# TRAINING PLAN

## MILITARY SECOND LANGUAGE TRAINING PROGRAMME (MSLTP)

## CANADIAN ARMED FORCES FRENCH CURRICULUM (CAFFC)

**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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| Change Number | Organization that Requested the Change (Ref) | Description of Change | Date | Approved by CDA (Ref) |
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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 4 July 2018, the Government of Canada Qualification Standards in Relation to Official Languages, and CF Military Personnel Instructions 06/85, Military Second Language Training Plan (MSLTP).

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 French Curriculum (CAFFC) for training and education in French as a second language. The CAFFC courses and language retention services that make up the CAFFC are listed in Chapter 1 of this document and described in detail in 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 to CDA/Senior Staff Officer Language Programmes (SSO LP), through the chain of command.

# PREFACE

1.      This TP was revised by CDA Language Programmes HQ and St. Jean Detachment personnel, in cooperation with the National Standards Committee, whose members include representatives from the Canadian Forces Language School (CFLS), the Royal Military College of Canada (RMC of Canada), 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 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 Canadian Armed Forces (CAF) Second Official Language Specification needs to be amended. It will be updated based on decisions made at the strategic level by the Commander Military Personnel Command/Director Official Languages.  In the meantime the QS and TP are living documents that will evolve in concert with the changes made to identified military requirements. This TP must implemented at the time of publication due to the necessary adjustments in direction it provides regarding  SOLET management, administration and student evaluation.

5.      SSO LP is responsible for ensuring that SOLET delivery agencies adhere to the QS and TP standards. Managers from these delivery agencies must follow established protocols for reporting waivers.

# TABLE OF CONTENTS

# 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 Programme (MSLTP) in the Canadian Forces. This document contains general information on the MSLTP and the Canadian Armed Forces French Curriculum (CAFFC) (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, programme 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 PROGRAMME (MSLTP)[1]**

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 specific populations, described below.

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 programme's effectiveness by fostering a high success rate in the performance objectives (POs) described in the QS.

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[1] Ref: CF Military Personnel Instructions 06/85, Military Second Language Training Plan (MSLTP), 31 December 1985.

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 language retention courses and 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.

8.  Certain populations have particular requirements and have access to specific courses and services:

    a.  The Executive Leadership Cadre: General Officers, Col/Capt(N), and CWO/CPO1 posted to designated positions requiring a BBB or CBC profile;

    b.  Members selected by the Second Language Training Succession Planning Committee (SLTSPC); and

    c.  Officer Cadets at the Royal Military Colleges.

9.  Details regarding these populations are provided in relevant policies and directives, and in this TP (Chapters 2 and 3, and Annex H appendices).

**Systems approach**

10. 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. The 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 programmes, 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.

11. 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 programme 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 tests for the performance objectives,[2] 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.

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[2] The Mid-Term Test Level A (MTTLA) and Verification Tests Level B and C (VTLB & VTLC) are used to verify the mastery of POs. These tests are formative.

e. <u>Evaluation</u>: The purpose of this phase is to ensure the efficiency and effectiveness of the training. At the end of the three levels of the CAFFC, 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. <u>Validation</u>: The purpose of this phase is to verify that the programme has adequately prepared CAF members to perform their tasks in their second language. Validation is carried out after they have completed the programme 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 FRENCH CURRICULUM (CAFFC)

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

13. The CAFFC 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 PSC's description of proficiency levels. The courses and services set out in paragraph 21, described in the table at the end of this chapter, and detailed in 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 600 hours through four progress levels (PLs);

b. Level B (PO 402) leads to a BBB profile in 450 to 630 hours, depending on the type of course,[3] through three PLs; and

c. Level C (PO 403) leads to a CBC profile in 600 to 1200 hours, depending on the type of course,[4] through four PLs.

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[3] See Annex H.

[4] *Ibid*

**Functional and linguistic content**

14. The CAFFC 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 the communicative competence are integrated into the language situations and proposed activities.

## PEDAGOGICAL FRAMEWORK

**Communicative approach**

15. The CAFFC 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.

16. 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.

17. 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**

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

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

   b. Written Expression (Writing): ability to express oneself in writing  in a meaningful, coherent and appropriate manner;[5] and

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

**Andragogical approach**

19. 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:

   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.

20. 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.

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[5] 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 more accurate description of this skill in the context of the MSLTP/SLE would be *Structural/Linguistic Knowledge*.

**CAFFC COURSES AND SERVICES**

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

   a.   Continuous courses:

   Year-long courses:

   (1)   Continuous French Course Level AB (CFCLAB); and

   (2)   Continuous French Course Level C (CFCLC).

   One-semester courses:

   (1)   Continuous French Course Level A (CFCLA);

   (2)   Continuous French Course Level B (CFCLB); and

   (3)   Continuous French Course Level C accelerated (CFCLCacc);

   b.   Single progress level (PL) courses:

   (1)   Single progress level courses – classroom (PLs 1 to 11);

   (2)   Single progress level courses – lab with on-site tutoring (PLs 1 to 4);

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

   (4)   Single progress level courses – virtual classroom (DT – PLs 1 to 7); and

   (5)   CBC Profile Reacquisition courses – single PL courses in an accelerated format, in a classroom.

   c.   Other courses leading to the SLE:

   (1)   Specific skill courses:

   (a)   Reading Comprehension, levels B and C;

   (b)   Written Expression (Writing), level B; and

   (c)   Oral Proficiency, levels B and C;

(2)    Refresher and preparation for the SLE, level B –
in a classroom; and

(3)    Refresher and preparation for the SLE, level B –
in a virtual classroom

d.    Language retention services:

(1)    Part-time individualized language retention
(levels B and C);

(2)    Full-time individualized language retention
(levels B and C);

(3)    Group language retention (levels B and C); and

(4)    Autonomous learning.

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

## SUMMARY OF COURSES AND SERVICES

(See the table on the following pages.)

# CHAPTER 1 – SUMMARY OF CAFFC COURSES AND SERVICES

| Desired Level: A,B or C | Course Title (MITE) | Abbreviation | MITE Crse code | Start Point | Progress Level Comple-ted | Maximum Duration (Hrs/days) | Access to SLE | SLE Objective | MSLETP Objective | Number of students per class | | | Clientele | Source | Prerequisite |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | Mini-mum | Optimum | Maximum | | | |
| CONTINUOUS COURSES – one year | | | | | | | | | | | | | | | |
| B | CONTI-NUOUS FRENCH CRSE LVL AB | CFCLAB | 117952 | Beginner PL1 Integration: variable | PL 1-7 | 1320 hours/ 220 days | After PL 7 | BBB | N/A | 6 | 8 | 10 | • BTL<br>• ATL<br>• SLTSPC<br>• Local Reg F members | • BTL: BTL Mgmt<br>• ATL: Career Mgr<br>• SLTSPC: DSA<br>• Local members: local area Unit | None<br><br>Placement test. |
| C | CONTI-NUOUS FRENCH CRSE LEVEL C | CFCLC | 117947 | Refresher Level B : PL 8; Integration starting at PL 9. | PL 8-11 | 1200h/200 days (Refresher B : 150h; PL -8-10 (@ 180h; PL 11 : 210h; 2nd & 3nd SLE attempts: 150h @) | After PL 11 | CBC | N/A | 2 | 4 | 4 | Priority:<br>• SLTSPC<br>• Gen offrs,<br>• Col/Cmdre,<br>• LCol/Cdr,<br>• désignated CWO/CPO1<br>• Other CF Members nominated by Career Mgr<br>• Local Reg F Members | • ATL: Career Mgr;<br>• SLTSPC: DSA;<br>• Integrations: Local area Unit. | • BBB<br><br>• Placement test result in oral proficiency: PL 8 |
| CONTINUOUS COURSES – one semester | | | | | | | | | | | | | | | |
| A | CONTI-NUOUS FRENCH COURSE LVL A | CFCLA | 121380 | Beginner : PL 1 Integration : variable | PL 1-4 | 600 hours/100 days (PL 1-4 @ 150h) | After PL 4 | AAA | N/A | 6 | 8 | 10 | • BTL<br>• ATL<br>• Local Reg F members | • BTL: BTL Mgmt<br>• ATL: Career Mgr<br>• Local members: local area Unit | None<br><br>Placement test. |
| B | CONTI-NUOUS FRENCH COURSE LVL B | CFCLB | 121376 | PL 5 Integration : variable | PL 5-7 | 630 hours/105 days (PL 5 & 6 (@ 150h; PL 7 : 180h; 2nd SLE attempt 150h) | After PL 7 | BBB | N/A | 6 | 8 | 10 | • BTL<br>• ATL<br>• SLTSPC<br>• Local Reg F members | • BTL: BTL Mgmt<br>• ATL: Career Mgr<br>• SLTSPC: DSA<br>• Local members: local area Unit | - AAA<br><br>Placement test result in oral proficiency; PL 5. |
| C | CONTI-NUOUS FREN CRSE LVL C ACC | CFCLCacc | 121381 | PL 8 Integration : variable | PL 8-11 | 630 h/105 days (NP 8 à 10 (@ 150h; NP 11 : 180h) | After PL 11 | CBC | N/A | 2 | 4 | 4 | Priority:<br>• SLTSPC<br>• Gen offrs,<br>• Col/Cmdre,<br>• LCol/Cdr,<br>• Désignated CWO/CPO1<br>• Other CF Members nominated by Career Mgr<br>• Local Reg F Members | • ATL: Career Mgr<br>• SLTSPC: DSA<br>• Local members: local area Unit | - BBB<br><br>- Placement test result in oral proficiency; PL 8. |

1/7 – Table

| Desired Level A, B or C | Course Title (MITE) | Abbreviation | MITE Crse Code | Start Point | Progress Level Completed | Maximum Duration (Hrs/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 - Classroom | | | | | | | | | | | | | | | |
| A | SOLET PROGRESS LEVEL 1 FRENCH | PL 1 FR | 114739 | | PL 1 | 150 hours /25 days | No | N/A | EC 1 | 3 | 8 | 10 | Reg F Members | Local area Unit | None |
| | SOLET PROGRESS LEVEL 2 FRENCH | PL 2 FR | 114740 | | PL 2 | 150 hours /25 days | No | N/A | EC 2 | | | | | | In the 12 months preceding start of course: • Successful completion of preceding PL; or • Placement test result in oral proficiency at PL of desired course. |
| | SOLET PROGRESS LEVEL 3 FRENCH | PL 3 FR | 114741 | | PL 3 | 150 hours /25 days | No | N/A | EC 3 | | | | | | |
| | SOLET PROGRESS LEVEL 4 FRENCH | PL 4 FR | 114742 | | PL 4 | 150 hours /25 days | Yes | AAA | N/A | | | | | | |
| B | SOLET PROGRESS LEVEL 5 FRENCH | PL 5 FR | 114743 | | PL 5 | 150 hours /25 days | No | N/A | EC 5 | 3 | 8 | 10 | | | |
| | SOLET PROGRESS LEVEL 6 FRENCH | PL 6 FR | 114744 | | PL 6 | 150 hours /25 days | No | N/A | EC 6 | | | | | | |
| | SOLET PROGRESS LEVEL 7 FRENCH | PL 7 FR | 114745 | | PL 7 | 180 hours /30 days | Yes | BBB | N/A | | | | | | |
| C | SOLET REFRESHER B FRENCH | MAN B FR | 114751 | Level B | N/A | 150 hours /25 days | No | N/A | N/A | 2 | 4 | 4 | Priority: • Gen offrs, • Col/Cmdre, • LCol/Cdr, • Désignated CWO/CPO1 • Local Reg F Members | Priority candidates: CM/DSA  Others: Local area Unit | In the 12 months preceding start of course: • Successful completion of preceding PL; or • Valid BBB profile; and Placement test result in oral proficiency at PL of desired course. |
| | SOLET PROGRESS LEVEL 8 FRENCH | PL 8 FR | 114746 | | PL 8 | 150 hours /25 days | No | N/A | EC 8 | | | | | | |
| | SOLET PROGRESS LEVEL 9 FRENCH | PL 9 FR | 114747 | | PL 9 | 150 hours /25 days | No | N/A | EC 9 | | | | | | |
| | SOLET PROGRESS LEVEL 10 FRENCH | PL 10 FR | 114748 | | PL 10 | 150 hours /25 days | No | N/A | EC 10 | | | | | | |
| | SOLET PROGRESS LEVEL 11 FRENCH | PL 11 FR | 114749 | | PL 11 | 180 hours /30 days | Yes | CBC | N/A | | | | | | |
| Single progress level - in lab | | | | | | | | | | | | | | | |
| A | SOLET LAB PROG LVL 1 FRENCH | LAB PL 1 F | 114752 | | PL 1 | 150 hours ; Max 6 months | Non | 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 FRENCH | LAB PL 2 F | 114753 | | PL 2 | 150 hours ; Max 6 months | Non | N/A | EC 2 | | | | | | In the 12 months preceding start of course: • Successful completion of preceding PL; or • Placement test result in oral proficiency at PL of desired course. |
| | SOLET LAB PROG LVL 3 FRENCH | LAB PL 3 F | 118777 | | PL 3 | 150 hours ; Max 6 months | Non | N/A | EC 3 | | | | | | |
| | SOLET LAB PROG LVL 4 FRENCH | LAB PL 4 F | 121599 | | PL 4 | 150 hours ; Max 6 months | Oui | AAA | N/A | | | | | | |

| Desired Level A, B or C | Course Title (MITE) | Abbreviation | MITE Crse Code | Start Point | Progress Level Completed | Maximum Duration (Hrs/days) | Access to SLE | SLE objective | MSLETP Objective | Number of students per class | | | Clientele | Source | Prerequisite |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | Minimum | Optimum | Maximum | | | |
| Single progress level - Distance Tutoring (*Tutorat à distance [TAD]*) | | | | | | | | | | | | | | | |
| A | SOLET TAD PROG LVL 1 FRENCH | TAD PL 1 F | 119822 | | PL 1 | Average 150 hrs/PL; Min./week: 7 hrs self-paced learning + 1 hr in synchronous mode with teacher (total average 8 hrs) Normal:19 weeks Max. 6 months | No | N/A | EC 1 | PL 1 to PL 3 : maximum 10 students per teacher | | | Regular Force Members | Open to CAF members in all locations, depending on priorities and resources | None |
| | SOLET TAD PROG LVL 2 FRENCH | TAD PL 2 F | 119823 | | PL 2 | | No | N/A | EC 2 | | | | | | In the 12 months preceding start of course: • Successful completion of preceding PL; or • Placement test result in oral proficiency at PL of desired course. |
| | SOLET TAD PROG LVL 3 FRENCH | TAD PL 3 F | 119824 | | PL 3 | Average 150 hrs per PL; Min./week: 5 hrs self-paced learning plus 1.5 hrs in synchronous mode with teacher (total average 6.5 hrs) Normal: 23 weeks Max. 6 months | No | N/A | EC 3 | | | | | | |
| | SOLET TAD PROG LVL 4 FRENCH | TAD PL 4 F | 118779 | | PL 4 | | Yes | AAA | N/A | PL 4 to PL 7 : maximum 8 students per teacher (or 6, if more than 5 students are preparing for the SLE) | | | | | |
| B | SOLET TAD PROG LVL 5 FRENCH | TAD PL 5 F | 118781 | | PL 5 | | No | N/A | EC 5 | | | | | | |
| | SOLET TAD PROG LVL 6 FRENCH | TAD PL 6 F | 118783 | | PL 6 | | No | N/A | EC 6 | | | | | | |
| | SOLET TAD PROG LVL 7 FRENCH | TAD PL 7 F | 118785 | | PL 7 | | Yes | BBB | N/A | | | | | | |
| Single Progress Level - Virtual Classroom | | | | | | | | | | | | | | | |
| A | SOLET VC PROG LVL 1 FRENCH | VC PL 1 F | TBD | | PL 1 | 150 hours | No | N/A | EC 1 | 3 | 6 | 6 | Regular Force Members | Open to CAF members in all locations, depending on priorities and resources | None |
| | SOLET VC PROG LVL 2 FRENCH | VC PL 2 F | TBD | | PL 2 | | No | N/A | EC 2 | | | | | | In the 12 months preceding start of course: • Successful completion of preceding PL; or • Placement test result in oral proficiency at PL of desired course. |
| | SOLET VC PROG LVL 3 FRENCH | VC PL 3 F | TBD | | PL 3 | | No | N/A | EC 3 | | | | | | |
| | SOLET VC PROG LVL 4 FRENCH | VC PL 4 F | TBD | | PL 4 | | Yes | AAA | N/A | | | | | | |
| B | SOLET VC PROG LVL 5 FRENCH | VC PL 5 F | TBD | | PL 5 | 150 hours | No | N/A | EC 5 | 3 | 4 | 6 | | | |
| | SOLET VC PROG LVL 6 FRENCH | VC PL 6 F | TBD | | PL 6 | | No | N/A | EC 6 | | | | | | |
| | SOLET VC PROG LVL 7 FRENCH | VC PL 7 F | TBD | | PL 7 | | Yes | BBB | N/A | | | | | | |
| C | SOLET VC PROG LVL 8 FRENCH | VC PL 8 F | TBD | | PL 8 | 150 hours | No | N/A | EC 8 | 2 | 4 | 4 | | | |
| | SOLET VC PROG LVL 9 FRENCH | VC PL 9 F | TBD | | PL 9 | | No | N/A | EC 9 | | | | | | |
| | SOLET VC PROG LVL 10 FRENCH | VC PL 10 F | TBD | | PL 10 | | No | N/A | EC 10 | | | | | | |
| | SOLET VC PROG LVL 11 FRENCH | VC PL 11 F | TBD | | NP 11 | 180 hours | Yes | CBC | N/A | | | | | | |

| Desired Level A, B or C | Course Title (MITE) | Abbreviation | MITE Crse Code | Start Point | Progress Level Completed | Maximum Duration (Hrs/days) | Access to SLE | SLE objective | MSLETP Objective | Number of students per class | | | Clientele | Source | Prerequisite |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | Minimum | Optimum | Maximum | | | |
| CBC Reacquisition Courses - Single progress level accelerated | | | | | | | | | | | | | | | |
| C | SOLET RÉACQ CBC PL 8 FRENCH | R PL 8 FR | 120241 | PL 8 | | 90 h | No | N/A | EC 8 | 2 | 4 | 4 | Priority: • Gen offrs, • Col/Cmdre, • LCol/Cdr, • Désignated CWO/ CPO1 • Local Reg F Members | Priority candidates: CM/DSA  Others: Local area Unit | - Have obtained a CBC profile in the past; and - Placement test result in oral proficiency at PL of desired course. |
| | SOLET RÉACQ CBC PL 9 FRENCH | R PL 9 FR | 120240 | PL 9 | | 90 h | No | N/A | EC 9 | | | | | | |
| | SOLET RÉACQ CBC PL 10 FRENCH | R PL 10 FR | 120223 | PL 10 | | 90 h | No | N/A | EC 10 | | | | | | |
| | SOLET RÉACQ CBC PL 11 FRENCH | R PL 11 FR | 120222 | PL 11 | | 90 h | Yes | CBC | N/A | | | | | | |
| OTHER COURSES LEADING TO THE SLE | | | | | | | | | | | | | | | |
| Specific Skill Courses | | | | | | | | | | | | | | | |
| B | SOLET READING LEVEL B FRENCH | READ B FR | 117735 | Level B | N/A | 90-150 h/ 15-25 days | Yes | B (reading) | N/A | 3 | 8 | 10 | Regular Force Members | Local area Unit | - Within 12 months of the course start:: - Completed level B course; and - Valid profile with min. two Bs and one A in targeted skill, or; - Valid profile with min. two Bs and one A in targeted skill, and - Placement test result in oral proficiency: PL 7. |
| | SOLET WRITING LEVEL B FRENCH | WRITE B FR | 117736 | Level B | | 90-150 h/ 15-25 days | Yes | B (writing) | N/A | | | | | | |
| | SOLET ORAL LEVEL B FRENCH | ORAL B FR | 117737 | Level B | | 90-150 h/ 15-25 days | Yes | B (oral) | N/A | | | | | | |
| C | SOLET READING LEVEL C FRENCH | READ C FR | 117738 | Level C | | 90-150 h/ 15-25 days | Yes | C (reading) | N/A | 2 | 4 | 4 | Priority: • Gen offrs, • Col/Cmdre, • LCol/Cdr, • Désignated CWO/ CPO1 • Local Reg F Members | Local area Unit | - Within 12 months of the course start:: - Completed level C course; and - Valid profile with min. BBC and B in Reading; or - Valid profile with min. BBC and B in Reading; and - Placement test result in oral proficiency: PL 11. |
| | SOLET ORAL LEVEL C FRENCH | ORAL C FR | 117740 | Level C | | 90-150 h/ 15-25 days | Yes | C (oral) | N/A | 2 | 4 | 4 | Priority: • Gen offrs, • Col/Cmdre, • LCol/Cdr, • Désignated CWO/ CPO1; • Local Reg F Members | Local area Unit | - Within 12 months of the course start:: - Completed PL 11 training; and - Valid profile with min. CBB and B in oral proficiency. |

