the type of language competency desired.
		c. As much as possible, students are encouraged to regularly make use of the Enabling Objective Refresher (EOR) modules of the CAFECP between being assigned to higher-level training blocks.
9	Number of students per class	1. Levels A and B
		a. Minimum: 3
		b. Optimum: 8
		c. Maximum: 10
		2. Level C
		a. Minimum: 2
		b. Optimum: 4
		c. Maximum: 4

10	Evaluation	1. Students in PLs 1 to 3, 5 and 6 must pass the EC of the PL to finish the course[6]. Students can retake the EC if it is possible within the framework of the course. 2. Students in PLs 4, 7 and end of Level C training are required to take the SLE only for the skill(s) for which they have not already attained the required level. However, students have the choice of taking the SLE in the skill(s) for which they have already attained the required level if they wish to update their complete profile. 3. Students in PLs 4, 7 and end of Level C training must access the SLE no later than 10 days after the end of the training.
11	Management	1. Nomination a. Commanding officer or supervisor. b. CWOs/CPO1s assigned to designated positions requiring a BBB or CBC profile: CWO/CPO1 career manager.

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[6] There are no ECs for Level C training at the time of publication of the TP.

APPENDIX H-2.2 - SINGLE PROGRESS LEVEL (PL) COURSES – IN LAB WITH ON-SITE TUTORING

MITE Course ID	Course title in MITE system	Course abbreviation in MITE system
114993	SOLET LAB PROG LVL 1 ENGLISH	LAB PL 1 E
114991	SOLET LAB PROG LVL 2 ENGLISH	LAB PL 2 E
118776	SOLET LAB PROG LVL 3 ENGLISH	LAB PL 3 E

1	Objective	The objective of these Level A courses is the successful completion of the Enabling Check (EC) corresponding to the appropriate progress level (PL).
2	Target clientele	1. These courses are offered primarily to members of the Regular Force. 2. Members of the Primary Reserve may be admitted in accordance with the conditions set out in DAOD 5039-7. Requests are considered on a case-by-case basis.
3	Course description	1. The courses offered are at PLs 1, 2 and 3. 2. These courses offer learning flexibility to students who are not available or selected for courses in the classroom. Students learn their second official language according to a schedule that is set by the designated user for the lab. 3. The students engage in self-paced learning using the Canadian Armed Forces English Curriculum – Programmed version (CAFECP) in the ALLIES Web system. 4. Students have access to an on-site tutor while they are in the lab.
4	Prerequisites	1. PL 1: None. 2. PLs 2 and 3: Candidates must have completed the previous PL less than six months before the start of the desired PL or be at an equivalent level as demonstrated on an oral proficiency placement test and a writing placement test. The placement of candidates is done before the start of the training, if necessary, by the pedagogical personnel in charge.
5	Duration	1. The maximum length of each PL is 150 hours. 2. Course hours include time devoted to self-paced learning of the PLs, tutoring and tests.

6	Format	1. The courses take place
		
		  a. in a language lab; and
		
		  b. part time, with a schedule that is adapted to the planned phasing of the training.

		2. The students are normally encouraged to take the courses at a rate of 10 hours per week on average, in two-hour-per-day blocks, over a 15-week period. In some cases, students can spend more or less time in the lab depending on their availability and operational requirements. In exceptional cases, for operational reasons, the course managers may grant students a maximum of six months to complete a PL in the lab.
7	Training strategy	1. The student works alone in the lab and is assisted by a tutor on site. 2. The tutor: a. ensures that the lab, the equipment and the teaching resources are accessible; b. welcomes and supervises the students in the lab; c. records the students' attendance; d. helps the students by meeting with them at regular intervals and offering personalized, in-depth follow up on their progress when appropriate; e. responds to the students' learning needs; and f. administers the ECs. 3. It is not a traditional classroom environment.
8	Number of students per tutor	In the lab, for each period, a tutor is responsible for the following number of students (all levels combined): 1. Minimum: 3; 2. Optimum 8; and 3. Maximum: 10.
9	Evaluation	ECs are administered in the lab by the tutor.
10	Management	1. Nomination: Commanding Officer or supervisor. 2. Students are registered progressively in accordance with student and resource availability.
11	Comments	The rate of attrition of students learning in the lab can be high in some cases. Maintaining an attendance record and prohibiting access to the EC for students who miss 25% or more of their planned lab hours are two examples of control measures that can increase the retention and success rates.