| Desired Level A, B or C | Course Title (MITE) | Abbreviation | MITE Crse Code | Start Point | Progress Level Comple-ted | Maximum Duration (Hrs/days) | Access to SLE | SLE objective | MSLETP Objective | Number of students per class | | | Clientele | Source | Prerequisite |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | Minimum | Optimum | Maximum | | | |
| Mise à jour et préparation à l'ELS level B | | | | | | | | | | | | | | | |
| B | SOLET SLE PREP LEVEL B FRENCH | PRSLE B FR | 118775 | Level B | N/A | 90-150 h | Yes | BBB | N/A | 3 | 8 | 10 | Regular Force Members | Local area Unit | - BBB profile – valid or within 12 months of expiry ; and |
| | SOLET SLE PREP LEVEL B FR VIRT | PRSLE B FV | 120812 | | | 90 hs | Yes | B in oral proficiency | N/A | 3 | 4 | 6 | | Open to CAF members in all locations, depending on resources | - Placement test result in oral proficiency: PL 5. |
| **LANGUAGE RETENTION** | | | | | | | | | | | | | | | |
| Language Retention - Group | | | | | | | | | | | | | | | |
| Retention B | SOLET GROUP RETENTION LVL B FR | RET GRP BF | 114737 | Level B | N/A | 30-90 hours (full or part time) | No | Retention BBB | N/A | 3 | 8 | 10 | Regular Force Members | Local area Unit | Min. valid B profile in oral proficiency. |
| Retention C | SOLET GROUP RETENTION LVL C FR | RET GRP CF | 114738 | Level C | | | | Retention CBC | | 2 | 4 | 4 | | | Min. valid C profile in oral proficiency. |
| Language Retention - Individualized | | | | | | | | | | | | | | | |
| Retention B | SOLET INDIV RETEN PART T B FR | RETEN PTBF | 114637 | Level B | N/A | - 2-4 hours per week - Maximum 200 hours per fiscal year combined hours individualized full and part time language retention | No | Retention BBB | N/A | Individualized instruction (one student per teacher) | | | Designated CWO/CPO1 posted to positions requiring the retention of a BBB profile; and<br><br>- LCol/Cdr if group not available. | Local area Unit | All: - Placement test in oral proficiency. Training is adapted to Level B or C and the students' needs.<br><br>LCol/Cdr: Min B profile in oral proficiency. |
| Retention C | SOLET INDIV RETEN PART T C FR | RETEN PTCF | 114638 | Level C | | | | Retention CBC | | | | | Priority: • Gen offrs, • Col/Cmdre, • Désignated CWO/ CPO1 posted to positions requiring the retention of a CBC profile; and<br><br>• LCol/Cdr, if no group available. | | |

| Desired Level A, B or C | Course Title (MITE) | Abbreviation | MITE Crse Code | Start Point | Progress Level Completed | Maximum Duration (Hrs/days) | Access to SLE | SLE objective | MSLETP Objective | Number of students per class | | | Clientele | Source | Prerequisite |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | Minimum | Optimum | Maximum | | | |
| Language Retention – Individualized (continued) | | | | | | | | | | | | | | | |
| Retention B | SOLET INDIV RETEN FULL T B FR | RETEN FTBF | 112279 | Level B | N/A | - 30-90 h - max. 200 h per fiscal year combined hours individualized full and part time language retention | No | Retention BBB | N/A | Individualized instruction (one student per teacher) | | | Designated CWO/CPO1 posted to positions requiring the retention of a BBB profile; and - LCol/Cdr if group not available. | Local area Unit | All: - Placement test in oral proficiency. Training will be adapted to Level B or C and the students' needs. LCol/Cdr Min.B profile in oral proficiency. |
| Retention C | SOLET INDIV RETEN FULL T C FR | RETEN FTCF | 119828 | Level C | | | | Retention CBC | | | | | Priority: • Gen offrs, • Col/Cmdre, • Désignated CWO/ CPO1 posted to positions requiring the retention of a CBC profile; and • LCol/Cdr, if no group available. | | |
| Autonomous learning – CAFFCP | | | | | | | | | | | | | | | |
| All levels | SOLET AUTONO-MOUS FRENCH | AUTONOM FR | N/A | Variable | Variable | Free access; no maximum | No | Variable | Variable | N/A. Each student proceeds at own pace without teacher assistance. | | | All CAF members | Self-registration on ALLIES Web site | None |
| **MILITARY COLLEGES** | | | | | | | | | | | | | | | |
| B | SOLET RMC 1 FRENCH | RMC 1 FR | 110457 | Variable | PL 7 | Total aimed for : 650 hrs in 4-5 years | Yes, at the end of 4th academic year or: - After BB-profile achieved; or Written SLE tests: after Module 10 and success-ful VTLB; | BBB | VTLB – written tests | 6 | 8 | 10 | Officer-Cadets in Regular or Reserve Force registered in RMC undergraduate degree programme | BTL Mgmt | None |
| | SOLET RMC 2 FRENCH | RMC 2 FR | 110458 | | | | | | | | | | | | |
| | SOLET RMC 3 FRENCH | RMC 3 FR | 110459 | | | | | | | | | | | | |
| | SOLET RMC 4 FRENCH | RMC 4 FR | 110460 | | | | | | | | | | | | |
| | SOLET RMC SUMMER CRSE FRENCH | RMC SUM F | 112347 | | | | | | | | | | | | |
| B | SOLET RMC ST-JEAN PREP FRENCH | RMCSJ P FR | 119830 | Variable | - Variable - Goal: PL7 | Total aimed for: 650 hrs in 4-5 years (during time spent at both Military Colleges) | Yes - At end of student's 1st yr at RMC St-Jean if completed 2 Int or Adv college courses; or - Access SLE when pedago-gical staff determine they can achieve BBB.. | BBB | None | 6 | 8 | Beginner courses : 10; Intermediate and Advanced courses: 12 | Officer-Cadets in Regular or Reserve Force registered in Military College undergraduate degree programme | BTL Mgmt | None |
| | SOLET RMC ST-JEAN 1 YR FRENCH | RMCSJ 1 FR | 119832 | | | | | | | | | | | | |

| | |
|---|---|
| ATL | Advanced Training List |
| BTL | Basic Training List |
| CDA | Canadian Defence Academy |
| CM | Career Manager |
| DSA | Director Senior Appointments |
| EC | Enabling Check |
| F or FR | French |
| Mgr | Manager |
| MSLTP | Military Second Language Training Programme |
| PL | Progress Level |
| RMC of Canada | Royal Military College of Canada |
| RMC Saint-Jean | Royal Military College Saint-Jean |
| SLE | Second Language Evaluation |
| SLTSPC | Second Language Training Succession Planning Committee |
| SOLET | Second Official Language Education and Training |
| *TAD* (DT) | *Tutorat à distance* (Distance Tutoring) |
| TBD | To be determined |
| VTLB | Verification Test Level B |

# CHAPTER 2 – TRAINING MANAGEMENT

**RESPONSIBLE AUTHORITIES**

1.    The MSLTP authorities include the following:

    a.    The Functional Authority: NDHQ/DOL (on behalf of C MILPERSCOM);

    b.    The Training Authority: 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 (RCN);

            (b)    the Canadian Army (CA); and

            (c)    the Royal Canadian Air Force (RCAF);

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

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

2.    The list of military Training Establishments registered in each formation is the following:

    a.    Canadian Defence Academy (CDA):

        (1)    CFLS;

        (2)    RMC of Canada (Kingston); and

        (3)    RMC Saint-Jean.

    b.    RCN:

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

        (2)    LTC Pacific (Esquimalt)

      c.     CA: LTC Valcartier; and

      d.     RCAF: LTC Winnipeg.

## SOLET DELIVERY

3.    SOLET can be delivered in a military training establishment or through the National Individual Standing Offer (NISO). The paragraphs below describe the specific features of the two types of delivery.

## SOLET DELIVERY IN (MILITARY) TRAINING ESTABLISHMENTS

**Teaching**      4.    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.

**Supervision**      5.    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.

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

6.    The authorities concerned can hire a private provider to deliver SOLET, in accordance with the terms and conditions of the NISO in effect. That action is coordinated by the SOLET manager of the delivery agency. SOLET given under the NISO is delivered in accordance with the statement of work, the QS and the TP. In case of conflict, the statement of work must be respected.

## ORIENTATION – TEACHING STAFF

**Initial teacher training**  7.    All new teachers and tutors must receive an initial training session with a duration of at least 20 hours. The training is normally provided by the pedagogical advisor and covers the following topics:[2]

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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 colleges. See Annex H, Appendix 5.3.
[2] Teacher orientation is slightly different at RMC Saint-Jean due to the fact that their courses are based on Quebec's ministerial standards.

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

   (1)   the military content of the programme;

   (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, including copyright and the management of documents designated PROTECTED A and B;

   (8)   the responsibilities of the stakeholders 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; and

   (3)   target clientele;

    d.    The Canadian Armed Forces French Curriculum (CAFFC)

        (1)    Enabling Objectives;

        (2)    organization into modules;

        (3)    teaching and learning content;

        (4)    methods and strategies;

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

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

    g.    The Second Language Evaluation (SLE): structure, the three tests, and levels A, B and C;

    h.    Other programmes or tools used for teaching SOLET;

    i.    A communicative approach: principles and techniques, application methods related to the curriculum and language tests, communicative proficiency level descriptions; and

    j.    The andragogical approach: postulates and techniques;

    k.    The use of the Microsoft Office suite

    l.    The use of Web 2.0 technologies;

    m.    Information and communication technologies that can support teaching (ex. electronic white board); and

    n.    DND security directives.

8.    In addition to the general orientation for all teachers, those teaching level C, courses given in laboratories, via Distance Tutoring, and in virtual classrooms, must receive a specific orientation.

**Continuous training**    9.    All teachers and tutors must receive continuous training. The training is normally provided or organized by the pedagogical advisor.

10. Training can include teaching by peers or by specialists in information and communication technologies, and telephone conferences so teachers and tutors can share practices.

## ROLES AND RESPONSIBILITIES – TEACHING STAFF

**All teachers**

11. Teacher responsibilities include, but are not limited to,

    a. Analyzing the pedagogical needs of the students;

    b. Planning, preparing and adapting one's teaching and learning plans;

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

    d. Meeting the students' learning needs:

        (1) Answering questions and providing explanations when students have trouble understanding the material; and

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

    e. Supervision:

        (1) Right from the start, encouraging the students to use the target language 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);

    f. Depending on the type of course, administering the Enabling Checks (ECs), the Mid-Term Test Level A (MTTLA), and the Verification Test Level B (VTLB), as described in Chapter 3, and recording and compiling student results;

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

    h.  Filling out the students' attendance forms (Annex D) (Annex D);

    i.  Communication:

        (1)  Making the pedagogical advisor aware of any problem or comment related to the learning materials; and

        (2)  Advising the CAFFCP software designers of the changes to make to the training content;

    j.  Innovation: Suggesting new ideas and activities for the approval of the pedagogical advisor before implementing them;

    k.  Staying abreast of new adult education trends and techniques, particularly as they relate to teaching English as a second language, such as collaborative tools, forums, social media; and

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

**Individualized teaching**

12.  In addition to the responsibilities common to all teachers, listed above, a teacher who has a single student provides individualized coaching based on the students' needs.

**Teachers in lab and at a distance**

13.  Some teachers provide tutoring, on site in a lab, or remotely in a distance tutoring (DT) or virtual classroom (VC) context. The descriptions of courses delivered using these modes can be found in Annex H, Appendices 2 and 3 of this TP.

14.  The programmed version of the curriculum (CAFFCP in ALLIES Web) is used in courses delivered in labs, via DT and in VCs. As a result, the required knowledge of the curriculum and teaching duties are the same as for all teachers. Any differences mainly pertain to the following areas: the technical support that students need to 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. The roles and responsibilities of the two types of tutors are described below

**Teachers in labs**     15.  In addition to the responsibilities common to all teachers, listed above, a teacher in a lab have a have a special role to play vis-à-vis students. Teachers 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.

16.  The responsibilities of a teacher 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 for each student; et

      (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;

      (2)  Regularly checking the students' work;

      (3)  Monitoring the students' progress;

      (4)  Ensuring that the language lab fosters learning;

      (5)  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.

**Distance Training teachers (DT and VC)**      17.     The roles and responsibilities of Distance Training teachers (DT and VC) 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 duration of the training;

(3)     Conducting a close follow-up of the student's training progress, to identify any problems with learning or adherence with the required number of hours. This follow-up is done weekly in DT and daily in VCs. Notifying the pedagogical advisor if the student is at risk of failing the course;

(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. This follow-up is done weekly in DT and daily in VCs;

(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.

  b. Evaluation:

   (1) Conducting placement tests, and oral tests for ECs, the Mid-Term Test Level A, and the Verification Test Level B, if applicable;

   (2) Organizing the Reading Comprehension and Written Expression tests for ECs, the Mid-Term Test Level A, and Verification Tests Level B, and communicating the results to the students;

  c. Administrative support:

   (1) Establishing the initial contact with students at the start of the training. Ensuring that students agree to follow the training rules as they pertain to the number of hours required in synchronous or asynchronous communication per week (DT) or daily (VCs), absences, and the importance of sustained effort in distance learning;

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

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

   (4) Attending and participating in team meetings.

**PEDAGOGICAL ADVISOR (PA)**

**Roles and responsibilities of all pedagogical advisors (PA)**

18. The responsibilities common to all PAs,[3] for all modes of delivery, are the following:

   a. Direct the work of a group of teachers;

   b. Manage the absences of DT teachers and ensure that there are substitutes. PAs not have a teaching role but can, on occasion, play the role of a teacher in the classroom or the lab, after receiving authorization from the SOLET manager (military establishment) or the designated user (NISO) or his/her representative;

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

      (1) 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;

      (2) Ensure the quality of teaching and compliance with the TPs, by conducting evaluation visits in the teachers' classrooms, in the tutors' labs and at the work premises of teachers who deliver DT or teach in virtual classrooms. Each evaluation visit must be followed by an observation report written by the PA and signed by the teacher. Take any necessary corrective measures;

      (3) Regularly ensure that the DT teachers and students understand and follow the course-management rules for the particular mode of delivery;

      (4) Manage student complaints;

      (5) Evaluate the students' language skills;

      (6) Contribute to forming classroom groups;

_____

[3] At RMC Saint-Jean, there is no Pedagogical Advisor, but there is a Department Director. The tasks of this person are different and include teaching.

(7)     Coordinate the learning activities of students and classroom groups, depending on the mode of delivery;

(8)     Oversee the students' progress;

(9)     Review the progress level reports, course reports (CF 377), and language retention reports, depending on the type of course;

(10)    Analyze the results of courses and make recommendations to the senior pedagogical advisor

(11)    Use the results or reports from the course critiques and make recommendations to the senior pedagogical advisor;

(12)    Prepare and organize the regular meetings of the DT teachers and send the meeting minutes to the senior pedagogical advisor

(13)    Make suggestions to the designers for changes to the CAFFCP in ALLIES Web;

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

(15)    Ensure that the teachers fulfill administrative requirements and meet deadlines;

(16)    Plan, coordinate and lead training/development activities for teaching personnel;

(17)    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);

(18)    Suggest and provide information resources; and

(19)    Perform administrative tasks related to the pedagogical advisor role.

**PAs responsible for courses in classes and labs**

19.   A pedagogical advisor is present at each site where SOLET is offered in the class or the lab;

**PAs responsible for courses offered at a distance (DT and VC)**

20.   PAs responsible for courses offered at a distance have an important role to play vis-à-vis course management and quantitative and qualitative control measures. They ensure that the courses offered via DT and VC run smoothly from a pedagogical and administrative standpoint.

21.   Specific responsibilities of the PA responsible for courses offered at a distance include, but are not limited to, the following:

    a.   Administrative support:

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

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

        (3)   Ensure that students receive training in a timely manner and that they know where to go if they experience difficulties;

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

        (5)   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;

    b.   Pedagogical support

        (1)   Help the 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; and

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

22. Use results from course critiques and personal reflection to ensure that the technology is used in a way that adequately meets students' needs.

## POPULATIONS WITH SPECIAL REQUIREMENTS

23. As indicated in Chapter 1, the following populations have particular requirements and have access to specific courses and services:

 a. <u>The Executive Leadership Cadre.</u>[4] This group includes General Officers, Col/Capt(N), and CWO/CPO1 posted to designated positions requiring a BBB or CBC profile.

  (1) The process relating to the Executive Leadership Cadre is as follows:

   (a) The process begins with a learning plan, managed by the member's environment;

   (b) The learning plan usually indicates the need for a placement test;

   (c) Placement test results lead to a recommendation for the member to:

    i. Register for language retention services; or

    ii. Take one or more profile reacquisition courses, to prepare them to recertify on the SLE;

   (d) The members' profiles do not need to be valid and may be lower than the CBC objective (superior officers) or BBB (selected CWO/CPO1);

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[4] CANFORGEN 176/14

(2)   Members of the Executive Leadership Cadre are entitled to:

(a)   a placement test, anytime, when their test results (internal or SLE) are more than 12 months old;

(b)   individualized language retention, anytime, in accordance with the standards in the TP (Annex H, Appendices 4.1 and 4.2);[5] and

(c)   for members who have not maintained their linguistic skills, reacquisition courses, which are accelerated versions of single PL courses (Annex H, Appendix 2.5), or other appropriate courses, based on their placement test results.[6]

(3)   LCol/Cdr can obtain access to individualized language retention services if they meet the following two conditions:

(a)   if it is not possible to for a group in the local area; and

(b)   if they have a valid B profile in Oral Proficiency.

b.   <u>Members selected by the Second Language Training Succession Planning Committee (SLTSPC)</u>. The annual directive published by the Director General Military Careers/Director Senior Appointments explains the management of these members, who are posted to Level B or C continuous courses (Annex H, Appendices H-1.1 to H-1.5). Their training can be prolonged in some cases.

c.   <u>Officer Cadets from the Military Colleges</u>. These members follow part-time second language courses as part of their university studies (Annex H, Appendices H-5.1 and H-5.2).