APPENDIX H-2.3 - SINGLE PROGRESS LEVEL (PL) COURSES – DISTANCE TUTORING (DT)

Course number in MITE system	Course title in MITE system	Course abbreviation in MITE system
119825	SOLET TAD PROG LVL 1 ENGLISH	TAD PL 1 E
119826	SOLET TAD PROG LVL 2 ENGLISH	TAD PL 2 E
119827	SOLET TAD PROG LVL 3 ENGLISH	TAD PL 3 E
118778	SOLET TAD PROG LVL 4 ENGLISH	TAD PL 4 E

1	Objective	The objectives of these courses are as follows: 1. PLs 1, 2 and 3: Successful completion of the Enabling Check (EC) of the appropriate PL; and 2. PL 4: Mastery of performance objective (PO) 401 and attainment of at least an AAA language profile on the Public Service Commission (PSC) Second Language Evaluation (SLE).
2	Target clientele	1. These courses are offered primarily to members of the Regular Force. 2. Members of the Primary Reserve may be admitted in accordance with the conditions set out in DAOD 5039-7. Requests are considered on a case-by-case basis.
3	Course description	1. The courses are offered at PLs 1 to 4. 2. The courses are aimed at providing students who cannot take a course in a classroom with an opportunity to learn the second language anywhere, any time. Learning is done using asynchronous[1] communication in the programmed version (CAFECP) within the ALLIES Web system and using synchronous[2] communication with a distance tutoring teacher.
4	Prerequisites	To access PL 2 to PL 4, candidates must have passed the previous PL in the six months before the start of the course or have passed an oral proficiency placement test given over the phone by a teacher before the course and a writing placement test.
5	Duration	1. Course length is 150 hours per PL. 2. PL 1 and PL 2: These PLs are normally completed in 19 weeks. 3. PL 3 and PL 4: These PLs are normally completed in 23 weeks. 4. Each PL must be completed within six months. That period includes the

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[1] Asynchronous e-learning: The student and the tutor communicate using a variety of communication technologies, eg, e-mail, online messaging system, etc. Communication does not occur in real time.
[2] Synchronous e-learning: The student and the tutor communicate in real time using a variety of communication technologies, e.g. telephone, online chat programs, interactive whiteboards, etc.

		time it takes to retake the EC, if necessary.
		5. Course hours include time spent on self-paced learning of the PLs, tutoring, preparing for the tests and taking the tests.
6	Format	1. The training takes place
		a. online, from the student's workplace, from home, or in a language lab; and
		b. part time.
		2. The students talk with their DT teacher during personalized, synchronous learning sessions aimed at helping the student practise oral interaction in English. Additional conversations can be put on the schedule depending on the person's specific needs. The number of hours spent on synchronous tutoring varies depending on the PL.
		3. Weekly learning hours
		a. PL 1 and PL 2
		(1) A minimum of seven hours of self-paced learning;
		(2) A minimum of one hour of synchronous tutoring;
		(3) Total: A minimum of eight hours per week.
		b. PL 3 and PL 4
		(1) A minimum of five hours of self-paced learning;
		(2) A minimum of 1.5 hours of synchronous tutoring;
		(3) Total: A minimum of 6.5 hours per week.
		4. Between the synchronous sessions, the student and the DT teacher communicate asynchronously.
7	Training strategy	The student works alone with the support of a DT teacher.
8	Number of students per class	1. PL 1 and PL 2: DT teachers may have a maximum of 10 students at a time.
		2. PL 3 and PL 4: DT teachers may have a maximum of eight students at a time, on the condition that there are no more than five students in the group preparing for the SLE test (if there are, the DT teacher may have a maximum of six students).

9	Evaluation	1. EC
		a. The EC oral interaction tests are administered by a teacher other than the student's DT teacher.
		b. The EC written tests are administered by the coordinators of official languages (COLs) or by mandated personnel at the bases and wings, and by CFLS personnel in the NCR.
		c. Students who fail the EC can retake the test after 30 hours of training and up to 30 calendar days after the first attempt.
		2. SLE: At the end of PL 4, the students must take the SLE in all language skills in which they lack a minimum level A profile.
		3. Given that different students have varying degrees of aptitude for learning a second language, early access to PCs and/or the SLE in some cases is permitted at the end of PL 4.
10	Management	1. Nomination: Commanding Officer or supervisor.
		2. Students are registered progressively in accordance with student and resource availability. When students leave or finish their training, other students are assigned to the DT teachers.
11	Comments	1. These courses are offered via the distance format and do not require candidates to be posted.
		2. The DT courses are managed in accordance with the same standards as classroom courses in terms of the maximum number of student learning hours.
		3. The following control measures are used to maintain high retention and success rates:
		a. Before the introductory lesson (Lesson 0), the students receive a document that explains the DT rules. Students who are absent or who expect to be absent for more than two days must fill out a form and send it by email to the DT personnel. In cases where a student is absent for more than 30 days or when the student does not put in the required number of learning hours, the student is withdrawn from the course following a recommendation from the pedagogical advisor.
		b. The DT teacher establishes initial contact with the student at the start of the training and ensures that the student agrees to follow the training rules with respect to the number of hours of work required in terms of synchronous and asynchronous communication per week, as well as with respect to absences and to the importance of sustained effort in distance learning.

		c. DT personnel maintain a weekly record of the hours that each student devotes to synchronous and asynchronous communication and track students' absences.

APPENDIX H-3: OTHER COURSES LEADING TO THE SLE

1.   This appendix includes the descriptions of the following courses that lead to the SLE:

   a.   Description 3-1: Specific skill courses. Maximum duration is 150 hours.

      (1)   Level B: Reading (R), Writing (W) and Oral Proficiency (OP); and

      (2)   Level C: R and OP.

   b.   Description 3-2: Refresher and preparation for the Second Language Evaluation, Level B. Duration: 90 hours.

2.   These courses are given locally and do not require the student to be posted.

APPENDIX H-3.1 - SPECIFIC SKILL COURSES

MITE Course ID	Course title in MITE system	Course abbreviation in MITE system
117741	SOLET READING LEVEL B ENGLISH	READ B EN
117742	SOLET WRITING LEVEL B ENGLISH	WRITE B EN
117743	SOLET ORAL LEVEL B ENGLISH	ORAL B EN
117744	SOLET READING LEVEL C ENGLISH	READ C EN
117746	SOLET ORAL LEVEL C ENGLISH	ORAL C EN

1	Objective	These courses lead to a Level B language profile in Reading (R), Writing (W) or Oral Proficiency (OP) and a Level C profile in R or OP.
2	Target clientele	1. Level B specific skill courses are offered to Regular Force members who have a valid but incomplete language profile as per PO 402, i.e. at least two valid B's and one valid A in the skill in question (BBA, BAB or ABB). These members want to obtain the missing B profile. 2. For Level C specific skill courses, priority is given to General Officers and the ranks of Col/Capt(N), LCol/Cdr and CWO/CPO1 assigned to positions requiring a CBC profile. These members have a valid but incomplete language profile as per PO 403 (eg, BBC, CBB) and want to obtain the missing C profile. 3. Other Regular Force members may be admitted to Level C specific skill courses, depending on priorities and on the resources available. 4. Primary Reserve members may be admitted to Level C specific skill courses under the conditions set out in DAOD 5039-7. Such requests are considered on a case-by-case basis.
3	Course description	These courses emphasize the development of a specific language skill in order to achieve the required profile.

4	Prerequisites	1. To have access to Level B courses, students must meet one of the following two criteria:
		
		    a. Have recently completed Level B training and obtained a valid SLE profile in the six months preceding the course, with a minimum of two B's and one A in the required skill; or
		
		    b. Have a valid SLE profile with a minimum of two B's and an A in the required skill, and be placed at the beginning of PL 7 in an oral proficiency placement test. In addition, for Writing Level B, the student must be placed at the beginning of PL 7 in a writing placement test.

		2. Prerequisites for Level C courses are as follows:
		
		    a. For the Level C Reading Comprehension (R) course, have a valid SLE profile with a minimum of BBC and B in R;
		
		    b. For the Level C oral course (oral proficiency), have a valid SLE profile with a minimum of CBB and B in oral proficiency (OP).
		
		3. For Level B, students will be given placement tests before the beginning of the course. For Level C, however, no placement test will be given. Instead, the date of issue of the SLE profile will be considered.
		
		4. Given the short duration of the course, the student's chances of success are higher if he or she was only slightly below the target level on the previous attempt. A student who was far below that level should be advised to take training at a single progress level.

5	Duration	1. Course duration is 90 to 150 hours. 2. Course hours include hours devoted to classroom learning, preparing for tests and taking tests.

6	Format	1. Training is conducted
		
		    a. in the classroom; and
		
		    b. full time or part time, with a minimum of 15 hours per week.
		
		2. The schedule is adjusted according to the planned duration.

7	Training strategy	1. The teachers provide exercises and individual feedback to help the student develop the targeted language skill. 2. The use of the Canadian Armed Forces English Curriculum programmed version (CAFECP) is encouraged in order to support the training, address weaknesses and maintain skills.

8	Number of students per class	1. Level B
		
		    a. Minimum: 3;
		
		    b. Optimum: 8; and
		
		    c. Maximum: 10.
		
		2. Level C
		
		    a. Minimum: 2;
		
		    b. Optimum: 4; and

		c. Maximum: 4.
9	Evaluation	1. The students have access to the SLE test in the targeted skill and must achieve Level B or C in that skill in accordance with the course objective. 2. The students must access the SLE no later than 10 days after completing the training.