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[5] Note: This is the recommendation generally made in the learning plan during the four first years of validity of the profile.
[6] Note: This is the recommendation generally made in the learning plan after the fourth year of validity of the profile.

## DURATION OF COURSES

24     The duration 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 duration of the course.

## TRAINING DAYS

25.     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**    26.     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 CAFFC, 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, language; and

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

**Language lab**    27.   It is desirable that each language training establishment have access to the following resources:

    a.   a multimedia language lab;

    b.   access to the Internet; and

    c.   an interactive whiteboard or a projector connected to the Internet.

**Resource people**    28.  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**

29. The DND managers (NISO) and pedagogical advisors (military establishments) have 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.

30. The costs of socio-cultural activities may include transportation and entrance fees. These costs are paid by participants.

**STUDENT ORIENTATION**

**Student orientation session**

31. At the start of their training, students must receive information about certain administrative and pedagogical aspects of the course (Lesson Zero).[7] The content of that orientation session varies according to the location, duration, objective and format of the course.

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[7] Voir l'appendice 1 de l'annexe G – Révision des progrès, paragraphes 26 et 27, qui décrit les points qui doivent être inclus dans la leçon zéro.

**Continuous Courses: student orientation**

32. The following elements should be covered during the student orientation period of Level A and AB continuous courses:

    a.   Grammar: general concepts;

    b.   Strategies for learning the second language;

    c.   Introduction to the curriculum (CAFFC ou CAFEC):

        (1)   Course structure:

            (a)   calendar and time management (weekly schedule, homework management),

            (b)   general objectives of Progress Levels (PL),

            (c)   modes of evaluation: distinction between Enabling Check (EC), Mid-Term Test Level A, Verification Tests Levels A and B, and Second Language Evaluation (SLE);

        (2)   Vocabulary including the list of vocabulary in the modules (CFCLB or CECLB);

        (3)   Type of activities (e.g. role play);

        (4)   Tools:

            (a)   bilingual dictionary (effective use, choosing the best definition/translation),

            (b)   verb conjugation reference (CAFFC);

        (5)   The model adult learner: communicative approach, principles of andragogy, communication strategies, etc.

        (6)   ALLIES Web (as a complement to the classroom):

            (a)   account,

            (b)   use of programme;

        (7)   Awareness of the potential use of mobile platforms, other technologies, and online pedagogical resources; and

     d.     Basics of phonetics (accented syllables, pronunciation);

     e.     Interviews with all students (placement tests).

## CLASS MANAGEMENT

**Training files**    33. Each individual's training files must be kept for a period of five years after the last entry of information. 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**    34. 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).

35. Absences during language training should be due only to the following reasons:

     a.    death in the family;

     b.    illness;

     c.    house-hunting trips; and

     d.    operational reasons.

**Absences and access to tests**    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. The aim of this measure is to minimize absenteeism, while optimizing chances of success on tests.

37. In continuous courses, absence situations are evaluated on a case by case basis, in accordance with Progress Review processes (Annex G).

**Class senior**    38. 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 (Cmdt), the designated SOLET Manager or the Director of the language centre, and the teacher.

**Discipline**        39. By delegation of the Cmdt, the SOLET manager 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.

**Homework**        40. For each six-hour period (one day of a full-time course), one should plan on up to one hour of homework at levels A and B, and up to two hours of homework at level C.

## COURSE CRITIQUE

41. 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. Following that, a group report by the class can provide added value. 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.[8]

**Mid-course evaluation**        42. When the duration 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 by students**        43. In order to maximize the quality of the feedback and individual freedom of expression, the course critique forms must be filled out in the official language chosen by the student, which is normally English.

**Administrative instructions**        44. 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 responsible for standards, they administer the course critique or oversee its administration. If the agency does not have standards personnel, then a civilian or military clerk can be used.

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[8] Military Colleges have institution-specific course critiques.

**Compilation of responses**

45. To ensure objectivity, course critique responses must be compiled and reported by a stakeholder who is not involved in the course as a teacher or pedagogical advisor. When the SOLET delivery agency has standards personnel, then those people interpret the results of the course critiques and conduct follow-up. If the agency does not have personnel responsible for 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 programme.

2.  Enabling Checks (ECs), Mid-Course tests Level A (MTTLA), and Verification Tests Levels A and B (VTLA, VTLB) are used to evaluate students within 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 Comprehension, Written Expression (writing) and Oral Proficiency (speaking), 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 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).[1]

**Placement between PL 1 and PL 11**

4.  The aim of the CAFFC placement test is to determine the student's entry point in the curriculum between PL 1 and PL 11. The test is separated into two parts: the first is for PLs 1 to 7 and the second is for PLs 8 to 11. Both parts are given as an oral interview. For PLs 1 to 7, the candidate is evaluated using a structured questionnaire. For PLs 8 to 11, the evaluation is conducted using a multi-level oral interview. The evaluator is a staff member (LAT or EDS) or an approved private provider. The placement test must be recorded upon request of the standards personnel, the SOLET manager (military establishment) or the designated user (NISO) for quality assurance purposes.

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[1] RMC Saint-Jean conducts placement testing in writing and at a distance before the arrival of students, since they are located across Canada and are usually attending secondary school full time.

5.  The placement test 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. The test can be given to candidates who have taken language training in the past, to verify whether they have maintained the skills acquired during their course, and, if need be, steer them towards appropriate courses or learning retention services.

6.  The validity period for placement tests results is one year. That means that the results of students who have completed a placement test *within 12 months* of the beginning of proposed language training can be used to make decisions about the entry point into that training. However, if the placement test was given *more than 12 months* before the beginning of  proposed language training, students will have to take a new placement test to determine their point of entry

**Diagnostic evaluation**

7.  In some cases, in addition to the placement test, teaching personnel conduct a diagnostic interview with the students or them a written test[2] at the beginning of the course to obtain additional information.

## FORMATIVE EVALUATION

8.  The function of formative evaluation is the adjustment and improvement of learnings within a learning sequence. It targets specific learnings and is based on one or several interventions of a pedagogical nature. It is conducted during the activity and aims at identifying students' progress and allowing them to understand the nature of their errors and the difficulties they are encountering. It can be facilitated by the teacher, but can also occur in the form of self-evaluation or peer feedback (…)[3] [*Translation*]

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[2] No standardized placement test generated by CDA Language Programmes exists to evaluate written expression in French as a second language. However, this skill can be assessed using different tools, which could be locally produced, internal to Language Programmes, or from other sources. This could include: writing activities or exercises from the CAFFC or ALLIES (multiple choice or productive writing), a selection of subjects requiring short development, which elicit language functions or specific language points at the target level or a preceding level (to confirm acquired skills), etc.

[3] Translated extract from the following source Université Laval: https://www.enseigner.ulaval.ca/ressources-pedagogiques/l-evaluation-formative-et-sommative

**Verification**   9.   Each module contains a section called 'Verification', at the end of each lesson, specifically in the 'Functional section. This section includes activities/exercises of a functional and linguistic nature, which enable the treatment/revision of the four skills [4] in most cases, sometimes two or three, depending on the context of the lesson.[5]

**Enabling checks (ECs)**   10.   Enabling checks (ECs) are tests that measure the student's level of proficiency in the enabling objectives (EOs) and the linguistic and functional content of the CAFFC, at the end of each progress level (PL). A PL is made up of one or more modules. ECs are both formative and summative.[6]

**ECs between PL 1 and PL 7**   11.   ECs in Levels A and B are given after PLs 1 to 3 and PLs 5 and 6.

12.   PLs 4 and 7 are not evaluated with ECs:

   a.   PL 4 is evaluated with the Mid-Term Test Level A or the SLE, depending on the type of course.

   b.   PL 7 is evaluated with the SLE. The Verification Test Level B is optional and can be given in certain conditions, described below (para 31).

13.   The ECs in Levels A and B are made up of three tests:

   a.   Reading Comprehension – multiple choice;

   b.   Written Expression (Structural/Linguistic Knowledge) – multiple choice; and

   c.   Oral Proficiency – interactive communication interview.

**ECs between PL 8 and PL 11**   14.   ECs in Level C are given after PLs 8 to 10.

15.   PL 11 is evaluated with the SLE. The Verification Test Level C is optional and can be given in certain conditions, described below (para 31).

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[4] When a reference is made to four skills, these are : oral proficiency, reading, writing and oral comprehension (listening).
[5] There is also a complementary series in the CAFFC called « 55 questions de vérification » in written expression (multiple choice) after each module (1 to 14) enabling individual and group work. These provide additional occasions to get constructive and formative feedback.
[6] ECs are a means of **formative evaluation** : they have a pedagogical nature and their function is to regulate learning. They provide learners with direct feedback (strengths, weaknesses, strategies), inform them about their progress, and guide their learning objectives. ECs also have characteristics of **summative evaluation**, because they provide information on the degree of mastery of skills in a progress level, and contribute to the determination of whether learners are ready to move to the next level. (EC Pedagogical Guide Levels A-B and Evaluator Guide Level C).

16. The ECs for PLs 8 to 10 consist solely of an oral interaction interview.

**Administration of ECs**

17. ECs are given in class during allotted teaching time. Ideally, for the sake of objectivity, a teacher other than the one who taught the student, or the pedagogical advisor, should give the oral part of the ECs. The use of dictionaries or grammar references is not permitted during ECs. Students can take notes during the tests but must hand them in at the end of the EC. 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.

18. The oral component of the test must be recorded.[7]

19. Success in an EC confirms that students are progressing towards the attainment of the targeted performance objective (PO), i.e., PO 401 (AAA), 402 (BBB) or 403 (CBC), and can continue their learning.

**Failure of an EC**

20. The failure of any part of an EC, either Reading Comprehension, Written Expression (Structural/Linguistic Knowledge), or Oral Proficiency, constitutes an overall failure of the EC. A failure shows the students, the teacher and the pedagogical advisor that a diagnostic and pedagogical treatment of the students' difficulties is required to enable them to continue the programme. Depending on the situation, students can continue the course with their group, but their difficulties must be monitored in a way that is tailored to the students' needs.

**Repeating an EC**

21. There is no retake of an EC in the case of a failure.

**Recording results**

22. In continuous and single PL courses, EC results are entered in the Progress Level Report (Annex F, Appendix 2).

**Validity period for results**

23. The validity period for EC results is one year. Therefore, students who have completed an EC *within 12 months* of the beginning of the next Progress Level can start that course without taking a placement test.  However, if the placement test was given *more than 12 months* before the beginning of subsequent language training, students will have to take a placement test to determine their point of entry.

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[7] Refer to the Pedagogical Guide for ECs 1, 2, 3, 4 and 6, and to the General Evaluator's Guide for ECs 8, 9 and 10 for further details.

**Security of ECs**       24.   Recordings, tests and completed answer sheets for ECs, students' raw scores, and feedback provided to them constitute PROTECTED A material at all times.

**Mid-Term Test Level A**

25.   At the end of PL 4 in the Continuous French Course Levels AB (CFCLAB) must take the Mid-Term Test Level A (MTTLA) in the three language skills. The test is based on material covered in PLs 1 to 4. This test is formative and informs stakeholders about the achievement of PO 401.

26.   Reading Comprehension and Written Expression are evaluated with multiple choice tests. Oral Proficiency is evaluated during an interview.

    a.   In Reading Comprehension, students must read a variety of texts, followed by comprehension questions relating to the meaning of the text.

    b.   In Written Expression, students will need to fill in the spaces in a text, select the tense of a specific verb, or identify an error.

    c.   In Oral Proficiency, students must show an adequate comprehension of the target language and perform various language functions appropriately.

27.   <u>MTTLA standard</u>. The standard is that of Level A of the PSC.[8]

28.   The Mid-Term Test Level A can also be used to identify gaps and thus orient the teacher and students.

29.   <u>Administering the MTTLA</u>. Administrative procedures for the MTTLA are the same as those for ECs.

**Verification Tests Levels B and C (VTLB/VTLC)**

30.   At the end of PL 7 and PL 11, students who meet the eligibility conditions can take the Verification Test for Level B (VTLB) and the Verification Test for Level C (VTLC). These tests are optional, except at RMC of Canada.[9] They cover the material taught at Levels B and C.

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[8] Le threshold for passing the tests was determined by comparing the results of the Mid-Term Test Level A (MTTLA) with those of the SLE. Given that the MTTLA score is highly correlated with that of the SLE, the test has some potential for estimating the students' chances of getting an A. It is important to remember however, that the two tests are different measurement instruments and there is no guarantee that the MTTLA will predict the SLE score.
[9] See Annex H, Appendix H-5.1

**Conditions of access**

31. The following conditions must be met before students can take the VTLB or VTLC:

    a. Be a student on any MSLTP course; and

    b. Be having difficulties, i.e. have failed one or several ECs, and/or failed to obtain the required SLE profile after one or more attempts.

32. These tests can be given in one or several of the three language skills, as a diagnostic or adjustment instrument. The results of these tests are not used to determine success or failure at the end of a course.

33. The VTLB is made up of three tests measuring Reading Comprehension, Written Expression and Oral Proficiency. The VTLC has only one test: an oral interaction interview.

    a. In Reading Comprehension, students must read a variety of texts, followed by comprehension questions, based on the meaning of the texts.

    b. In Written Expression, students may be called upon to fill in the blanks in a text, select a particular verb tense, or detect an error.

    c. In Oral Proficiency, students must demonstrate adequate comprehension of the target language and perform various language functions in an appropriate manner.

34. <u>Administering the VTLB and VTLC</u>. The administrative procedures for multiple choice tests (Level B, Reading Comprehension and Written Expression) are the same as for ECs.

35. Oral Proficiency tests are administered by personnel from the testing cell. Requests for tests must be sent to the Test Administration Centre at the CDA Saint-Jean Detachment.

36. <u>VTLB and VTLC standards</u>. The reference standard for Levels B and C verification tests is that of the PSC Levels B and C.

37. It is important to remember that these tests are different measurement instruments and that there is no guarantee that the VTLB or VTLC score is a predictor of the SLE result.

38. The VTLB or VTLC can also be used to diagnose gaps and thus orient teachers and students.

| | |
|---|---|
| **Protecting and recording results** | 39. The tests and test results are PROTECTED A. Results are entered in the LTIIS[10] data base. Results of Reading Comprehension and Written Expression tests are treated in the same way as EC results. Results of the Oral Proficiency tests are entered in LTIIS by personnel from the Test Administration Centre in Saint-Jean |
| | 40. Personalized feedback is given to students and teachers, to enable them to more clearly identify gaps and thus work more effectively to improve problem areas of language proficiency. |
| **Failure and retake of VTLB and VTLC Oral Proficiency Tests** | 41. There is no retest of VTLB and VTLC Oral Proficiency tests. Eligible students may only take this test once per course. |
| **Recording VTLB and VTLC Oral Proficiency Tests** | 42. Tests are recorded and saved at the Test Administration Centre. Persons involved in training and students may access the recordings upon request. |

## SUMMATIVE EVALUATION

43. 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".[11]

44. The only tests for courses ending at levels A, B and C with a summative value within the MSLTP are the Second Language Evaluation (SLE) tests produced by the Public Service Commission (PSC).

## CERTIFICATION TEST – SECOND LANGUAGE EVALUATION (SLE)

45. 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 and conditions of access** | 46. In all courses that give access to the SLE, these tests must be completed within the course or in the 10 days following the end of the course. |

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[10] Language Training Integrated Information System
[11] Source : *Dictionnaire actuel de l'éducation*

**Continuous courses**

47. The administration of the SLE is *compulsory* at the end of level A continuous courses:

48. In continuous courses at levels B and C, if students have a SLE result that meets the course objectives, and this results was obtained within 12 months of the *end* of the course, they are not required to retake those tests. 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.

49. Students do not have access to the SLE before the end of the course.

**Single PL courses**

50. In single PL courses ending at PLs 4, 7 or 11, students are required to take the SLE in the skill(s) in which they have not attained the required level as of the beginning of the course. They must also take the test in any skill for which their profile has expired or will expire within 12 months of the beginning of the course. 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.

51. For all other courses, access to the SLE is granted according to the course objective, as described in the course description.[12]

52. The SLE Reading Comprehension and 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**

53. Students may retake the SLE in certain continuous courses.[13] In those courses, students must retake any SLE test in which they did not achieve the course objective, after a     minimum of 30 calendar days between the original test and the retake.[14] In addition, the Commanding Officer of the Training Establishment (or equivalent, in conjunction with the environment SOLET Manager) must deem that the conditions described below have been met:

a. The student is likely to pass the retake;

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[12] See Summary of Courses and Services at the end of Chapter 1 and Descriptions of Courses and Services in Annex H.
[13] *Ibid*
[14] PSC requirement

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 class.

54.    In certain cases, the training period of SLTSPC students can be extended. In thoses cases, they may make a subsequent attempt at the SLE.

55.    Students in single PL courses, other courses leading to the SLE, and levels A and C single-semester courses may not retake the SLE in the context of the course, following a failure. They will have to take subsequent training, appropriate to their level, and retake the SLE at the end of those courses.

**Rereading of Test of Oral Proficiency**

56.    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 verification test of the corresponding level with results above the minimum requirement. Rereading is not an option for Reading Comprehension and Written Expression tests, as they are objective tests corrected mechanically.

**Re-evaluation of Test of Oral Proficiency**

57.    Students who can demonstrate that their 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, students are informed before taking the test that they can put an end to the test at any time if the conditions are unfavourable.

**Recording of results**

58.    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**

59.    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 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.

**Delay in test administration**

60.    In exceptional cases, students taking a course that leads to the SLE, who are unable to take the tests within the framework of the course, must do so within 30 days of the end of the  course. If they do not, they will be evaluated as not having completed the course, and their SLE results will not be considered as being part of the course.

**SLE and**        61.  Depending on the type of course in which members are
**placement tests**      registered, if their prior SLE results are dated more than 12
                   months before the beginning of the course, they may need to
                   take a placement test, to verify their current skills

## PROGRESS REVIEW

62.  Progress review in SOLET is conducted at three levels,
     according to the situation and the type of course:

   a.   Level 1: Pedagogical support;

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

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

63.  Annex G Appendix 1 describes those three levels.

## CEASE TRAINING

**Decision-making**   64.  In cases of a cease training, decision-making authority rests at
**authority**              the following levels:

   a. Short courses (single PL, single skill, SLE preparation): The
      commanding officer of the training establishment or, for
      training offered under the NISO, the SOLET Manager;

   b. Continuous courses. The commanding officer of the unit
      where the member was posted for the course (rank of
      LCol/Cdr); and

   c. SLTSPC. The Director Senior Appointments, with
      recommendations from the commanding officer of the
      training establishment or the Coordinator of Official
      Languages (COL) and the SOLET Manager.

65.  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 the ECs or, in all
     other cases, before the first 300 hours of training have been
     given.

66.  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**

67. When a student does not adhere to the following requirements, he/she will fail the course. In order 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**

68. The CF 377 Form (Canadian Forces Course Report) must be filled out and distributed when a student finishes any course with a SLE objective and in the event of a cease training for all of these courses. Annex F Appendix 1 explains how to fill out the questionnaire and provides the distribution list.

## PROGRESS-LEVEL REPORT

69. 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 that does *not* have a SLE objective.