10	Management	1. Nomination
		
		    a. Commanding Officer or supervisor.
		
		    b. CWOs/CPO1s assigned to positions designated as requiring a B or C profile in the desired skill: the CWO's/CPO1's career manager.

APPENDIX H-3.2 - REFRESHER AND PREPARATION FOR THE SECOND LANGUAGE EVALUATION (SLE), LEVEL B

MITE Course ID	Course title in MITE system	Course abbreviation in MITE system
118774	SOLET SLE PREP LEVEL B ENGLISH	PRSLE B EN

1	Objectives	The objectives of this course are to provide English as a second language refresher training to Canadian Armed Forces members whose language profile is about to expire and give them the tools to prepare for the three Second Language Evaluation (SLE) tests so that they can obtain at least a B profile in oral proficiency (OP).
2	Target clientele	This course is offered to members of 1. the Regular Force; and 2. the Primary Reserve, in accordance with the conditions set out in DAOD 5039-7. Requests from the Primary Reserve are considered on a case-by-case basis.

3	Course description	1. This course focuses on practising oral interaction. It is taught in two phases:
		
		  a. Phase 1: Refresher training in all four language skills
		
		    (1) This phase includes the consolidation of **previously acquired** skills and knowledge in oral proficiency, reading comprehension, written expression and oral comprehension (listening).
		
		    (2) Refresher training will include the main linguistic structures, functions and communication strategies found in the Canadian Armed Forces English Curriculum.
		
		  b. Phase 2: Preparation for the SLE.
		
		    (1) Students undergo preparation for the following tests:
		
		      (a) the Test of Oral Proficiency (TOP), military version;
		
		      (b) the Test of Written Comprehension (R); and
		
		      (c) the Test of Written Expression (W).
		
		    (2) The training places emphasis on the preparation for the TOP and includes the following activities with a view to increasing the likelihood of students attaining the required profile on their tests:
		
		      (a) familiarization with the test format;

		(b) practice and simulation exercises for each of the tests; (c) sharing of effective communication strategies and interview techniques; and (d) oral comprehension activities and techniques. (3) In keeping with the targeted language profiles for CF members at each rank and the focus on achieving oral proficiency, this phase of the training will be conducted at the following levels: (a) Level B in oral proficiency; and (b) Level A or B in written comprehension and written expression, depending on students' targeted profiles.
4	Prerequisites	1. To be granted access to this training, candidates must: a. have as a minimum a valid B profile in oral proficiency within one year of its expiry date; and b. be placed at the beginning of Progress Level 5 (PL5) or higher on an oral placement test administered before the start of the training, usually over the telephone. Candidates who are placed lower than at the beginning of PL 5 on the placement test will be oriented towards appropriate training opportunities.
5	Duration	90 hours.
6	Format	1. This training is full-time (during a three week period) or part-time at a minimum of 15 hours per week and takes place in a classroom setting. 2. For part-time training, the schedule is adjusted depending on the planned duration.
7	Training strategy	1. This training is delivered using a variety of instructional methods and media based on learner characteristics. a. Students work in groups, individually, or one-on-one with the teacher. b. The teacher provides students with feedback based on the results of their individual work in class and homework.

		c. Activities aimed at refreshing oral proficiency skills and the preparation for the Test of Oral Proficiency, particularly simulations of this test, are interactive and individualized to the extent possible.
		2. Individual work in class and the assignments are designed to improve reading and writing skills, depending on the profile the student is working toward.
8	Number of students per class	1. Minimum: 3
		2. Optimum: 8
		3. Maximum: 10
9	Evaluation	1. Students are given access to the Second Level Evaluation tests within 10 days of the end of the course.
		2. Students must obtain a B profile on the Test of Oral Proficiency (TOP) to pass the course.
10	Management	Nomination: Commanding Officer or supervisor.
11	References	1. The following material provides exercises and instructional strategies for review and SLE preparation activities.
		a. Preparatory Guide for the SLE Test of Oral Proficiency (Military Version), 2009;
		b. *Préparation for the English-as-a-Second-Language Evaluation* series
		(1) SC103-38/3-2010E, Préparation for the English-as-a-Second-Language Evaluation. Reading Exercises 1 and 2, Canada School of Public Service, 2010;
		(2) SC103-38/4-2008E, Préparation for the English-as-a-Second-Language Evaluation. Reading Exercises 3 and 4, Canada School of Public Service, 2008;
		(3) SC103-38/5-2008E, Préparation for the English-as-a-Second-Language Evaluation. Reading Exercises 5 and 6, Canada School of Public Service, 2008;
		(4) SC103-38/1-2008E, Préparation for the English-as-a-Second-Language Evaluation. Writing Exercises 1 and 2, Canada School of Public Service, 2008; and

		(5) SC103-38/2-2008E, Préparation for the English-as-a-Second-Language Evaluation. Writing Exercises 3 and 4, Canada School of Public Service, 2008. c. The Canadian Armed Forces English Curriculum (CAFEC) exercise books and other resources are available through the Language Programs link on the Canadian Defence Academy website.