70. Annex F Appendix 2 provides the details on the progress-level.

**LANGUAGE RETENTION REPORT**

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

CHAPTER 4
CHAPTER 5
CHAPTER 6

CAFFC

# CHAPTERS 4, 5, 6 – CANADIAN FORCES FRENCH CURRICULUM

CAFFC MODERNIZATION MANDATE. A long process of change related to the CAFFC modernization mandate is to start in 2018 and take several years.[1]

The QS (2018) provides general linguistic functions which are derived from the PSC and guide the development of the TP (2018) and the curriculum. The POs from the QS, reproduced in this TP, indicate the PLs that cover each function.

This TP describes the programme as it exists at the time of publication. It is understood that the TP and curriculum will be modified following the modernization project. The discontinuity is recognized and explained throughout the document.

It is important to remember that the curriculum is iterative, that is, the notions, functions and language points are presented and reviewed in greater depth as the student progresses through levels A, B and C.

The modernization process targets one PL at a time, and the corresponding modules will be distributed in the same sequence as the phases of execution.

I.     PL 4 and PL 5
II.    PL 6 and PL 7
III.   PL 3
IV.    PL 1 and PL 2

Since this TP is published before the end of the modernization project, updates will be communicated to the users by the SSO of CDA Language Programmes, and will be reflected in the next version of the TP.

The following changes are included in this version of the TP:

(1)    Level A ends at PL 4 instead of PL 5.

(2)    Modules 8, 9 et 10 in PLs 4 and 5 follow the following sequence:

-    PL 4 includes Module 8, Lessons 1 and 2 (L1, L2), now called « Part A », and Module 9.

-    PL 5 (which is now part of level B) includes Module 8, L3, L4, L5, now called « Part B », and Module 10.

As a result, references to language functions and Enabling Objectives (EOs) in level A PLs (Chapter 4), level B (Chapter 5), and the modules mentioned above, must be read in compliance with these new parameters.

The long-term CAFFC modernization process could change the number, order and numbering of modules and lessons in levels A and B.

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[1] Ref: 4705-1-1 (SSO LP), Canadian Armed Forces Second Official Languages Education, Training and Testing Approach 2017-2020, 4 April 2017

| LEVEL A | | | |
|---|---|---|---|
| PO 401 | MODULE | PL | TEST |
| COMMUNICATE IN THE TARGET LANGUAGE AT A BEGINNER LEVEL | 1 | 1 | EC 1 |
| | 2 | | |
| | 3 | 2 | EC 2 |
| | 4 | | |
| | 5 | 3 | EC 3 |
| | 6 | | |
| | 7 | | |
| | 8-A | 4 | MTTLA[2] or SLE[3] |
| | 9 | | |
| Consolidation SLE Preparation – Target Profile : AAA | | | |
| LEVEL B | | | |
| PO 402 | MODULE | PL | TEST |
| COMMUNICATE IN THE TARGET LANGUAGE AT AN INTERMEDIATE LEVEL | 8-B | 5 | EC 5 |
| | 10 | | |
| | 11 | 6 | EC 6 |
| | 12 | | |
| | 13 | | |
| | 14 | 7 | VTLB (optional)[4] SLE |
| Consolidation SLE preparation – Target profile: BBB | | | |
| LEVEL C | | | |
| PO 403 | | PL | TEST |
| COMMUNICATE IN THE TARGET LANGUAGE AT AN ADVANCED LEVEL | | 8 | EC 8 |
| | | 9 | EC 9 |
| | | Immersion | |
| | | 10 | EC 10 |
| | | 11 | VTLC (optional)[5] |
| Consolidation and preparation for the SLE – Target profile: CBC | | | SLE |

*Summary Table 4.0 – Canadian Forces French Curriculum*

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[2] The Mid-TermTest Level A (MTTLA) is given at the end of Progress Level 4 (PL 4) on the Continuous French Course Levels A and B (CFCLAB).

[3] The Second Language Evaluation (SLE) is given at the end of PL 4 on the Continuous French Course Level A and PL 4 Single Skill Courses.

[4] The Verification Test Level B (VTLB) is optional and can be given under certain conditions (see Chapter 3)

[5] The Verification Test Level C in Oral Proficiency (VTLC) is optional and can be given under certain conditions (see Chapter 3)

PO 401

Chapter 4

# CHAPTER 4 – LEVEL A – PO 401[1]

**Performance objective**   1.   Communicate in the target language at a beginner level.

**Conditions**   2.   Given: Military work environment

**Standard**   3.   Standard:

    a.   The CAF member must perform the following language functions :

        (1)   exchange simple information about oneself and others;

        (2)   describe one's occupation, basic work-related tasks and responsibilities;

        (3)   talk about one's background, lifestyle, and immediate environment;

        (4)   discuss itineraries, upcoming activities and future plans; and

        (5)   engage in basic transactions and routine services related to housing, health, banking, and public transportation.

    b.   The member must communicate at the Level A linguistic proficiency, in their second official language, as described in the Qualification Standards in Relation to Official Languages (**www.tbs-sct.gc.ca/gui/squn03-eng.asp**) :

        (1)   In Reading Comprehension: Level A is the minimum level of second language ability in Reading Comprehension for positions that require comprehension of texts on topics of limited scope.

            (a)   This includes:

                i.   fully understanding very simple texts;

                ii.   grasping the main idea of texts about familiar topics; and

                iii.   reading and understanding elementary points of information such as dates,

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[1] See explanation of the mandate for modernizing the CAFFC in the introduction to the curriculum before Chapter 4.

numbers, or names from relatively
more complex texts to perform routine
job-related tasks.

    (b)    At this level, the member is not expected to
read and understand detailed information.

(2)    In Written Expression: Level A is the minimum level
of second language ability in written expression for
positions that require writing simple units of
information in the second language.

    (a)    This includes: writing isolated words, phrases,
simple statements or questions on very
familiar topics using words of time, place or
person.

    (b)    Errors of grammar, vocabulary and spelling
are acceptable as long as the message is
understandable.

(3)    In Oral Proficiency: Level A is the minimum level of
second language ability in oral proficiency for
positions that require simple and repetitive use of
the second language in routine work situations.

    (a)    This includes:

        i.    asking and answering simple
questions;

        ii.    giving simple instructions; and

        iii.    giving uncomplicated directions relating
to routine work situations.

    (b)    At this level, the member makes many errors
and has deficiencies in grammar,
pronunciation, vocabulary and fluency, which
may interfere with the clarity of the message.
Since they may have problems understanding
speech spoken at a normal rate, repetitions by
others may be required for them to understand
what is being said.

**Teaching points**  4.    The functional content at the basic level is based on ten
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 OBJECTIVES | | MODULE | TEST |
|---|---|---|---|---|
| 1 | 401.01 | Maintain Social Contacts | 1 | EC 1 |
| | 401.02 | Request and Provide Personal Information | 2 | |
| 2 | 401.03 | Request Routine Services and Respond to those Requests | 3 | EC 2 |
| | 401.04 | Make Telephone Calls | 4 | |
| 3 | 401.05 | Explain an Itinerary | 5 | EC 3 |
| | 401.06 | Prepare for a Move and a Trip | 6 | |
| | 401.07 | Inform Someone of an Upcoming Activity | 7 | |
| 4 | 401.08 | Describe Living and Working Conditions – Part A | 8-A | MTTLA[2] or SLE[3] |
| | 401.09 | List the Duties of a Position | 9 | |
| | | Prepare for the  MTTLA or SLE[4] | | |

*Summary Table 4.1 – Enabling Objectives by Progress Level*

**Duration**   5.   The programme involves 600 hours of intensive training divided into four progress levels.

6.   Within Progress Level 4, students may receive training to consolidate their knowledge and prepare for the appropriate test.

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[2] The MTTLA is given at the end of PL 4 in the CFCLAB.
[3] The SLE is given at the end of PL 4 in courses that end at NP 4.
[4] See two previous footnotes

| LENGTH OF PO 401 | | |
|---|---|---|
| PL 1 | Modules 1 and 2 | 150 hrs |
| PL 2 | Modules 3 and 4 | 150 hrs |
| PL 3 | Modules 5 to 7 | 150 hrs |
| PL 4 | Modules 8-A and 9<br><br>Skill Consolidation and Preparation for MTTLA or SLE | 150 hrs |

*Summary Table 4.2 – Duration of PO 401*

**Teaching and learning strategies**

7. The suggested activities are taught using a communicative approach and the application of the principles of andragogy.[5] 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.

8. Different learning strategies are used.[6]

| | | | |
|---|---|---|---|
| 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 |

9. 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.

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[5] Implementing these practices requires keeping teaching staff up to date on new developments and research in teaching (action-based communicative approach, self-evaluation, formative evaluation, critical thinking, etc.)

[6] Examples can be found in the following document : « *CFFC - Exercices types, réédition 1992* »

**Evaluation details**　　10.　Verification: There are verification activities at the end of the lessons of PO 401. This verification allows the teacher to evaluate the students' mastery of the objectives and lesson content before moving to the next lesson. The audio/video recording of these activities enables individualized corrective teaching. The evaluation can be done one-on-one or in a group, depending on student needs.

11.　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.

12.　Depending on the type of course, two different tests are used at the end of PL 4:

　　　a.　Mid-Term Test Level A (MTTLA): This test is only given in the CFCLAB. It enables a formative and summative evaluation in the three skills.

　　　b.　Second Language Evaluation (SLE): This test is given in all courses ending at PL 4 (ex. CFCLA and single PL 4). The objective is an AAA profile.

| PL | EO | MODULE | TEST |
|----|-----|--------|------|
| 1 | 401.01 | 1 | EC 1 |
|   | 401.02 | 2 |      |
| 2 | 401.03 | 3 | EC 2 |
|   | 401.04 | 4 |      |
| 3 | 401.05 | 5 | EC 3 |
|   | 401.06 | 6 |      |
|   | 401.07 | 7 |      |
| 4 | 401.08 | 8-A | MTTLA or SLE* (AAA) |
|   | 401.09 | 9 |      |

*Summary Table 4.3 – Evaluation Tools*

**Teaching material**　　Curriculum :

Canadian Forces French Curriculum, CDA, 2007, 2009 corrected: Level A; Modules 1 to 10; Teacher and student workbooks.

Vocabulary, Modules 1 to 19, CFFC 2007, CDA.

Content, Modules 1 to 19, CFFC 2007, CDA.

Grammar, Modules 1 to 19, CFFC 2007, CDA.

CFFC Preparatory Document – Introduction to grammar, May 2009.

Series of 25 booklets entitled "Vocabulaire de l'administration publique" [public administration vocabulary], French Curriculum, CDA, 2009.

CAFFCP – Programmed version of the CAFFC (ALLIES Web).

Pedagogical Guide and collection of examples for EC 1, 2, 3, 5 et 6 CAFFC, 2018 Edition (on CD).

Evaluator's Guide, standard and sample interviews for the Mid-Term Test Level A.

Preparation Guide for Second Language Evaluation, Military Version, French Curriculum Section, March 2010.[7]

55 Verification Questions in Written Expression from the CFFC, M1-14.

Other références :

*The Communicative Files*, CFFC, St-Jean Garrison, 1989.

*Relevant materials targeting specific areas.[8]*

Various resources: magazines, newspapers, audio and video recordings, films, Internet, multimedia.

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[7] The civilian version of the Guide is also useful for SLE preparation.

[8] This material can be produced by the CDA Language Programmes section, by other language training centres, or acquired through the purchase of complementary commercial materials, online subscriptions, or other sources. It is important to provide supplementary materials, because teachers need to adapt and personalize their teaching by using authentic, realistic materials, in accordance with the principles of andragogy and the communicative approach.

LESSON SPECIFICATIONS
Modules 1 to 9

PL 1 to PL 4

**EO 401.01 – PL 1 – MODULE 1**

**Enabling objective**   MAINTAIN SOCIAL CONTACTS

**Conditions**   1.   Given: Scenarios in which candidates must

        a.   introduce someone;

        b.   greet others/react during a presentation;

        c.   identify objects;

        d.   express good wishes and congratulate others; and react to good wishes and to being congratulated;

        e.   ask someone to express a feeling; and express a feeling;

        f.   identify people and objects;

        g.   ask for permission/give permission/say thank you;

        h.   introduce themselves/ask others to introduce themselves;

        i.   ask someone to identify/identify their job, workplace and place of residence;

        j.   greet others/react to being greeted; and talk about the weather

        k.   offer something/extend an invitation;

        l.   react to an offer/an invitation.

**Standard**   2.   In Reading Comprehension (Reading), Written Expression (Writing) and Oral Proficiency (Speaking), students must perform the language functions of Module 1 with the ease and accuracy partly corresponding to the Level A standard, in a familiar work-related context.

**Teaching Points**     3.     FUNCTIONAL CONTENT

The functional component of Module 1 is divided into four lessons. Each of the lessons presents a number of aspects of the various language functions that candidates must master to be able to **maintain social contacts** in their second language.

4.     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 |
|---|---|---|
| *LESSON 1* | **The General's Visit**<br><br>- introducing someone<br><br>- greeting someone/reacting during a presentation<br><br>- identifying objects in the classroom/parts of the military uniform | - definite articles: le, la, les, l'<br>- presentatives: voici, voilà, c'est |

| | | |
|---|---|---|
| *LESSON 2* | **Congratulations**<br><br>- expressing good wishes, congratulating others/reacting<br><br>- asking someone to express a feeling/expressing a feeling<br><br>- identifying people | - indefinite articles: un, une, des<br>- subject personal pronouns: je, tu, il, elle, on, nous, vous, ils, elles<br>- the verb "être": present indicative, affirmative form<br>- the verb "avoir": present indicative, affirmative form<br>- agreement of adjectives<br>- personal pronouns: moi, toi, elle, lui, nous, vous, eux, elles<br>- asking questions: questions by intonation<br>- presentatives: ce sont |

| | | |
|---|---|---|
| *LESSON 3* | **At the Mess**<br><br>- asking for permission/giving permission/thanking<br><br>- introducing themselves/asking others to introduce themselves<br><br>- asking someone to identify/identifying their job, workplace and place of residence | - prepositions and articles: à, à la, à l', au, aux<br>- negative form<br>- "er" verbs in the present indicative |

| | | |
|---|---|---|
| *LESSON 4* | **The Coffee Break**<br><br>- greeting others/reacting to being greeted, talking about the weather<br><br>- offering something/extending an invitation<br><br>- reacting to an offer/invitation: accepting, refusing and motivating | - partitive articles: du, de la, des, de l'<br>- "en" pronouns<br>- "ir" verbs<br>- opposition of the verbs "aller" and "venir"<br>- the verb phrase "il y a"<br>- the preposition "chez" |

*Summary Table 4.4 – Functional and Language Content of Module 1*

**Duration**       5.    Module 1 is approximately 75 hours long.

**Evaluation details**    6.    <u>Verification</u>: There is a verification activity at the end of each lesson of PL 1.

                           7.    <u>Enabling check</u>: EC 1 is given at the end of PL 1 (after Module 2, i.e., after approximately 150 course hours).

### EO 401.02 – NP 1 – MODULE 2

| | |
|---|---|
| **Performance objective** | REQUEST AND PROVIDE PERSONAL INFORMATION |

**Conditions**  1.  Given: Scenarios in which candidates must

    a.    request and provide personal information (SN, telephone number, address, place of work);

    b.    express ownership;

    c.    request and provide personal information (last name, first name, origin, initials, rank, place and date of birth, employment, MOC);

    d.    ask for something to be spelled out/spell out something;

    e.    ask for something to be repeated/repeat something;

    f.    request and provide personal information (family status, employment, place of work, professional ties);

    g.    request and provide personal information (age, weight, height, health status, lifestyle habits, sports, recreation);

    h.    ask to identify/identify their job, place of work and place of residence;

    i.    make comments.

**Standard**  2.  In Reading Comprehension (Reading), Written Expression (Writing) and Oral Proficiency (Speaking), students must perform the language functions of Module 2 with the ease and accuracy partly corresponding to the Level A standard, in a familiar work-related context.

**Teaching points**  3.  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 to be able to **request and provide personal information** in their second language.

4.   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 |
|---|---|
| **Registration**<br><br>- requesting and providing personal information (SN, telephone number, address, place of work)<br><br>- expressing ownership | - possessive adjectives: mon, ton, son, ma, ta, sa, notre, votre, leur<br>- the preposition "de" followed by a possessive phrase<br>- numbers |

*LESSON 1*

| FUNCTIONAL CONTENT | LANGUAGE CONTENT |
|---|---|
| **Arriving at the Base**<br><br>- requesting and providing personal information (last name, first name, origin, initials, rank, location and date of birth, employment, MOC)<br><br>- asking for something to be spelled out/spelling out something<br><br>- asking someone to repeat something/repeating something<br><br>- expressing ownership | - possessive adjectives: mes, tes, ses, nos, vos, leurs<br>- interrogative adjectives: quel, quelle, quels, quelles<br>- prepositions and articles with geographic names<br>- days and months of the year |

*LESSON 2*

| FUNCTIONAL CONTENT | LANGUAGE CONTENT |
|---|---|
| **A Friendly Encounter**<br><br>- requesting and providing personal information (family status, employment, place of work, professional ties) | - asking questions: est-ce que, qu'est-ce que, où est-ce que, combien de<br>- verbs: "avoir," "faire," "savoir" and "connaître" |

*LESSON 3*

| | | |
|---|---|---|
| *LESSON 4* | **A Medical Exam**<br><br>- requesting and providing personal information (age, weight, height, health status, lifestyle habits, sports, recreation)<br><br>- making comments | - asking questions using inversion<br>- verbs:<br>    avoir x ans, peser x kilos, mesurer x cm, être/sembler/avoir l'air, avoir mal à (parts of the body), jouer à/de (sport/music), faire de (sport)<br>- reminders:<br>    de la, de l', du, des; à la, à l', au, aux |

*Summary Table 4.5 – Functional and Language Content of Module 2*

**Duration**   5.   Module 2 is approximately 75 hours long.

**Evaluation details**   6.   Verification: There is a verification activity at the end of each lesson of PL 1.

7.   Enabling check: EC 1 is given after PL 1 (after Module 2, i.e., after approximately 150 course hours).

**EO 401.03 – PL 2 – MODULE 3**

**Enabling objective**    REQUEST ROUTINE SERVICES AND RESPOND TO THOSE
                          REQUESTS

**Conditions**        1.    Given: Scenarios in which candidates must

                            a.    ask to confirm someone's identity/confirm their identity;

                            b.    ask for an object or person to be identified/identify an
                                  object or person;

                            c.    inquire about an amount/indicate an amount;

                            d.    ask for an object/react;

                            e.    ask the price of something/indicate the price of
                                  something;

                            f.    ask the time or the business hours for a service/provide
                                  the time or the business hours for a service;

                            g.    apologize and provide reasons for a request;

                            h.    ask for directions;

                            i.    respond to a request;

                            j.    reformulate/confirm a piece of data;

                            k.    express gratitude/react;

                            l.    ask for/provide information on public transportation.

**Standard**          2.    In Reading Comprehension (Reading), Written Expression
                            (Writing) and Oral Proficiency (Speaking), students must perform
                            the language functions of Module 3 with the ease and accuracy
                            partly corresponding to the Level A standard, in a familiar work-
                            related context.

**Teaching points**　　3.　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 to be able to **request routine services and respond to those requests** in their second language.