APPENDIX H-4: LANGUAGE RETENTION SERVICES

1.   This appendix includes the following descriptions of services:

    a.   Description 4.1: Language retention – Individual - Part-time (levels B and C)

    b.   Description 4.2: Language retention – Individual - Full-time (levels B and C)

    c.   Description 4.3: Language retention – Group (levels B and C)

    d.   Description 4.4: Autonomous learning

APPENDIX H-4.1 - LANGUAGE RETENTION – INDIVIDUAL - PART TIME

Course number in MITE system	Course title in MITE system	Course abbreviation in MITE system
114989	SOLET RETEN INDIV PART T B EN	RETEN PTBE
114990	SOLET RETEN INDIV PART T C EN	RETEN PTCE

1	Objective	The objective of this service is to retain a BBB or CBC language profile.
2	Target clientele	1. Level B: This service is offered to the following Regular Force members: CWOs/CPO1s assigned to designated positions requiring that they retain a BBB profile. 2. Level C: This service is offered to the following Regular Force members: General Officers, Cols/Capt(N)s, and CWOs/CPO1s assigned to designated positions requiring that they retain a CBC profile.
3	Course description	1. This service is adapted to the needs of clients who must retain their language profile. 2. It is designed to meet the specific needs of the target clientele at the location (DND site) and time that suits them, during work hours. 3. This service does not give access to the SLE.
4	Prerequisites	1. Level B: CWOs/CPO1s assigned to designated positions requiring that they retain a BBB profile must have a valid B profile in oral proficiency to access this service. 2. Level C: General Officers, Cols/Capt(N)s, and CWOs/CPO1s assigned to designated positions requiring that they retain a CBC profile must have a valid C profile in oral proficiency to access this service. 3. The teacher will conduct a diagnostic evaluation of the student at the beginning of the training.
5	Duration	Students are entitled to a maximum of 200 hours per fiscal year for all individualized language retention services combined, part-time and full-time.
6	Format	1. This training is conducted as follows: a. Face-to-face; b. Part-time, normally in one or two 2-hour blocks per week; c. On a flexible basis, depending on the student's needs; and d. In close adherence to the CAFEC training plan.

7	Hours of language training	1. Minimum 2 hours per week; and 2. Maximum 4 hours per week.
8	Training strategy	The teacher provides individualized coaching tailored to the student's needs. For Level C, the individual coaching sessions should be supplemented with individual activities and language retention activities online—for example, use of the Canadian Armed Forces English Curriculum programmed version (CAFECP).
9	Number of students	Individual courses (one student per teacher).

10	Management	1. Nomination
		
		    a. Commanding Officer or supervisor.
		
		    b. CWOs/CPO1s assigned to designated positions requiring a BBB or CBC profile: CWO/CPO1 career manager.

APPENDIX H-4.2 - LANGUAGE RETENTION - INDIVIDUAL – FULL TIME

Course number in MITE system	Course title in MITE system	Course abbreviation in MITE system
112280	SOLET INDIV RETEN FULL T B EN	RETEN FTBE
119829	SOLET INDIV RETEN FULL T C EN	RETEN FTCE

1	Objective	The objective of this service is to retain a BBB or CBC language profile.
2	Target clientele	1. Level B: This service is offered to the following Regular Force members: CWOs/CPO1s assigned to designated positions requiring that they retain a BBB profile. 2. Level C: This service is offered to the following Regular Force members: General Officers, Cols/Capt(N)s, and CWOs/CPO1s assigned to designated positions requiring that they retain a CBC profile.
3	Course description	1. This individual service is adapted to the needs of clients who must retain their language profile. 2. This service does not give access to the SLE.
4	Prerequisites	1. Level B: CWOs/CPO1s assigned to designated positions requiring that they retain a BBB profile must have a valid B profile in oral proficiency to access this service. 2. Level C: General Officers, Cols/Capt(N)s, and CWOs/CPO1s assigned to designated positions requiring that they retain a CBC profile must have a valid C profile in oral proficiency to access this service. 3. The teacher will conduct a diagnostic evaluation of the student at the beginning of the training in order to plan the student's lessons.
5	Duration	1. 30 to 90 hours; and 2. Students are entitled to a maximum of 200 hours per fiscal year for all individual language retention services combined, part-time and full-time.
6	Format	1. This training is conducted as follows: a. Face-to-face; b. Full-time; and c. In close adherence to the CAFEC training plan.