4.　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 |
|---|---|
| **The Recruit School**<br><br>- asking to confirm someone's identity/confirming their identity<br><br>- asking for an object or person to be identified/identifying an object or person<br><br>- inquiring about an amount/indicating an amount | - asking questions: qu'est-ce que c'est? qui est-ce? combien est-ce que?<br>- emphasizing: c'est ......qui?<br>- direct object pronouns: le, la, les, me, te, nous, vous<br>- The verb "mettre" and its compounds |

*LESSON 1* (label for first table)

| | |
|---|---|
| **At the Mess**<br><br>- asking for an object and reacting to the request; acknowledging; asking for specifications<br><br>- asking the price of something/indicating the price of something<br><br>- asking the time or the business hours for a service/providing the time or the business hours for a service | - using the conditional (vouloir) followed by a noun or an infinitive<br>- indirect object pronouns: moi, toi, me, te, lui, nous, vous, leur<br>- asking/giving the time and the price of something |

*LESSON 2* (label for second table)

| | | |
|---|---|---|
| *LESSON 3* | **The Road to the Campus**<br><br>- apologizing and providing reasons for a request<br><br>- asking for directions: directions, distance, site identification<br><br>- responding to a request<br><br>- reformulating/confirming a piece of data<br><br>- expressing gratitude/reacting | - present imperative, affirmative and negative forms<br>- asking for/providing directions and distance: loin de, près de, en face de, à gauche de, à droite de |

| | | |
|---|---|---|
| *LESSON 4* | **The Bus to Quebec City**<br><br>- asking for/providing information on public transportation (departure and arrival times, stops, stopovers, origin, destination, length of trip, various services) | - expressing time and duration: dans, en, pendant, durant, depuis (present indicative)<br>- opposition of verbs: aller à/venir de; partir pour/arriver de |

*Summary Table 4.6 – Functional and Language Content of Module 3*

**Duration**          5.    Module 3 is approximately 75 hours long.

**Evaluation details**  6.    Verification: There is a verification activity at the end of each lesson of PL 2.

7.    Enabling check: EC 2 is given after PL 2 (after Module 4, i.e., after approximately 150 course hours).

### EO 401.04 – PL 2 – MODULE 4

**Enabling objective**   MAKE TELEPHONE CALLS

**Conditions**        1.   Given: Scenarios in which candidates must

a.     provide information to make a long-distance telephone call;

b.     make routine service requests by phone;

c.     identify themselves over the phone;

d.     ask to speak to someone/react;

e.     ask someone to leave a message/leave a message;

f.     ask for something to be repeated/repeat something;

g.     insist on reaching someone;

h.     ask where and when someone can be reached/react;

i.     ask for specifications/specify;

j.     ask for confirmation;

k.     confirm/explain a change;

l.     ask for suggestions, specifications, comments;

m.     suggest, specify, comment.

**Standard**         2.   In Reading Comprehension (Reading), Written Expression (Writing) and Oral Proficiency (Speaking), students must perform the language functions of Module 4 with the ease and accuracy partly corresponding to the Level A standard, in a familiar work-related context.

**Teaching points**     3.   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 to be able to **make telephone calls** in their second language.

4.   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* | **A Long Distance Call**<br><br>-   providing information to make a long-distance telephone call; providing additional information on the time of the call and the contact information<br><br>-   making routine service requests by phone | -   semi-auxiliary verbs: vouloir<br>-   asking questions: à qui? de qui?  pour qui?<br>-   verbs: parler à, téléphoner à |

| | | |
|---|---|---|
| *LESSON 2* | **An Accident**<br><br>-   identifying themselves over the phone<br><br>-   asking to speak to someone/react<br><br>-   asking someone to leave a message/leaving a message; providing the name, date, time, a telephone number and the reason for the call<br><br>-   asking for something to be repeated/repeating something | -   semi-auxiliary verbs: "pouvoir" and "devoir"<br>-   using semi-auxiliary verbs (vouloir, pouvoir, devoir) with an object pronoun<br>-   adverbs: "avant" and "après"<br>-   past tense (passé compose) with "avoir" (awareness) |

| | An Urgent Matter | - using the conditional tense (pouvoir, vouloir, aimer) followed by an infinitive |
|---|---|---|
| LESSON 3 | - asking to speak with someone/reacting<br><br>- insisting on reaching someone<br><br>- asking where and when someone can be reached/reacting<br><br>- asking for specifications/specify | - asking questions: quand/où est-ce que; savoir quand/où/...<br>- compound prepositions: jusqu'à, jusqu'en<br>- past tense (passé compose) with "être" (awareness) |

| | A Change of Schedule | - expressing an obligation: il faut |
|---|---|---|
| LESSON 4 | - asking for confirmation: time, date, location of an activity<br><br>- confirming/explaining a change: time, date, location of an activity<br><br>- asking for suggestions, specifications, comments<br><br>- suggesting, specifying, commenting | - expressing a cause: pour, à cause de, parce que<br>- imperfect tense (awareness)<br>- general knowledge: comme prévu, je vois, avoir lieu, ça dépend (de), vous savez, je comprends, disons, il n'y a pas de quoi |

*Summary Table 4.7 – Functional and Language Content of Module 4*

**Duration**        5.   Module 4 is approximately 75 hours long.

**Evaluation details**   6.   Verification: There is a verification activity at the end of each lesson of PL 2.

7.   Enabling check: EC 2 is given after PL 2 (after Module 4, i.e., after approximately 150 course hours).

**EO 401.05 – PL 3 – MODULE 5**

**Enabling objective**   EXPLAIN AN ITINERARY

**Conditions**          1.   Given: Scenarios in which candidates must

      a.   present a route trace;

      b.   make recommendations;

      c.   explain an itinerary without using a map;

      d.   reformulate the information received;

      e.   ask for confirmation of a movement and for specifications/confirm, specify, provide information on a movement;

      f.   ask someone to situate a location using a map/situate a location using a map;

      g.   ask someone to do something;

      h.   ask someone to compare two itineraries/compare two itineraries;

      i.   make a guess or formulate a hypothesis.

**Standard**           2.   In Reading Comprehension (Reading), Written Expression (Writing) and Oral Proficiency (Speaking), students must perform the language functions of Module 5 with the ease and accuracy partly corresponding to the Level A standard, in a familiar work-related context.

**Teaching points**    3.   FUNCTIONAL CONTENT

The functional component of Module 5 is divided into four lessons. Each of the lessons presents a number of aspects of the various language functions that candidates must master to be able to **explain an itinerary** in their second language.

4.   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* | **A Forest Road**<br><br>-   presenting a route trace: departure and arrival points, reference points, direction, distance, length of time<br><br>-   making recommendations | -   expressing location: sur, sous, devant, entre, proche de<br>-   demonstrative adjectives: ce, cet, cette, ces<br>-   present imperative (reminder) |
| *LESSON 2* | **From St. Jean to Montreal**<br>- explaining an itinerary without using a map: departure and arrival points, reference points, direction, distance, length of time<br>- reformulating the information received | -   near future (futur proche)<br>-   use of the present indicative, the near future and the present imperative<br>-   complex phrases with "quand" |
| *LESSON 3* | **From Montreal to Valcartier**<br><br>- asking for confirmation of a movement and for specifications/confirming, specifying, providing information on a movement<br>- asking someone to situate/situating a location using a map (precise orientation: region, neighbouring towns; itinerary and distance)<br>- asking someone to do something | -   verbs: "venir" and "aller" followed by an infinitive<br>-   pronouns: "en" and "y"<br>-   general knowledge: dis donc, (pas) tout à fait, au moins, se trouver, se situer |

| | | |
|---|---|---|
| *LESSON 4* | **Two Itineraries**<br><br>- asking someone to compare/comparing two itineraries (traffic, lights, stops, speed, seasons, weather conditions)<br>- making a guess or formulating a hypothesis | - comparatives<br>- superlatives<br>- complex sentences with si + present/present, near future, imperative<br>- expressing quantity: beaucoup de |

*Summary Table 4.8 – Functional and Language Content of Module 5*

**Duration**          5.     Module 5 is approximately 50[9] hours long.

**Evaluation details**     6.     Verification: There is a verification activity at the end of each lesson of PL 3.

                      7.     Enabling check: EC 3 is given after PL 3 (after Module 7, i.e., after approximately 150 course hours).

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[9] The duration of modules may be adjusted during the modernization of the curriculum.

**EO 401.06 – PL 3 – MODULE 6**

**Enabling objective**   PREPARE FOR A MOVE AND A TRIP

**Conditions**          1.   Given: Scenarios in which candidates must

                            a.   give/ask for information in preparation for a move;

                                 (1)   destination;

                                 (2)   duration;

                                 (3)   departure and return;

                                 (4)   stops, stopovers;

                                 (5)   modes of transportation;

                            b.   ask to reserve;

                            c.   acknowledge a request;

                            d.   call out, react;

                            e.   provide reasons for a request for specifications;

                            f.   request/provide specifications in preparation for a move;

                                 (1)   mode of transportation;

                                 (2)   date of arrival;

                                 (3)   specific needs;

                            g.   administrative procedures;

        h.      ask for/provide information in preparation for a move;

           (1)    locations, addresses, type of dwelling;

           (2)    dates, reservations, arrangements;

        i.      ask for/respond to requests for specifications;

        j.      ask for/provide information on a trip;

           (1)    dates, places visited, means of transportation;

           (2)    length of time, distance;

           (3)    preparations.

**Standard**      2.   In Reading Comprehension (Reading), Written Expression (Writing) and Oral Proficiency (Speaking), students must perform the language functions of Module 6 with the ease and accuracy partly corresponding to the Level A standard, in a familiar work-related context.

**Teaching points**   3.   FUNCTIONAL CONTENT

The functional component of Module 6 is divided into two lessons. Each of the lessons presents a number of aspects of the various language functions that candidates must master to be able to **prepare for a move or trip** in their second language.

      4.   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* | **Reservations**<br><br>- giving/asking for information in preparation for a move:<br>  a. destination<br>  b. duration<br>  c. departure, arrival and return<br>  d. stops, stopovers<br>  e. modes of transportation<br>- asking to reserve<br>- acknowledging a request | - simple future (futur simple) of irregular verbs<br>- simple future of irregular verbs: aller, être, pouvoir, avoir<br>- general knowledge: je m'occupe de ça; pourriez-vous me faire venir un taxi?<br>- the prefix "re": partir/repartir, venir/revenir, [aller/revenir], etc.<br>- prepositional phrases: avant de + infinitif |
| *LESSON 2* | **A Trip to Tadoussac**<br><br>- providing reasons for a process<br>- asking for/responding to requests for specifications: time, place, manner, people, objects<br>- asking for/providing information in preparation for a move:<br>  a. dates, places visited, means of transportation, addresses, types of accommodations<br>  b. length of time, distance<br>  c. reservations, arrangements, preparations | - simple future of irregular verbs: devoir, voir, savoir, venir, vouloir, faire<br>- prepositions: "avec" followed by a pronoun<br>- n'importe quand/qui/où/quoi/ comment/quel(le)s<br>- verb phrases: en être (rendu) à, prendre rendez-vous, être muté, être prêt, venir pour<br>- general knowledge: ça y est, quand ça fera ton affaire, quand ça te conviendra, peu importe |

*Summary Table 4.9 – Functional and Language Content of Module 6*

**Duration**      5.   Module 6 is approximately 50[10] hours long.

**Evaluation details**   6.   Verification: There is a verification activity at the end of each lesson of PL 3.

                 7.   Enabling check: EC 3 is given after PL 3 (after Module 7, i.e., after approximately 150 course hours).

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[10] The duration of modules may be adjusted during the modernization of the curriculum.

**EO 401.07 – PL 3 – MODULE 7**

**Enabling objective**   INFORM SOMEONE OF AN UPCOMING ACTIVITY

**Conditions**          1.   Given: Scenarios in which candidates must

        a.   remind others of an activity or announce an activity;

        b.   designate the participants;

        c.   present the program, the steps and how the activity will be held;

        d.   conclude the activity;

        e.   announce or confirm an activity;

        f.   provide information on the changes and give instructions;

        g.   ask for/provide information about an activity:

            (1)   nature;

            (2)   purpose;

            (3)   location;

            (4)   duration;

            (5)   participants;

        h.   ask for/provide information about an activity: nature, date, location, registration, means of transportation;

      i.      ask to express/express

      (1)    a certainty;

      (2)    an opinion;

      (3)    an interest.

**Standard**    2.   In Reading Comprehension (Reading), Written Expression (Writing) and Oral Proficiency (Speaking), students must perform the language functions of Module 7 with the ease and accuracy partly corresponding to the Level A standard, in a familiar work-related context.

**Teaching points**    3.   FUNCTIONAL CONTENT

The functional component of Module 7 is divided into two lessons. Each of the lessons presents a number of aspects of the various language functions that candidates must master to be able to **inform someone of an upcoming activity** in their second language.

    4.   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 |
|---|---|
| **Refitting a Ship**<br><br>- reminding others of an activity, announcing an activity or confirming an activity (location, date, time, participants)<br>- providing information on changes and giving instructions<br>- presenting the program, the steps and how the activity will be held<br>- concluding the activity<br><br>*LESSON 1* | - indefinite adjectives: tout, toute, tous, toutes, quelques, plusieurs, certains, chaque<br>- indefinite pronouns: tout, tous, toute, toutes, quelque chose, quelqu'un, certains, chacun<br>- relative pronouns: qui, que, où, dont<br>- negation: ne ... personne; personne ne; ne ... rien; rien ne<br>- emphasizing<br>- restrictive and non-restrictive expressions: excepté, à l'exception de, sauf, mis à part, à part, en entier, sans oublier, sans exception, y compris, ... compris, (au) complet, entier, exclus, inclus, ça exclut, ça inclut |
| **The Tournament**<br><br>- asking for/providing information about an activity: nature, purpose, date, location, duration, registration, participants (number, identity) and method of transportation<br>- asking to express/expressing<br>  a. a certainty<br>  b. an opinion<br>  c. an interest<br><br>*LESSON 2* | - impersonal pronominal verbs: s'agir<br>- personal pronominal verbs or impersonal pronominal verbs: se tenir, se dérouler, se faire, se passer<br>- penser/croire/trouver/supposer que<br>- être vrai/certain/sûr/clair/évident que ...<br>- object pronoun: en<br>- indefinite pronoun: on |

*Summary Table 4.10 – Functional and Language Content of Module 7*

**Duration**  5.  Module 7 is approximately 50[11] hours long.

**Evaluation details**  6.  Verification: There is a verification activity at the end of each lesson of PL 3.

7.  Enabling check: EC 3 is given after PL 3 (after Module 7, i.e., after approximately 150 course hours).

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[11] The duration of modules may be adjusted during the modernization of the curriculum.

### EO 401.08 – MODULE 8 – PL 4 – MODULE 8 – PART A[12]

**Enabling objective**   DESCRIBE LIVING AND WORKING CONDITIONS

**Conditions**          1.   Given: Scenarios in which candidates must

        a.   ask someone to describe/describe an interesting and enriching experience:

            (1)   experience, location and time;

            (2)   living conditions: environment, atmosphere, hobbies;

            (3)   general impressions;

        b.   ask someone to describe a unique work experience/describe a unique work experience:

            (1)   experience, location and time;

            (2)   circumstances or events surrounding the experience;

            (3)   description of the experience;

**Standard**           2.   In Reading Comprehension (Reading), Written Expression (Writing) and Oral Proficiency (Speaking), students must perform the language functions of Module 8-A with the ease and accuracy partly corresponding to the Level A standard, in a familiar work-related context.

**Teaching points**    3.   FUNCTIONAL CONTENT

        The functional component of Module 8-A is divided into two lessons (L1 and L2). Each of the lessons presents a number of aspects of the various language functions that candidates must master to be able to **describe living and working conditions** in their second language.

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[12] See explanation of the mandate for modernizing the CAFFC in the introduction to the curriculum before Chapter 4.

4.   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 | **The Radar Station**<br><br>- asking someone to describe/describing an interesting and enriching experience:<br>　a.  identifying the experience, location and time<br>　b.  living conditions: environment, atmosphere, hobbies<br>　c.  general impressions | - past tense (passé composé) (with "avoir" and "être") and imperfect tense:<br>　□ "er" verbs<br>　□ être, avoir, faire, vouloir, pouvoir<br>- negation: ne ... pas ... ni; ne ... ni ... ni |
| LESSON 2 | **The Parachutists**<br><br>- asking someone to describe/describing a unique work experience:<br>　a.  identifying the experience, location and time<br>　b.  describing the circumstances or events surrounding the experience<br>　c.  describing the experience | - past tense (passé composé) (with "avoir") and imperfect tense:<br>　□ devoir<br>　□ suivre<br>- si, quand, chaque fois que, pendant que |

*Summary Table 4.11 – Functional and Language Content of Module 8-A*

**Duration**          5.   Module 8-A is approximately 75 hours long.

**Evaluation details**   6.   <u>Verification</u>: There is a verification activity at the end of each lesson of PL 4 (M8-A and M9).

7.   Depending on the type of course,[13] either the MTTLA or the SLE is given at the end of PL 4 (after Module 9, i.e., after approximately 150 course hours).

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[13] Refer to Chapter 3 and to the description of P0 401, para 12.

**EO 401.09 – PL 4 – MODULE 9**

**Enabling objective**   LIST THE DUTIES OF A POSITION

**Conditions**          1.  Given: Scenarios in which candidates must

a.   describe their job/job qualification levels to a group:

(1)   job, parent unit, and posting location;

(2)   duties by level;

(3)   working conditions;

(4)   training;

b.   ask someone to describe/describe a job or position:

(1)   identify the location of a posting, job or position;

(2)   functions, duties, responsibilities;

(3)   working conditions.

**Standard**            2.  In Reading Comprehension (Reading), Written Expression (Writing) and Oral Proficiency (Speaking), students must perform the language functions of Module 9 with the ease and accuracy partly corresponding to the Level A standard, in a familiar work-related context.

**Teaching points**     3.  FUNCTIONAL CONTENT

The functional component of Module 9 is divided into two lessons. Each of the lessons presents a number of aspects of the various language functions that candidates must master to be able to **list the duties of a position or tasking** in their second language.

4. 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 |
|---|---|
| **The Sapper**<br><br>- describing their job/job qualification levels to a group<br>  a. job, parent unit, and posting location<br>  b. duties by level<br>  c. working conditions<br>  d. training | - using the infinitive after "il faut," "savoir," "devoir," "pouvoir," and "venir" (Module 4)<br>- using the infinitive in a list or summary: (...) construire ou détruire des ponts, poser ou enlever des mines et des pièges explosifs.<br>- recognizing the subjunctive in writing (general rules)<br>- using the infinitive after "pour," "aller," "être capable de," "être prêt à," "être en train de," "faire" and "laisser"<br>- verb phrases: "être basé à," "faire partie de" (Module 7) |

*LESSON 1*

| **The Second in Command**<br><br>- asking someone to describe/describing a job or position<br>  a. location of a posting, job or position<br>  b. functions, duties, responsibilities<br>  c. working conditions | Candidates must master the following:<br>- using the infinitive after "consister à," "aider à," "réussir à," "s'agir de," "avoir l'habitude de," "être sur le point de," "donner l'autorisation de," "être responsable/chargé de," "s'occuper de," "aimer"<br>- using the infinitive to express the aim: pour, afin de, dans le but de, en vue de<br>- using the infinitive after "avant de," "sans," "après"<br><br>Candidates must be able to identify the following:<br>- using the infinitive after "avoir à," "arriver à," "arriver de," "avoir comme fonction de," "incomber de" |

*LESSON 2*

*Summary Table 4.12 – Functional and Language Content of Module 9*

**Duration**        5.    Module 9 is approximately 75 hours long.

**Evaluation details**    6.    Verification: There is a verification activity at the end of each lesson of PL 4.

7.    Depending on the type of course,[14] either the MTTLA or the SLE is given at the end of PL 4 (after Module 9, i.e., after approximately 150 course hours).

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[14] Refer to Chapter 3 and to the description of P0 401, para 12.

PO 402

Chapter 5

# CHAPTER 5 – LEVEL B – PO 402[1]

**Performance Objective**

1.   Communicate in the target language at an intermediate level.

**Conditions**

2.   Given: Military work environment.

**Standard**

3.   Standard:

    a.   The CAF member must perform the following language functions:

       (1) Describe past experiences and events (PL 5 and 6);

       (2) Compare past and present situations (PL 5 and 6);

       (3) Explain complex processes and evaluate their effectiveness (PL 5 and 7);

       (4) Engage in realistic work-related military tasks, such as (PL 6):

          (a) investigating incidents; and

          (b) delegating tasks;

       (5) Report on work-related situations and incidents (PL 6);

       (6) Describe plans and contingencies (link to SLE); and

       (7) discuss one's occupation, work-related problems, and propose practical solutions (link with SLE; continual; part of students' portfolio).

    b.   The member must communicate at the Level B linguistic proficiency , in their second official language, as described in the Qualification Standards in Relation to Official Languages (www.tbs-sct.gc.ca/gui/squn03-eng.asp) :

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[1] See explanation of the mandate for modernizing the CAFFC in the introduction to the curriculum before Chapter 4.

(1) **In Reading Comprehension:** Level B is the minimum level of second language ability in reading comprehension for positions that require comprehension of most descriptive or factual material on work-related topics.

    (a)    This includes:
        i.    grasping the main idea of most work-related texts;

        ii.    identifying specific details; and

        iii.    distinguishing main from subsidiary ideas.

    (b)    At this level, the member:

        i.    can also carry out the activities of level A;

        ii.    has difficulty reading texts using complex grammar and less common vocabulary.

(2) **In Written Expression**: Level B is the minimum level of second language ability in written expression for positions that require writing short descriptive or factual texts in the second language. At this level, the member:

    (a)    can also carry out the activities of level A;

    (b)    can deal with explicit information on work-related topics since they have sufficient mastery of grammar and vocabulary; and

    (c)    can communicate basic information, but their written text requires some corrections in grammar and vocabulary, as well as revision for style.

(3) **In Oral Proficiency**: Level B is the minimum level of second language oral proficiency for positions that require departure from routine use of the second language.

      (a)     This includes:

           i.     sustaining a conversation on concrete topics;

           ii.     reporting on actions taken;

           iii.     giving straightforward instructions to employees; and

           iv.     providing factual descriptions and explanations.

      (b)     Even though there may be deficiencies in grammar, pronunciation, vocabulary and fluency, these do not seriously interfere with communication.

      (c)     At this level, the member:

           i.     can also carry out the activities of level A;

           ii.     may have a limited ability to deal with situations involving hypothetical ideas; and

           iii.     should not be expected to cope with situations that are sensitive or that require the understanding or expression of subtle or abstract ideas.

**Teaching points**   4.   The content at the intermediate level is based on six 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 OBJECTIVES | MODULE | TEST |
|---|---|---|---|---|
| 5 | 402.01 | Describe living and working conditions - Part B | 8-B | EC 5 |
| | 402.02 | Explain everyday technical and administrative procedures | 10 | |
| 6 | 402.03 | Relate the circumstances of an event | 11 | EC 6 |
| | 402.04 | Investigate incidents | 12 | |
| | 402.05 | Assign tasks and evaluate the work performed | 13 | |
| 7 | 402.06 | Assess the effectiveness of a piece of equipment | 14 | VTLB[2] SLE (BBB) |
| | 402.07 | Prepare for the SLE | | |

*Summary Table 5.1 – Enabling Objectives by Progress Level*

**Duration**   5.   The programme involves 480 hours of training, divided into three progress levels.

6.   Once the candidate has completed progress level 7, he/she can receive up to 30 hours of additional training to consolidate their knowledge and prepare for the SLE test.

| LENGTH OF PO 402 | | |
|---|---|---|
| PL 5 | Modules 8-B and 10 | 150 hrs |
| PL 6 | Modules 11 and 12 | 150 hrs |
| PL 7 | Modules 13 and 14 | 150 hrs |
| CONS | Skill consolidation and test preparation | 30 hrs |

*Summary Table 5.2 – Duration of PO 402*

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[2] The Verification Test Level B (VTLB) can be administered in some cases. See Chapter 3.

**Teaching and learning strategies**

7. The suggested activities are taught using a communicative approach and the application of the principles of andragogy.[3] 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. Due to the density of the subject matter (number of modules and approaching SLE), a more selective and global pedagogical approach needs to be used to cover the content of the modules, to adequately reinforce key points.

8. 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. Giving simple explanations;

    b. Giving a concrete description;

    c. Recounting events; and

    d. Discussing difficult work-related situations.

9. Different learning strategies are used:[4]

    a. analysis

    b. anticipation

    c. appreciation

    d. association

    e. conceptualization

    f. role play

    g. recognition

    h. re-use

    i. reformulation

    j. reorganization

    k. repetition

    l. summary

    m. simulation

    n. integration of new vocabulary

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[3] Implementing these practices requires keeping teaching staff up to date on new developments and research in teaching (action-based communicative approach, self-evaluation, formative evaluation, critical thinking, etc.)

[4] Examples can be found in the following document : « *CFFC - Exercices types, réédition 1992* »

10. 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**    11. <u>Verification</u>: There are verification activities at the end of the lessons of PO 402. This verification allows the teacher to evaluate the students' mastery of the objectives and lesson content before moving to the next lesson. The audio/video recording of these activities enables individualized corrective teaching. The evaluation can be done one-on-one or in a group, depending on student needs.

12. At the end of PLs 5 and 6, an EC is used to conduct a formative and summative evaluation of candidates' abilities in the three language skills.

13. At the end of PL 7, the SLE evaluates the achievement of the BBB standard. The (optional) Verification Test Level B (VTLB) may also be given under certain circumstances.[5]

14. The use of the integration and targeted activities in the *Preparatory Guide for the Oral Proficiency Test of the Second Language Evaluation*, military version (latest version) is strongly recommended.

| PL | EO | MODULE | TEST |
|----|----|--------|------|
| 5 | 402.01 | 8-B | EC 5 |
| 5 | 402.02 | 10 | EC 5 |
| 6 | 402.03 | 11 | EC 6 |
| 6 | 402.04 | 12 | EC 6 |
| 7 | 402.05 | 13 | SLE* (BBB) |
| 7 | 402.06 | 14 | SLE* (BBB) |

*Summary Table 5.3 – Evaluation Tools*

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[5] See Chapter 3.

**Teaching material**     <u>Curriculum</u> :

Canadian Forces French Curriculum, CDA, 2007, 2009 corrected: Level A; Modules 1 to 14; Teacher and student workbooks.

Vocabulary, Modules 1 to 19, CFFC 2007, CDA.

Content, Modules 1 to 19, CFFC 2007, CDA.

Grammar, Modules 1 to 19, CFFC 2007, CDA.

CFFC Preparatory Document – Introduction to grammar, May 2009.

Series of 25 booklets entitled "Vocabulaire de l'administration publique" [public administration vocabulary], French Curriculum, CDA, 2009.

CAFFCP – Programmed version of the CAFFC (ALLIES Web).

Pedagogical Guide and collection of examples for EC 1, 2, 3, 5 et 6 CAFFC, 2018 Edition (on CD).

Preparation Guide for Second Language Evaluation, Military Version, French Curriculum Section, March 2010.[6]

Refresher and Preparation for Second Language Evaluation (SLE) Level B (90 days), French version, French curriculum section, CDA, November 2010, Student workbook and Teacher Guide[7]

55 Verification Questions in Written Expression from the CFFC, M1-14.

<u>Other references</u> :

*The Communicative Files*, CFFC, St-Jean Garrison, 1989.

*Relevant materials targeting specific areas.[8]*

Various resources: magazines, newspapers, audio and video recordings, films, Internet, multimedia.

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[6] The civilian version of the Guide is also useful for SLE preparation.

[7] There is also a version adapted to virtual classrooms.

[8] This material can be produced by the CDA Language Programmes section, by other language training centres, or acquired through the purchase of complementary commercial materials, online subscriptions, or other sources. It is important to provide supplementary materials, because teachers need to adapt and personalize their teaching by using authentic, realistic materials, in accordance with the principles of andragogy and the communicative approach.

LESSON SPECIFICATIONS
Modules 8-B, 10 and 11 to 14

PLs 5, 6 and 7

**EO 402.01 – PL 5 – MODULE 8 – PART B[9]**

**Enabling objective**   DESCRIBE LIVING AND WORKING CONDITIONS – Part B

**Conditions**       1.   Given: Scenarios in which candidates must

        a.   ask someone to describe student living
           conditions/describe student living conditions:

           (1)   location, time;

           (2)   student life: academic courses, extra-curricular
                  activities, human relations;

        b.   ask someone to describe a difficult, challenging
           experience/describe a difficult, challenging experience:

           (1)   experience, location and participants;

           (2)   quality of life: personal space, air conditions
                  hygiene, food, privacy;

           (3)   interpersonal relationships.

**Standard**        2.   In Reading Comprehension, Written Expression and Oral
Proficiency, students must perform the language functions in
module 8-B, with the ease and precision partly corresponding
to the Level B standard of the PSC, in a familiar, work-related
context.

**Teaching points**   3.   FUNCTIONAL CONTENT

The functional component of Module 8-B is divided into three
lessons (L3, L4 and L5). Each of the lessons presents a
number of aspects of the various language functions that
candidates must master to be able to **describe living and
working conditions** in their second language.

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[9] See the explanation of the CAFFC modernization mandate in the section on the curriculum before the beginning of
Chapter 4.

4.   LANGUAGE CONTENT

The language component associated with the various language functions of **PL 5** is aimed at facilitating the development of candidates' communicative competence. Grammar, grammar exercises and vocabulary are integrated into learning activities using a communicative approach.

| | | |
|---|---|---|
| *LESSON 3* | **College Life**<br><br>- asking someone to describe/describing student living conditions:<br>  a.   place and time<br>  b.   student life: academic courses, extracurricular activities, human relations | - past tense (passé composé) (with "avoir") and imperfect tense:<br>  ☐ finir<br>  ☐ recevoir<br>- ne... jamais<br>- place of the adverb with the past tense (passé compose) |

| | | |
|---|---|---|
| *LESSON 4* | **The Submarine**<br><br>- asking someone to describe/describing a difficult, challenging experience<br>  a.   identifying the experience, location and the participants involved<br>  b.   quality of life: personal space, air conditions, hygiene, nutrition, privacy<br>  c.   interpersonal relationships | - past tense (passé composé) (with "avoir") and imperfect tense:<br>  ☐ comprendre<br>  ☐ rendre<br>- verbs ending in "re" |

| | | |
|---|---|---|
| *LESSON 5* | **Following in Major Lemay's Footsteps**<br><br>- listening to, reading and understanding information related to professional life<br><br>- summarizing various pieces of information related to professional-life experiences | - past tense (passé composé) (with "être")<br>  ☐ action verbs<br>  ☐ pronominal verbs<br>- past perfect (plus-que-parfait)<br>- verb tense agreement in the past |

*Summary Table 5.4 – Functional and Language Content of Module 8-B*

**Duration**      5.   Module 8-B is approximately 75 hours long.

**Evaluation details**   6.   <u>Verification</u>: There is a verification activity at the end of each lesson of PL 5 (M8-B and M10).

7.   <u>Enabling Check</u>. EC 5 is given at the end of PL 5 (after Module 10, i.e., after approximately 150 course hours).

**EO 402.02 – PL 5 – MODULE 10**[10]

**Enabling objective**   EXPLAIN EVERYDAY TECHNICAL AND ADMINISTRATIVE
                         PROCEDURES

**Conditions**        1.    Given: Scenarios in which candidates must:

                      a.    explain where a device is located and when to use it;

                      b.    explain how to use a device;

                      c.    make recommendations;

                      d.    outline the characteristics and the limitations of a device;

                      e.    describe the steps for using a device;

                      f.    present a device by comparing it to another;

                      g.    make comments.

                      h.    (Outside the module) With the help of the list below,
                            substitute the technical procedures above with
                            administrative procedures, where the candidate must :

                            (1)    Administrative procedures : Explain what to
                                   do/how to :

                                   (a)    Make a leave request;

                                   (b)    Report a cooling/heating problem;

                                   (c)    Request a change of schedule/team;

                                   (d)    Request a course;

                                   (e)    Request material, office equipment or new
                                          software;

                                   (f)    Initiate a move, prepare for departure on
                                          temporary duty;

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[10] See the explanation of the CAFFC modernization mandate in the section on the curriculum before the beginning of
Chapter 4.

         (g)    Enrol in the CAF; and

         (h)    Perform base arrival and departure procedures.

    (2)    Indicate where to find relevant information and when to send it (for example, deadlines to meet);

    (3)    Explain how and/or to whom to make the request/identify the need;

    (4)    Describe the main steps to follow;

    (5)    Mention any distinctive features and/or restrictions, if applicable;

    (6)    Identify and comparer two simple procedures;

    (7)    Make comments; and

    (8)    Other relevant considerations, if applicable.

**Standard**    2.    In Reading Comprehension (Reading), Written Expression (Writing) and Oral Proficiency (Speaking), students must perform the language functions of Module 10 with the ease and accuracy partly corresponding to the Level A standard, in a familiar work-related context.

**Teaching points**    3.    FUNCTIONAL CONTENT

The functional component of Module 10 is divided into two lessons. Each of the lessons presents a number of aspects of the various language functions that candidates must master to be able to **explain everyday technical and administrative procedures** in their second language.

4.    LANGUAGE CONTENT

The language component associated with the various language functions of **PL 5** 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* | **The Fire Extinguisher**<br><br>- explaining where a device is located and when to use it<br>- explaining how to use a device<br>- outlining the characteristics and the limitations of a device<br>- making recommendations | - the indicative and imperative of pronominal verbs, affirmative and negative forms<br>- pronominal verbs preceded by a semi-auxiliary<br>- forming adverbs: automatiquement, immédiatement, normalement<br>- restriction: seulement, ne (rien) ... que, pas plus ... que<br>- indefinite pronouns: l'un(e), l'autre, les un(e)s, les autres<br>- possessive adjectives and pronouns |

| | FUNCTIONAL CONTENT | LANGUAGE CONTENT |
|---|---|---|
| *LESSON 2* | **The Rifle**<br><br>- presenting a device by comparing it to another<br>- asking to explain/explaining how to use a device<br>- outlining the characteristics of a device<br>- making recommendations/comments | - gerunds<br>- gerunds of pronominal verbs, demonstrative pronouns: celui, celle, ceux, celles, celui-là, celle-là, ceux-là, celles-là<br>- indefinite pronouns: l'un(e), l'autre, les un(e)s, les autres<br>- negation: ne ... que<br>- restriction: seulement, ne (rien) ... que, pas plus ... que<br>- general knowledge: c'est simple comme bonjour, rien de plus facile<br>- verb phrases: être en position/place |

*Summary Table 5.5 – Functional and Language Content of Module 10*

**Duration**          5.   Module 10 is approximately 75 hours long.

**Evaluation details**   6.   <u>Verification</u>: There is a verification activity at the end of each lesson of PL 5.

7.   <u>Enabling Check</u>. EC 5 is given at the end of PL 5 (after Module 10, i.e., after approximately 150 course hours).

**EO 402.03 – PL 6 – MODULE 11**

**Enabling objective**   RELATE THE CIRCUMSTANCES OF AN EVENT

**Conditions**          1.   Given: Scenarios in which candidates must:

                             a.   Describe an act of bravery, an exploit;

                             b.   Explain the circumstances of an event;

                             c.   Give a witness account; and

                             d.   Describe an incident (sequence of events).

**Standard**            2.   In Reading Comprehension, Written Expression and Oral
                             Proficiency, students must perform the language functions in
                             module 11, with the ease and precision partly corresponding to
                             the Level B standard of the PSC, in a familiar, work-related
                             context.

**Teaching points**     3.   FUNCTIONAL CONTENT

                             The functional component of Module 11 is divided into four
                             lessons. Each of the lessons presents a number of aspects of
                             the various language functions that candidates must master to
                             be able to **relate the circumstances of an event** in their
                             second language.

                        4.   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 | **An Act of Heroism**<br><br>**Recounting an Act of Bravery, an Exploit**<br><br>a.  identification of the event and the hero<br><br>b.  circumstances of the event: time, place, witnesses<br><br>c.  storytelling<br><br>d.  outcome, consequences and comments | -  past tense (passé composé) (with "être") and imperfect tense:<br>-  "il y a" and "depuis"<br>-  "encore / ne . . . plus"<br>   "déjà / ne . . . pas encore" |
| LESSON 2 | **A Patrol Report**<br><br>**Explaining the Circumstances of an Event**<br><br>a.  the main players: who they were, how many of them there were<br><br>b.  reference to the facts: activities, place, time<br><br>c.  complementary details | -  the progressive form (imperfect and past tense)<br>-  "dire que" and indirect speech<br>-  "demander" and indirect speech<br>-  "savoir" and indirect speech |
| LESSON 3 | **Shooting a Machine Gun**<br><br>**Giving a Witness Account**<br><br>a.  place, time, persons involved, context<br><br>b.  sequence of events, causes, consequences<br><br>c.  action, response to the events | -  agreement of the past participle<br>-  indirect speech in the past<br>-  "venir de" to express the recent past |
| LESSON 4 | **The Shipwreck**<br><br>**Describing an Incident in which one was involved**<br><br>a.  circumstances: place, time, persons involved, context<br><br>b.  sequence of events: causes, actions, consequences | -  past perfect (plus-que-parfait) (verb tense agreement)<br>-  past perfect (plus-que-parfait) in indirect speech |

*Summary Table 5.6 – Functional and Language Content of Module 11*

**Duration**          5.    Module 12 is approximately 50 hours long.

**Evaluation details**    6.    <u>Verification</u>: There is a verification activity at the end of each
                                lesson of PL 6.

                      7.    <u>Enabling Check</u>. EC 6 is given at the end of PL 6 (after Module
                            13, i.e., after approximately 150 course hours).

**EO 402.04 – PL 6 – MODULE 12**

**Enabling objective**    INVESTIGATE INCIDENTS

**Conditions**        1.    Given: Scenarios in which candidates must:

           a.    Interrogate the victim and the witness of an incident; and

           b.    Investigate an incident.

**Standard**        2.    In Reading Comprehension, Written Expression and Oral Proficiency, students must perform the language functions in module 12, with the ease and precision partly corresponding to the Level B standard of the PSC, in a familiar, work-related context.

        3.    FUNCTIONAL CONTENT

        The functional component of Module 12 is divided into two lessons. Each of the lessons presents a number of aspects of the various language functions that candidates must master to be able to **investigate incidents** in their second language.

**Teaching points**    4.    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** | **A Fire in a Dormitory**<br><br>**Interrogating the victim or the witness of an incident after the fact:**<br><br>a. circumstances and initial observations: time, place, site conditions, persons involved and presence of witness(es)<br><br>b. rationale for the witness's presence, his/her involvement<br><br>c. specific indicators: odours, noises, lighting<br><br>d. sequence of events<br><br>e. details, additional explanations: possible causes, likely consequences | - imperfect tense of "savoir"<br>- past tense (passé composé) and imperfect tense, pronominal verbs<br>- indirect speech ("lire que" and "entendre que")<br>- past perfect (plus-que-parfait) |
| **LESSON 2** | **An Explosion in a Hangar**<br><br>**Interrogating the person responsible for an incident or the supervisor of a team on an incident:**<br><br>a. verification of the facts: time, place, event, person(s) involved<br><br>b. role of the person responsible or the supervisor in the incident: analysis of the facts, causes, consequences<br><br>c. nature and frequency of controls, verifications, preventive measures<br><br>d. investigation and corrective measures | - recent past (reminder)<br>- past tense (passé composé), imperfect tense, pronominal verbs<br>- "venir de" |

*Summary Table 5.7 – Functional and Language Content of Module 12*

**Duration**          5.    Module 12 is approximately 30 hours long.

**Evaluation details**    6.    <u>Verification</u>: There is a verification activity at the end of each lesson of PL 6.

                7.    <u>Enabling Check</u>. EC 6 is given at the end of PL 6 (after Module 13, i.e., after approximately 150 course hours).