7	Training strategy	The teacher provides individual coaching tailored to the student's needs.
8	Number of students	Individual courses (one student per teacher).

9	Management	1. Nomination
		
		    a. Commanding Officer or supervisor.
		
		    b. CWOs/CPO1s assigned to positions designated as requiring a BBB or CBC profile: CWO/CPO1 career manager.

APPENDIX H-4.3 - LANGUAGE RETENTION - GROUP

MITE Course ID	Course title in MITE system	Course abbreviation in MITE system
116770	SOLET GROUP RETENTION LVL B ENG	RET GRP BE
116771	SOLET GROUP RETENTION LVL C ENG	RET GRP CE

1	Objective	The objective of this service is to retain a BBB or CBC language profile.
2	Target clientele	1. The language retention service is offered to Regular Force members. 2. The language retention service is offered to Primary Reserve members in accordance with the conditions set out in DAOD 5039-7. Requests from Primary Reserve members are considered on a case-by-case basis.
3	Description	1. The language retention service enables the students to retain their three language skills. 2. This service does not give access to the SLE.
4	Prerequisites	1. For Level B language retention, candidates must have at least a valid B profile in oral proficiency. 2. For Level C language retention, candidates must have at least a valid C profile in oral proficiency.
5	Duration	30 to 90 hours

6	Format	1. This training is conducted as follows:
		
		  a. Face-to-face;
		
		  b. Full time or part time;
		
		  c. For 2 to 30 hours per week; and
		
		  d. In close adherence to the CAFEC training plan.

7	Training strategy	1. The teacher provides instruction aimed at enabling students to retain their three language skills.
		
		2. The training is given using a variety of teaching methods and media, depending on the students' needs.
		
		  a. The students work in groups, individually and one on one with the teacher.
		
		  b. The teacher provides students with individual feedback based on their individual work in class and their assignments.

		c. The activities aimed at retention of oral proficiency are interactive and individualized to the extent possible. 3. Individual work in class and assignments are designed to help the student improve his or her reading and writing skills. 4. It is recommended that the Canadian Armed Forces English Curriculum programmed version (CAFECP) be used to support the training and address weaknesses.

8	Number of students per class	1. Level B
		
		    a. Minimum: 3;
		
		    b. Optimum: 8; and
		
		    c. Maximum: 10.
		
		2. Level C
		
		    a. Minimum: 2;
		
		    b. Optimum: 4; and
		
		    c. Maximum: 4.

9	Management	Nomination: Commanding Officer or supervisor.

APPENDIX H-4.4 - AUTONOMOUS LEARNING

MITE Course ID	Course name in MITE system	Course abbreviation in MITE system
118487	SOLET AUTONOMOUS ENGLISH	AUTONOM EN

1	Objective	The objective of this training is to enable students to acquire, improve or retain language skills.
2	Target clientele	This service is offered to all Canadian Armed Forces members.
3	Course description	1. This service is available to CAF members located anywhere in the world where they have access to an Internet connection. 2. Candidates follow the CAFECP in ALLIES Web, or the online language-learning program, Tell Me More, generally on their own time.
4	Prerequisites	None.
5	Duration	Variable. Students schedule their autonomous learning based on their own needs.
6	Format	Part-time, normally outside of work hours.
7	Training strategy	Autonomous learning without access to tutoring.
8	Evaluation	This service does not give access to the SLE.
9	Management	1. **ALLIES Web:** Candidates register on the following website: **http://allies.mil.ca/** site, as described in CANFORGEN 037/11 CMP 018/11 151657Z FEB 11. 2. **Tell Me More:** Candidates register on the following website: **http://cda.mil.ca/lang/tellmemore-fra.asp**

APPENDIX H-5: ROYAL MILITARY COLLEGE COURSES

This appendix contains descriptions of the second-language courses offered to undergraduate students at the Royal Military College of Canada (RMCC) in Kingston and at the Royal Military College Saint-Jean.

APPENDIX H-5.1 - ROYAL MILITARY COLLEGE OF CANADA (RMCC), KINGSTON – LEVEL B

MITE Course ID	Course title in MITE system	Course abbreviation in MITE system
110423	SOLET RMCC LL 1.1 ENGLISH	RMCC 1.1 E
110424	SOLET RMCC LL 1.2 ENGLISH	RMCC 1.2 E
110425	SOLET RMCC LL 1.3 ENGLISH	RMCC 1.3 E
110426	SOLET RMCC LL 1.4 ENGLISH	RMCC 1.4 E
112348	SOLET RMCC SUMMER CRSE ENGLISH	RMCC SUM E

1	Objective	1. Students who have received the equivalent of a total of 650 hours of second official language education and training (SOLET) in any form during their studies at RMCC must successfully complete performance objective (PO) 402 and obtain a language profile of BBB or better. 2. Students who have received less than the equivalent of 650 hours of SOLET during their studies at RMCC must complete PO 401 and obtain a language profile in accordance with the training received.
2	Target clientele	Regular Force and Primary Reserve members enrolled as undergraduates at RMCC.

3	Course description	1. Language training supports one of the four pillars of the RMC bachelor's degree: bilingualism.
		
		2. Students
		
		   a. Take a placement test;
		
		   b. Are placed in a class at their level; and
		
		   c. Attend one period of training per day during the academic year until they achieve a BBB profile or better, or until the end of their studies.
		
		3. Normally, after their second academic year,[1] students who have not achieved a BBB profile take a summer course to ensure that they obtain the total minimum hours required.

4	Prerequisites	No prerequisites.
5	Duration	1. The total maximum duration is four academic years for the majority of students and five years for students who have done a preparatory year at Royal Military College Saint-Jean (RMC Saint-Jean). 2. The courses are given in two 13-week semesters each academic year.

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[1] SOLET is taken after basic officer training.

		3. Beginners must take a total of at least 650 hours[2] of language training.
		4. Students who begin their language training at a PL higher than PL1, based on their initial placement, must take a total minimum number of hours of training, calculated proportionally by giving credit for 90 hours for each PL already completed, up to a maximum of 650 hours.

6	Format	1. Courses at RMCC during the academic year are conducted as follows:
		
		   a. Face-to-face; and
		
		   b. Part time, 50 minutes per day, five days a week.
		
		2. Summer courses are given over a six-week period at RMCC or at the Canadian Forces Language School, Detachment Saint-Jean (CFLS Det St-Jean):
		
		   a. Face-to-face; and
		
		   b. Full time.
		
		3. Course hours include time spent on classroom learning, autonomous learning and preparing for tests.
		
		4. Application of the Canadian Armed Forces English Curriculum (CAFEC) is modified during the academic year because of the shortened period for each PL:
		
		   a. Students in PLs 1–4 normally complete up to two modules per semester.
		
		   b. Students in PLs 5–7 normally complete up to two modules per semester.

7	Training strategy	1. The Canadian Armed Forces English Curriculum programmed version (CAFECP), with guidance from the teacher, can be used to support the training, address weaknesses and retain skills. 2. If numbers permit, an attempt will be made to group students according to their aptitude.[3] 3. *Individual attention.* Some students may receive individual attention from a teacher during the course if they have special needs. This

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[2] This assumes that students at RMC need less than the 150 hours per PL normally scheduled in the MSLTP courses, given the second-official-language learning that occurs at RMC through activities that develop bilingualism.

[3] Aptitude can be determined from the results of the *Test d'aptitude aux langues vivantes* (TALV).

		teaching is generally preventive and can be given based on recommendations from the pedagogical personnel—for example, if a student has difficulty keeping up with the group or fails a test. Individual attention is offered during normal teaching hours. The duration and format of the individual attention provided varies according to the students' needs and the resources available.

8	Number of students per class	1. Minimum: 6 2. Optimum: 8 3. Maximum: 10
9	Evaluation	1. Students have access to the Public Service Commission's Second Language Evaluation: a. When the pedagogical personnel conclude that they are ready to obtain a BBB profile; or b. At the end of their final academic year.

APPENDIX H-5.2 - ROYAL MILITARY COLLEGE OF CANADA (RMCC), KINGSTON – LEVEL C

MITE Course ID	Course title in MITE system	Course abbreviation in MITE system
119846	SOLET RMCC LEVEL C ENGLISH	RMCC C EN

1	Objective	The objective of this training is to enable students who have obtained a BBB profile before or during their studies at the Royal Military College to take Level C training in order to complete performance objective (PO) 403 and obtain a CBC profile before graduation.
2	Target clientele	Regular Force and Primary Reserve members enrolled as undergraduates at RMCC.

3	Course description	1. Language training supports one of the four pillars of the RMC bachelor's degree: bilingualism.
		
		 2. Students
		
		    a. Take a placement test;
		
		    b. Are placed in a class at their level; and
		
		    c. Attend one period of training per day during the academic year until they obtain a CBC profile.

4	Prerequisites	Valid BBB profile.
5	Duration	1. The maximum total duration is four academic years for the majority of students and three years for students who have completed one or two years at the Royal Military College Saint-Jean (RMC Saint-Jean). 2. The courses are given in two 13-week semesters each academic year.