**EO 402.05 – PL 6 – MODULE 13**

**Enabling objective**    ASSIGN TASKS AND EVALUATE THE WORK PERFORMED

**Conditions**    1.    Given: Scenarios in which candidates must:

a.    Explain the important points of a task;

b.    Distribute tasks in accordance with the rules;

c.    Report on how a task is going and evaluate it;

d.    Supervise the execution of tasks;

e.    Report on a mission and the difficulties encountered; and

f.    Report on work accomplished.

**Standard**    2.    In Reading Comprehension, Written Expression and Oral Proficiency, students must perform the language functions in module 13, with the ease and precision partly corresponding to the Level B standard of the PSC, in a familiar, work-related context.

**Teaching points**    3.    FUNCTIONAL CONTENT

The functional component of Module 13 is divided into three lessons. Each of the lessons presents a number of aspects of the various language functions that candidates must master to be able to **assign tasks and evaluate work performed** in their second language.

4.    LANGUAGE CONTENT

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

| FUNCTIONAL CONTENT | LANGUAGE CONTENT |
|---|---|
| **Routine Tasks**<br><br>**Explaining a rule in order to execute a task / assigning tasks / determining the important points of a task:**<br><br>a. identification: task(s), person(s) in charge, control, schedule<br><br>b. recommendations, rule, course of action and justification<br><br>c. identification of tasks according to the rule | - The subjunctive<br>  - expressions and verbs to give an order, express a desire, grant permission or deny permission followed by the subjunctive or the infinitive:<br>      vouloir (que)<br>      exiger de (que)<br>      demander à/de (que)<br>      recommander de (que)<br>      suggérer de (que)<br>      permettre de (que)<br>      accepter de (que)<br>      autoriser à (ce que)<br>      défendre de (que)<br>      refuser de (que)<br>      interdire de (que)<br>- regular verbs in the subjunctive<br>- irregular verbs in the subjunctive:<br>      être<br>      avoir<br>      aller<br>      faire<br>      savoir<br><br>- Candidates must be able to identify the following:<br>  - expressions and verbs to grant or deny permission followed by the subjunctive or the infinitive:<br>      ordonner de (que)<br>      tenir à (ce que)<br>      insister pour (que)<br>      s'attendre à (ce que)<br>      faire en sorte (que)<br>      veiller à (ce que)<br>      s'opposer à (ce que)<br>      consentir à (ce que)<br>      ne pas être question de (que) |

*LESSON 1*

| LESSON 2 | **The Loading Dock**<br><br>**Finding out / reporting on how a task is going / evaluating the task as it is being executed:**<br><br>a. reminder of the objectives<br><br>b. current status<br><br>c. problems encountered<br><br>d. possible solutions, necessary corrective action, mandatory instructions<br><br>e. conditions of execution: deadline, equipment, other<br><br>f. comments, judgment, assessment | - The subjunctive<br>  - expressions and verbs to convey obligation, possibility, necessity or emotion followed by the subjunctive or the infinitive:<br>    il faut (que)<br>    il/c'est important de (que)<br>    il/ça se peut que<br>    il/c'est nécessaire de (que)<br>    il/c'est im/possible de (que)<br>    j'ai (bien) peur de (que)<br>    je suis surpris/content/désolé/ déçu/étonné/fâché de (que)<br>    j'ai hâte de (que)<br>    je regrette de (que)<br>    c'est dommage de (que)<br><br>- irregular verbs in the subjunctive:<br>    pouvoir<br>    vouloir<br>    devoir<br><br>- Candidates must be able to identify the following:<br>  - expressions and verbs to convey obligation, possibility, necessity or emotion followed by the subjunctive or the infinitive:<br>    il est hors de question de (que)<br>    il est peu probable que<br>    il y a de fortes chances que<br>    il/c'est essentiel de (que)<br>    il/c'est indispensable de (que)<br>    il/c'est urgent de (que)<br>    il/c'est impératif de (que)<br>    il/c'est inconcevable de (que)<br>    j'ai besoin de (que)<br>    ça me surprend de (que)<br>    ça me choque de (que)<br>    je crains de (que) |

| | **River Exploration**<br><br>**Report on a mission / difficulties encountered during a military exercise:**<br><br>a.  identification of the mission / the exercise / the work performed<br><br>b.  reminder of the objective vs. the results achieved<br><br>c.  difficulties encountered, corrective action taken<br><br>d.  comments, recommendations, assumptions | -  The subjunctive<br>   -  expressions and verbs to convey an opinion, a desire, a wish or a doubt followed by the subjunctive or the infinitive:<br>      j'aimerais (que)<br>      je préfère (que)<br>      j'aime mieux (que)<br>      il vaut mieux (que)<br>      il est temps de (que)<br>      je souhaite (que)<br>      je doute de (que)<br>      il semble (que)<br>      je ne crois pas (que)<br>      je ne pense pas de (que)<br>      pensez/croyez vous (que) ...?<br>      il/c'est rare de (que)<br>      il/ce n'est pas certain/ sûr (que)<br><br>-  Candidates must be able to identify the following:<br>   -  expressions and verbs to convey an opinion, a desire, a wish or a doubt followed by the subjunctive or the infinitive:<br>      c'/il est bon de (que)<br>      c'/il est souhaitable de (que)<br>      c'/il est préférable de (que)<br>      je suis d'avis (que)<br>      il n'est pas évident que<br>      il/c'est normal de (que)<br>      il semble (que)<br>      je trouve ça normal de (que)<br>      ne croyez-vous pas (que) |

*LESSON 3* (vertical label, left column)

*Summary Table 5.8 – Functional and Language Content of Module 13*

**Duration**      5.  Module 13 is approximately 50 hours long but can vary depending on the group's pace of learning and the strategies used due to the approaching SLE. One of those pedagogical strategies is to manage the predominant linguistic element that is the subjunctive at the expense of modules 11 and 12 and the SLE requirements.

**Evaluation details**  6.  <u>Verification</u>: There is a verification activity at the end of each lesson of PL 6.

                  7.  <u>Enabling Check</u>. EC 6 is given at the end of PL 6 (after Module 13, i.e., after approximately 150 course hours).

**EO 402.06 – PL 7 – MODULE 14**

| | |
|---|---|
| **Enabling objective** | ASSESSING THE EFFECTIVENESS OF A PIECE OF EQUIPMENT |

**Conditions**       1.   Given: Scenarios in which candidates must:

a.   Suggest modifications to a piece of equipment;

b.   Explain the reasons for installing a new piece of equipment; and

c.   Assess the modifications made to a piece of equipment.

**Standard**       2.   In Reading Comprehension, Written Expression and Oral Proficiency, students must perform the language functions in module 14, with the ease and precision partly corresponding to the Level B standard of the PSC, in a familiar, work-related context.

**Teaching points**       3.   FUNCTIONAL CONTENT
The functional component of Module 14 is divided into three lessons enabling the integration of PO 402 and the improvement of language skills.

4.   LANGUAGE CONTENT
Some of the grammar points covered in Levels A and B and the main aspects of the SLE will be consolidated and enriched. A selective pedagogical approach is required since Module 13 (PL 6) and Module 14 (PL 7) present a large number of verbs, expressions, and conjunctions followed by a subjunctive, which can be grouped in several general categories. The SLE B standard for oral proficiency does not require these to be used in great depth, thus it is important to choose carefully and focus on essential elements.[11]

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[11] i.e.The generic verb indicating obligation (il faut/il fallait/il faudrait que) and will (je veux/je voulais/je voudrais que).

| | FUNCTIONAL CONTENT | LANGUAGE CONTENT |
|---|---|---|
| LESSON 1 | **The Cougar**<br><br>**Suggesting modifications to a piece of equipment**<br><br>a. identification of the equipment<br><br>b. current drawbacks<br><br>c. suggested solutions<br><br>d. foreseeable benefits<br><br>e. comments | - The subjunctive<br>  - use of the subjunctive after certain conjunctive phrases:<br>     bien que<br>     pourvu que, à condition que<br>     en attendant que<br>     soit que . . . soit que<br><br>- Candidates must be able to identify the following:<br>  - use of the subjunctive after certain conjunctive phrases:<br>     à moins que<br>     pourvu que (exclamation)<br>     quoique, malgré que<br>     de façon à ce que<br>     de manière à ce que<br>     jusqu'à ce que, d'ici à ce que<br>     avant que (ne)<br>     que . . . que . . . |
| LESSON 2 | **The Miniature Target Range**<br><br>**Explaining the reasons for installing a new piece of equipment**<br><br>a. identification of the equipment<br><br>b. features and functions<br><br>c. reasons for installing it | - the subjunctive in relative clauses |
| LESSON 3 | **Ejection Seats**<br><br>**Assessing the modifications made to a piece of equipment, a system, a device**<br><br>a. identification of the equipment<br><br>b. comparisons: features, advantages, drawbacks<br><br>c. comments | - the past subjunctive with "avoir" and "être" |

*Summary Table 5.9 – Functional and Language Content of Module 14*

**Duration**          5.    Module 14 is approximately 150 hours long. A consolidation
                            and preparation for the SLE of approximately 30 hours can be
                            included or added to the schedule (maximum duration of PL 7:
                            180 hours).

**Evaluation details**  6.    <u>Verification</u>: There is a verification activity at the end of each
                            lesson of PL 7.

                      7.    The SLE evaluates the achievement of the BBB standard at the
                            end of PL 7 (after Module 14, i.e., after approximately 180
                            course hours). The Verification Test Level B (VTLB – optional)
                            may also be given under certain conditions.[12]

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[12] See Chapter 3.

PO 403

Chapter 6

# CHAPTER 6 – LEVEL C – PO 403[1]

**Performance objective**　　1.　Communicate in the target language at an advanced level.

**Conditions[1]**　　2.　Given: Military work environment.

**Standard**　　3.　Standard:

　　a.　The CAF members must perform the following language functions:

　　　　(1)　Give detailed explanations and descriptions;

　　　　(2)　Handle complex situations relating to work and provide advice and guidance;

　　　　(3)　Discuss hypothetical situations; and

　　　　(4)　Support an opinion, defend a point of view, justify a measure.

　　b.　The member must communicate at the CBC level of language proficiency in their second official language, as described in the Qualification Standards in Relation to Official Languages (**www.tbs-sct.gc.ca/gui/squn03-eng.asp**) :

　　　　(1)　**In Reading Comprehension**: Level C is the level of second language ability in reading comprehension for positions that require comprehension of texts dealing with a wide variety of work-related topics. This includes:

　　　　　　(a)　understanding most complex details, inferences and fine points of meaning; and

　　　　　　(b)　having a good comprehension of specialized or less familiar material.

　　　　　　(c)　At this level, the member:

　　　　　　　　i.　can also carry out the activities of levels A and B; and

　　　　　　　　ii.　may miss some seldom-used expressions and have some difficulty with very complex grammatical structures.

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[1] See explanation of the mandate for modernizing the CAFFC in the introduction to the curriculum before Chapter 4.

(2)  **In Written Expression**: Level B is the minimum level of second language ability in written expression for positions that require writing short descriptive or factual texts in the second language. At this level, the member:

(a)  can also carry out the activities of level A;

(b)  can deal with explicit information on work-related topics since they have sufficient mastery of grammar and vocabulary; and

(c)  can communicate the basic information, but their written text requires some corrections in grammar and vocabulary, as well as revision for style.

(3)  **In Oral Proficiency**: Level C is the level of second language oral proficiency for positions that require handling sensitive situations where the understanding and expression of subtle, abstract, or complicated ideas are required or where unfamiliar work-related topics must be dealt with. At this level, the member:

(a)  can also carry out the activities of levels A and B; and

(b)  will not have the ease and fluency of a native speaker and may have deficiencies in pronunciation, grammar, and vocabulary. These deficiencies rarely interfere with communication.

**Teaching points**   4.  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.

5.  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.

6.  It is a significant challenge to achieve the ultimate goal of performing an elaborate discourse, integrating language functions, complex structures and using the clear and precise vocabulary necessary for more abstract thinking, at the level C standard. One way to get students to grasp the sense and scope of this goal is to focus on the communication criteria that continually influence the level of performance. These factors are the following: clear understanding, overall ease of communication, the

elaboration of discourse, clarity of communication, appropriate vocabulary, and precision (conscious integration of variants), initiative, engagement; and various other communication strategies.

7.  Regular practice in self-evaluation by students and feedback from teachers, with the aid of an evaluation grid adapted to the circumstances, will clarify the advanced requirements of level C at an early stage and provide clear guidance to students. These practices should emphasize the acquisition of the main content and the communication factors listed above that contribute to it. They should then identify a few points to improve and suggest specific strategies/techniques to achieve this. Correcting a type of error or the absence of an aspect of discourse, will have a greater impact on the quality of discourse – and on students' confidence – than correcting multiple errors with a more limited impact.

8.  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 sustained level of language.

9.  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, writing, and oral interaction activities so as to support and facilitate discursive competency in the assigned tasks.

**Refresher prior to advanced level**

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

| REFRESHER | REFRESHER | SKILL ENHANCEMENT |
|-----------|-----------|-------------------|
| PL 8 | EO 403.01 | Give detailed explanations and descriptions. |
| PL 9 | EO 403.02 | Handle complex situations relating to work and provide advice and guidance. |
| IMM | Immersion | Two weeks of immersion in a Francophone region. |
| PL 10 | EO 403.03 | Discuss hypothetical situations. |
| PL 11 | EO 403.04 | Support an opinion, defend a point of view, justify a measure. |
| CONS | Consolidation | Skill consolidation and preparation for the Second Language Evaluation test. |

*Summary Table 6.1 – Enabling Objectives*

**Functional content**

11. The content of the advanced level is organized around the 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 at all of the PLs, but to varying degrees according to the specified objective.

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

**Language content**

13. In addition to targeting oral and written proficiency in all of the concepts and 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.

**Duration**

14. The duration of the advanced level varies depending on the type of course:

   a. CFCLC: The maximum duration of this course is 1200 hours, as illustrated in Table 6-2 below;

   b. Other courses (single PL and CFCLC accelerated): The maximum duration of level C is normally 780 hours. Retakes of the SLE in those courses must be in the context of additional training (ex. retaking PL 11).

| DURATION OF TYPICAL LEARNING PATH | | | |
|---|---|---|---|
| Phase | Objective | CFCLC | Other courses |
| REFRESHER | Level B Refresher: Skill enhancement | 150 hrs (based on placement test) | 150 hrs (based on placement test) |
| PL 8 | EO 403.01 | 180 hrs | 150 hrs |
| PL 9 | EO 403.02 | 180 hrs | 150 hrs |
| IMM | IMMERSION[2] | | |
| PL 10 | EO 403.03 | 180 hrs | 150 hrs |
| PL 11 | EO 403.04 | 210 hrs (incl. 60 hrs prep SLE) | 180 h (incl. 60 hrs prep. SLE) |
| CONS | Skill consolidation | | |
| RETAKE | Test retakes | 300 hrs[3] | N/A |
| Total duration of the advanced level | | 1200 hrs[4] | 780 hrs |

*Summary Table 6.2 – Duration of PO 403*

**Teaching and learning strategies**

15. The teaching strategies are based on a language acquisition methodology that uses the communicative approach and applies the principles of andragogy. This approach emphasizes the use of authentic or realistic documents; focus on the students, their interests and their needs; meaningful communication acts; and realistic, relevant scenarios.

16. Texts used to prepare for oral productions are corrected and revised before presentations. Proposed readings enrich vocabulary, help perfect grammar, and provide material for discussions.

17. Communication scenarios, both real and simulated make it possible to perform oral and written language functions in a military environment. They draw on a wide range of learning strategies such as:

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[2] The immersion component is included in the PL in which students are at the immersion site. This phase is part of the CFCLC and is optional in other courses.
[3] No retake in the context of courses except the CFCLC, where up to two additional attempts are allowed, with 30 calendar days between each attempt, i.e. a total of 300 hours.
[4] The maximum duration of the CFCLC is 1200 hrs : 150 (Refr) + 540 hrs (3 x 180 PLLa durée maximale du CCFNC est 1200 h : 150 (MàN) + 540 (3 x 180 PLs 8 to 10) + 210 (PL 11 & prep. SLE) + 300 (two additional SLE attempts) = 1200 hrs.

a. analysis;                        b.  anticipation

c. assessment;                     d.  self - correction

e. self-evaluation;                f.  association

g. critique;                       h.  comparison

i. conceptualization;              j.  discrimination

k. enumeration;                    l.  recognition

m. re-use;                         n.  paraphrase

o. reorganization;                 p.  identification

q. repetition;                     r.  summary

s. simulation;                     t.  synthesis; and

u. use of new
   vocabulary.

18. Oral and written activities are related to the military work
    environment and the students' occupations. Examples:

a.   debates;

b.   role play;

c.   researching specific vocabulary;

d.   simulation;

e.   demonstration;

f.   composition;

g.   on the hot seat (questions with spontaneous answers);

h.   using the news;

i.   transcribing audio documents;

j.   reading authentic documents;

k.   systematic study of language points; and

l.   games.

19. 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.

**Evaluation details**   20. **Reading Comprehension (Reading)**. The PSC Second Language Evaluation (SLE) test is the Level C certification test in Reading Comprehension.[5]

21. **Written Expression (Writing)**. The SLE is the certification test for Level B in Written Expression.[6]

22. **Oral Proficiency (Speaking)**. The SLE is the certification test for Level C in oral proficiency.

23. **EC in Oral Proficiency**.  At the end of Progress Levels 8, 9 and 10, an EC evaluates students' progress in a formative and summative manner on their achievement of the oral proficiency objective. The ability of students to give advice and guidance in complex situations is verified globally, with the aid of an evaluation grid with criteria related to discourse, ease, vocabulary, verb tenses, cohesion, listening comprehension, pronunciation and grammar. The evaluation grids can be found on the CDs for EC 8 to EC 10. This CD also contains the evaluator's guide.

24. Reading Comprehension and Written Expression. There is no formal evaluation of reading comprehension and written expression in PLs 8 to 10. SLE preparation is done gradually and is integrated in the teaching.

25. Verification Test Level C (VTLC) – Oral Proficiency. When students are having difficulty and fail one or more ECs, the VTLC is recommended, but optional, at the end of PL 10.

26. VTLC results lead to the implementation of an individualized lesson plan in preparation for the SLE.

27. On the CFCLC, and in the case of SLTSPC students, after an unsuccessful SLE attempt, if students have not already done so, the VTLC may be given to identify gaps and put in place an individualized lesson plan.