6	Format	1. The course at RMCC during the academic year is conducted as follows:
		
		    a. Face-to-face; and
		
		    b. Part time, 50 minutes per day, five days a week.
		
		 2. The course hours include the hours spent on classroom learning, autonomous learning and preparing for the tests.

7	Training strategy	When numbers permit, students are grouped according to their aptitude.[1]

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[1] Aptitude can be determined based on the results of the *Test d'aptitude aux langues vivantes* (TALV).

8	Number of students per class	1. Minimum: 2 2. Optimum: 6; 3. Maximum: 6
9	Evaluation	Students have access to the Public Service Commission's Second Language Evaluation when the pedagogical personnel conclude that they are ready to obtain a CBC profile, or at the end of their final academic year if they request it.

APPENDIX H-5.3 - ROYAL MILITARY COLLEGE SAINT-JEAN (RMC Saint-Jean) COURSES

Course number in MITE system	Course title in MITE system	Course abbreviation in MITE system
119831	SOLET RMC STJEAN PREP ENGLISH	RMCSJ P EN
119833	SOLET RMC STJEAN 1ST YR ENGL	RMCSJ 1 EN

1	Objective	The objectives of these courses are as follows:

The objectives of these courses are as follows:

1. To enable the student to complete performance objective (PO) 402 and achieve a language profile of at least BBB, either at RMC Saint-Jean or during subsequent studies at the Royal Military College of Canada (RMCC) in Kingston.

2. For the student to pass two college-level English as a Second Language courses.

2	Target clientele	Officer cadets in the Regular Officer Training Plan (ROTP)[1] registered in college-level courses in Quebec.

3	Course description	

1. The English as a Second Language (ESL) courses at RMC Saint-Jean are offered as part of the two-year college program.

2. Students take their ESL training during the academic year until they obtain a BBB profile or better and pass two college courses. They are then exempted from further language training.

3. RMC Saint-Jean offers the following ESL courses:

   a. Eight *credited*[2] college courses—general or specific-purpose, from beginner to advanced level.

      (1) Students must take one general course and one specific-purpose course.

      (2) Four general courses, from beginner to advanced level, that help students develop communication skills, grammatical precision, cultural knowledge and academic skills.

      (3) Four specific-purpose courses, at the same levels as the general courses, whose content is based on the military. They help the students to develop specialized language and use ESL in their field of study.

   b. Two *non-credit* courses, at the beginner and intermediate level, are offered to students who do not obtain at least a BBB profile after their two for-credit courses.

4. After taking a placement test, the students are placed in a class at their level.

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[1] Programme de formation des officiers de la Force régulière (PFOR).

4	Prerequisites	No prerequisite.
5	Duration	1. The ESL program at RMC Saint-Jean lasts two academic years. 2. Each course is taught during a 15-week, 50-hour semester. Each academic year is made up of two semesters.

6	Format	1. The courses are given during the academic year
		
		   a. Face-to-face;
		
		   b. Part time;
		
		   c. In four 50-minute periods per week,
		
		2. The course hours include the hours spent on classroom learning and preparation for tests.
		
		3. Application of the Canadian Armed Forces English Curriculum (CAFEC) is modified during the academic year, because of the shortened period for each progress level (PL):
		
		   a. Students at PLs 1–4 normally complete up to two modules during the academic year.
		
		   b. Students at PLs 5–7 normally complete up to two modules during the academic year.

7	Training strategy	1. The Canadian Armed Forces English Curriculum programmed version (CAFEC-P) can be used, with the teacher's guidance, to support the training, address weaknesses and retain skills. 2. *Individual attention.* Some students may receive tutoring outside of class if they have special needs. 3. In the course outlines, the teachers specify performance objectives, learning activities, course content, pedagogical format, evaluation methods, and required reading.

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[2] Accredited by the CÉGEP Saint-Jean-sur-Richelieu. At the end of their program, the students receive a Diploma of College Studies (DEC).

| 8 | Number of students per class | 1. Beginner level

    a.   Minimum: 6

    b.   Maximum: 10

2. Intermediate level

    a.   Minimum: 8

    b.   Maximum: 15

3. Advanced level

    a.   Minimum: 8

    b.   Maximum: 20 |
| 9 | Evaluation | 1. Students who complete two Intermediate or Advanced Level CEGEP courses are given access to the Public Service Commission's Second Language Evaluation (SLE) at the end of their first academic year at RMC Saint-Jean. If they obtain a BBB profile or better, they are exempted from further second-language training.

2. Other students continue their training and take the SLE when the pedagogical staff determine that they can achieve a BBB profile. If they obtain a BBB profile or better, they are exempted from further second-language training. |