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[5] In Level C courses (CBC profile), the ECs test only Oral Proficiency (EC 8, 9, 10). Preparing students in the other skills is done with the help of multilevel SLE preparation workbooks, and other complementary material from DND, the Canadian School of the Public Service virtual centre, and other sources..
[6] *Ibid*

| 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 | Formative | VTLC (optional) |
| Certification | | | SLE |

*Summary Table 6.3 – Evaluation Tools*

| | |
|---|---|
| **Teaching material** | Superior Level Course Manual: Guide – Teacher's workbooks – Candidate's workbooks – Grammar tables. These workbooks are part of the core material. The students' occupational pathway will guide the teacher in the choice of themes and subjects to pursue. |

CAFFCP – CAFFC programmed (ALLIES Web)

Canadian Armed Forces French Curriculum, CFFC Vocabulary, Modules 11 to 19, March 2005

Teacher's Guide – CBC Reacquisition Course, DND

Refresher and Preparation for Second Language Evaluation (SLE) Level B (90 days), French version, French curriculum section, CDA, November 2010, Student workbook and Teacher Guide[7]

Preparatory Guide for the Oral Proficiency Test of the Second Language Evaluation, military version (March 2010)

CD – Enabling Objectives (ECs 8, 9, 10), Oral Proficiency, including Evaluator's Guide

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

CFFC, *The Communicative Files*, St-Jean Garrison, 1989

Relevant materials targeting specific areas.[8]

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

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[7] There is also a version adapted to virtual classrooms.
[8] This material can be produced by the CDA Language Programmes section, by other language training centres, or acquired through the purchase of complementary commercial materials, online subscriptions, or other sources. It is important to provide supplementary materials, because teachers need to adapt and personalize their teaching by using authentic, realistic materials, in accordance with the principles of andragogy and the communicative approach.

**REFRESHER 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.

**Duration**    2.    The refresher is variable in duration depending on the candidate's performance on the placement test. The maximum duration of the refresher is 150 hours.

**Teaching points**    3.    Language functions to be mastered

     a.    Explaining their work (principal tasks and responsibilities, procedures, processes);

     b.    Describing a place, a person;

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

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

4.    Essential vocabulary:

     a.    Vocabulary to describe or explain one's work; and

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

5.    Language points to review:

     a.    The most frequently used verbs, in all tenses;

     b.    Verbs related to work and their prepositions;

     c.    Articles;

     d.    Adjectives and adjective agreement;

     e.    Personal pronouns;

     f.  Relative pronouns; and

     g.  Any specific difficulties that the students may have.

    6.    Discursive elements to review:

     a.   Basic linking words; and

     b.   Indicators of time

**Methodology**  7.   Verify the students' knowledge and gear the training to their specific needs.[9] 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.

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[9] The duration of the refresher varies (1 to 5 weeks) and depends of students' mastery of level B when they arrive at the language centre. Differences in motivation and pace of learning also come into play. Part of the teacher's job is to adapt his/her teaching to each student and the composition of the group. The teacher's objective is to consolidate the main elements of Level B and providing remediation for elements that students cannot perform reliably.

LESSON SPECIFICATIONS

PL 8 to PL 11

**EO 403.01 – PL 8**

| | | |
|---|---|---|
| **Enabling objective** | 1. | Give detailed explanations and descriptions. |
| **Conditions** | 2. | Oral and written communication scenarios that make use of the 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. | In Reading Comprehension, Written Expression and Oral Proficiency, students must perform the language functions in PL 8, with the ease and precision partly corresponding to the PSC Level C standard in the case of Reading Comprehension and Oral Proficiency, and the Level B standard in the case of Written Expression. |
| **Teaching points** | 5. | FUNCTIONAL CONTENT |
| | | The functional content of PL 8 encompasses six language tasks. These tasks are presented in the form of intermediate objectives and enable candidates to improve their abilities in the three skills. |

| FUNCTIONAL CONTENT |
|---|
| Giving a detailed description of their 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 |

*Summary Table 6.4 – Functional Content of PL 8*

6.  LANGUAGE CONTENT

A review of the language content of Levels A and B is integrated into the in-class communication activities. In PL 8, 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<br>Statement variants<br>Stock phrases<br>Logical connectors: goal, cause, consequences | Present indicative<br>The present and past subjunctive<br>The present imperative<br>Gerunds<br>Pronominal verbs<br>Placement of qualifying adjectives<br>Negation<br>Pronouns<br>Prepositions<br>Interrogation |

*Summary Table 6.5 – Language Content of PL 8*

**Duration**      7.  PL 8 is 150 hours long.

**Evaluation details**      8.  An enabling check (EC 8) is given at the end of PL 8. The EC 8 evaluation grid is in on the CD ECs 8, 9, 10, which also contains the evaluator's general Guide.

**EO 403.02 – PL 9**

| | | |
|---|---|---|
| **Enabling objective** | 1. | Handle complex situations relating to work and provide advice and guidance. |
| **Conditions** | 2. | Oral and written communication scenarios that make use of the 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. | In Reading Comprehension, Written Expression and Oral Proficiency, students must perform the language functions in PL 9, with the ease and precision partly corresponding to the PSC Level C standard in the case of Reading Comprehension and Oral Proficiency, and the Level B standard in the case of Written Expression. |
| **Teaching points** | 5. | FUNCTIONAL CONTENT |

The functional content of PL 9 encompasses seven language tasks. These tasks 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 <br> Explaining a problem, a delicate situation <br> Analyzing a situation in retrospect <br> Evaluating a performance, a situation <br> Investigating an accident, a case of theft, a disaster <br> Tactfully advising a subordinate, a colleague, a boss <br> Disciplining |

*Summary Table 6.6 – Functional Content of PL 9*

6.    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<br>Statement variants<br>Stock phrases<br>Logical connectors<br>goal – cause – consequence –<br>condition opposition – concession –<br>supposition<br>Negative interrogative | The present and past conditional<br>Past tense (passé composé)<br>Past perfect (plus-que-parfait)<br>The imperfect tense (l'imparfait)<br>Recent past<br>Gerunds<br>Adverbs<br>Pronominal verbs<br>Subordinating conjunctions<br>Indirect speech<br>Tense agreement |

*Summary Table 6.7 – Language Content of PL 9*

**Duration**         7.    PL 9 is 150 hours long.

**Evaluation details**

8.    An enabling check (EC 9) is given at the end of PL 9. The EC 9 evaluation grid is on the CD of ECs 8, 9, 10, which also contains the evaluator's general Guide.

9.    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.

**EO 403.03 – PL 10**

| | | |
|---|---|---|
| **Enabling objective** | 1. | Discuss hypothetical situations. |
| **Conditions** | 2. | Oral and written communication scenarios that make use of the discourse competence —explanation, narration, advice, opinion and, in a more targeted manner, **hypothesis**—in a context that is sometimes partially unpredictable, unfamiliar and not mastered. |
| | 3. | Language tasks in which candidates must **analyze, suggest, promote, state, anticipate, develop, conceptualize** and **state**. |
| **Standard** | 4. | In Reading Comprehension, Written Expression and Oral Proficiency, students must perform the language functions in PL 10, with the ease and precision partly corresponding to the PSC Level C standard in the case of Reading Comprehension and Oral Proficiency, and the Level B standard in the case of Written Expression; |
| **Teaching points** | 5. | FUNCTIONAL CONTENT |
| | | To help achieve EO 10, the functional content of PL 10 is divided into ten language tasks. These tasks are presented in the form of intermediate objectives and aim to improve the candidates' oral proficiency while reinforcing their writing and reading skills. |

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**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

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*Summary Table 6.8 – Functional Content of PL 10*

6.   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<br>Idiomatic expressions<br>Stock phrases<br>Statement variants<br>Logical connectors: goal – cause – consequence – opposition – concession – supposition – condition – anteriority – simultaneity – posteriority<br>Rhetorical devices | The passive form<br>The near future (futur proche)<br>Simple future tense (futur simple)<br>Future perfect tense (futur antérieur)<br>Gerunds<br>Semi-auxiliaries:<br>faire – se faire<br>laisser – se laisser<br>Complex sentences |

*Summary Table 6.9 – Language Content of PL 10*

**Duration**          7.   PL 10 is 150 hours long.

**Evaluation details**          8.   An enabling check (EC 10) is given at the end of PL 10. The EC 10 evaluation grid is on the CD of ECs 8, 9, 10, which also contains the evaluator's general Guide.

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

10.  The Verification Test Level C (VTLC) (optional) may be given at the end of PL 10, under certain conditions.[10]

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[10] See Chapter 3.

**EO 403.04 – PL 11**

| | | |
|---|---|---|
| **Enabling objective** | 1. | Support an opinion, defend a point of view, justify a measure. |
| **Conditions** | 2. | Oral and written communication scenarios that make use of the 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. | In Reading Comprehension, Written Expression and Oral Proficiency, students must perform the language functions in PL 11, with the ease and precision partly corresponding to the PSC Level C standard in the case of Reading Comprehension and Oral Proficiency, and the Level B standard in the case of Written Expression. |
| **Teaching points** | 5. | FUNCTIONAL CONTENT |
| | | The functional content of PL 11 covers four major language tasks. These tasks 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<br>    • Expressing agreement/disagreement<br>    • Qualifying their thoughts<br>    • Discussing their ideas<br>Persuading colleagues<br>    • Making an argument<br>    • Refuting an argument<br>    • Making compromises<br>Negotiating contracts and agreements<br>    • Accepting or refusing an idea, a suggestion<br>    • Suggesting an idea, an alternative<br>    • Proposing solutions, alternatives<br>Critiquing a policy<br>    • Making recommendations |

*Summary Table 6.10 – Functional Content of PL 11*

6.   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<br>    • Rich and varied<br>    • Synonyms, antonyms,<br>      co-occurrences<br>    • Idiomatic expressions<br>Logical connectors<br>    • goal – cause –<br>      consequence – opposition –<br>      concession – supposition –<br>      condition – anteriority<br>    • simultaneity posteriority<br>Nuances<br>    • rhetorical devices<br>    • interrogation<br>    • inversion of clauses | The conditional<br>Subordinating conjunctions<br>Indirect speech<br>The passive form<br>Gerunds<br>The indicative<br>The past infinitive<br>The past anterior<br>The past historic (passé simple)<br>Complex sentences<br>Prepositions<br>Pronouns<br>The subjunctive<br>Pronominal verbs |

*Summary Table 6.11 – Language Content of PL 11*

**Duration**        7.   PL 11 is 180 hours, which include 60 hours of SLE preparation.

**Evaluation**      8.   The students must obtain a language profile of at least CBC on
**details**              the SLE.

                    9.   The Verification Test Level C (VTLC) in Oral Proficiency may be
                         administered before the end of PL 11 to students who failed ECs
                         8, 9 and/or 11,[11] or after an unsuccessful attempt of the SLE. The
                         VTLC results will enable students to understand their main
                         weaknesses and thus improve the likelihood they will achieve a C
                         on their next attempt.

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[11] See Chapter 3.

**IMMERSION**

1. According to the budgets of the SOLET delivery agencies, PL 10 can be supplemented by an optional two-week immersion programme.

**Purpose** 2. This programme includes a two-week stay with a Francophone host family to enable candidates to update and validate what they have learned in a real and interactive communication environment. A program of sociocultural and professional activities chosen or suggested by the candidates is integrated into the learning and complements the in-class PL activities. In the longer term, immersion in a real Francophone environment is also aimed at motivating candidates to maintain an interest and a positive attitude towards the second language. This positive attitude will encourage them to retain their skills beyond the training period.

**Objectives** 3. The Immersion Component has a variety of objectives that target both interpersonal skills and know-how. They are as follows:

    a.    Promote interaction in real communication situations;

    b.    Help candidates assimilate the content and objectives of all the PLs;

    c.    Enable candidates to validate their own language skills;

    d.    Enable candidates to take part in developing their own learning plans;

    e.    Gain the candidates' motivation and commitment by taking their individual needs and interests into account;

    f.    Enable candidates to develop spontaneity and confidence by talking to Francophones from all walks of life;

    g.    Present candidates with real situations in new contexts to challenge and motivate them;

    h.    Help update the skills learned in class and enrich the second language;

    i.    Deepen the candidates' knowledge of present-day Quebec language and culture;

j.    Foster the candidates' motivation and interest by enriching their learning with cultural, social and professional themes;

k.    Diversify the candidates' learning by offering out-of-class activities that require the use of advanced level skills.

4.    Immersion provides candidates with a real and unique communication experience in their second language within a well-structured learning framework. In addition, by moving beyond the restrictive and controlled environment of the classroom, candidates have the opportunity to choose the challenges they want to meet in order to attain the final objective.

**Duration**          5.    Immersion is an important component of the advanced level. It occurs at the end of PL 9 or at the beginning of PL 10 and lasts two weeks, i.e., 12 consecutive days, including a full weekend of living with a host family.

**Host family**       6.    Staying with a Francophone family requires candidates to apply what they have learned in class. Contact with different French speakers enables candidates to validate their knowledge and know-how in real situations. As a result, the candidates' in-class learning is strengthened, and they become more confident and motivated. Immersion also enables candidates to expand their knowledge of the language and the culture.

**Advanced-level activities**   7.    The Immersion Component gives the candidates the chance to participate in three types of out-of-class activities: social, cultural and professional. These activities can be organized by the training centre or initiated by the candidates themselves. Here are a few examples:

a.    Social: activities with the host family, meetings with civilian counterparts, sports activities, conferences and workshops, family outings;

b.    Cultural: theatre; participation in various community activities, meetings or committees in the municipality; meetings with museum curators;

c.    Professional: partnering with a professional counterpart, auditing a university course on a subject of interest to the student, visiting businesses that have research mandates, giving presentations on areas of common interest to an audience of Francophone CF members.

**Evaluation details**   8.    The host institution will send a follow-up report along with the Immersion Component evaluation form filled out by the candidates.

# 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=.

| | |
|---|---|
| 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 |
| CFCLA | Continuous French Course Level A |
| CFCLAB | Continuous French Course Levels AB |
| CFCLB | Continuous French Course Level B |
| CFCLC | Continuous French Course Level C |
| CFCLCacc | Continuous French Course Level C accelerated |
| CAFFC | Canadian Armed Forces French Curriculum |
| CAFFCP | Canadian Armed Forces French Curriculum – Programmed |
| CFFAC (see CAFFC) | Curriculum français des Forces armées canadiennes |
| CFITES | Canadian Forces Individual Training & Education System |
| CFLS | Canadian Forces Language School |
| C MILPERSCOM | Commander Military Personnel Command |
| D Mil C | Director Military Careers |
| DND | Department of National Defence |
| DOL | Director Official Languages |
| DT | Distance Tutoring |
| EC | Enabling Check |
| ELCLP | Executive Leadership Cadre Language Programme |
| EO | Enabling Objective |

| | |
|---|---|
| LCPL | Language Centre Progress Level (RMC of Canada test) |
| LTC | Language Training Centre |
| LTIIS | Language Training Integrated Information System |
| MACQ [French abbreviation used in English] | Language retention programme |
| MTTLA | Mid-Term Test Level A |
| MITE Guardian | Military Individual Training and Education (management system in PeopleSoft) |
| MSLTP | Military Second Language Training Programme |
| 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 |
| OP | Oral Proficiency |
| 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 |
| REACQ | Reacquisition (courses) |
| RMC of Canada | 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 |

| SOL | Second Official Language |
|---|---|
| SOLET | Second Official Language Education and Training |
| T Pt | Teaching Point |
| TP | Training Plan |
| VTLB / VTLC | Verification Test Level B / Level C |
| 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.

        (4)     DAOD 5039-8, Canadian Armed Forces Second Official Language Certification Testing

    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 programme 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 duration 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. |
| 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 programme (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 Programme (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).<br><br>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 Comprehension (reading), Written Expression (writing) and Oral Proficiency (speaking). |
| 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). |

| Term | Description |
|---|---|
| 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-004, Vol. 4, **Design of Instructional Programmes**
http://cda.mil.ca/step/cfites/cfitesvol04_e.pdf
Interim Guidance: http://cda.mil.ca/step/docs/InterimGuidance-Vol4e.pdf

A-P9-000-000/PT-006, Vol. 6, **Conduct of Instructional Programmes**
http://cda.mil.ca/step/cfites/cfitesvol06_e.pdf

A-P9-050-000/PT-007, Vol. 7, **Evaluation of Learners**
http://cda.mil.ca/step/cfites/cfitesvol07_e.pdf

**Defence Administrative Orders and Directives**

DAOD 5031-2, Individual Training and Education Strategic Framework
http://intranet.mil.ca/en/defence-admin-orders-directives/5000/5031-2.page

DAOD 5039-6, Delivery of Training and Education in Both Official Languages
http://intranet.mil.ca/en/defence-admin-orders-directives/5000/5039-6.page

DAOD 5039-7, Second Official Language Education and Training for CF Members
http://intranet.mil.ca/en/defence-admin-orders-directives/5000/5039-7.page

DAOD 5039-8, Canadian Armed Forces Second Official Language Certification Testing
http://intranet.mil.ca/en/defence-admin-orders-directives/5000/5039-8.page

**References related to SOLET and the MSLTP:**

CF Military Personnel Instructions 06/85, MILITARY SECOND LANGUAGE TRAINING PLAN (MSLTP) IMPLEMENTATION, 31 December 1985

CANFORGEN 176/14 (Executive Leadership Cadre Language Programme).

Annual directive published by the Director Military Careers/Director Senior Appointments for the Second Language Training Succession Planning Committee (SLTSPC).

Queen's Regulations and Orders for the Canadian Military Colleges (QR Canmilcols), Volume IV – Appendix 6.1, 28 Aug 2001 (Officer Cadets at the military colleges).

**References related to the CAFFC**

4705-1-1 (SSO LP), Canadian Armed Forces Second Official Languages Education, Training and Testing Approach: 2017-2020, 4 April 2017

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- Affiches individuelles Niveau A, B, et C (bilingual)
- Mégatableau affiche tous les niveaux (bilingual)

Canadian Forces French Curriculum (French only; title : *Curriculum de français des Forces canadiennes, ACD, 2007, édition corrigée 2009 : Niveau A; Modules 1 à 10; cahiers d'étudiant.e et de professeur).*

Canadian Forces French Curriculum (French only; title : *Curriculum de français des Forces canadiennes, ACD, 2007, édition corrigée 2009 : Niveau B; Modules 11 à 14; cahiers d'étudiant.e et de professeur).*

Canadian Forces French Curriculum (French only; title : *Curriculum de français des Forces canadiennes, ACD, 2007, édition corrigée 2009 : Niveau C; Modules 15-19 Optionnels; cahiers d'étudiant.e et de professeur).*

Canadian Forces French Curriculum (French only; title : *Curriculum de français des Forces canadiennes, Cours de niveau supérieur, ÉLFC, mars 2005 : Niveau C, NP 8 à 11; Guides d'étudiant.e et de professeur*).

Canadian Forces French Curriculum (French only; title : *Curriculum de français des Forces canadiennes, Cours de niveau supérieur, ÉLFC, mars 2005 : Niveau C; Guide administrateur COCOM 8 à 10*).

French Curriculum – Vocabulary related to public administration (French only; title : *Vocabulaire de l'administration publique, série de 25 fascicules, Curriculum de français, ACD, 2009*):

- *Guide et corrigé (2009)*
- *Lexique (2009)*
- *Tableau récapitulatif (2008)*
- *Bulletin des employés (2008)*

Canadian Forces French Curriculum – Grammatical Tables (French only; title : *Curriculum de français des Forces canadiennes, Cours de niveau supérieur, Tableaux grammaticaux, ÉLFC, mars 2005).*

Canadian Forces French Curriculum – Vocabulary (French only; title : *Curriculum de français des Forces canadiennes, Vocabulaire du CFFC, Modules 1 à 19, mars 2005*).

Refresher and Preparation for Second Language Evaluation (SLE) Level B (90 days), French version, French curriculum section, CDA, November 2010, Student workbook and Teacher Guide.

Reacquisition Courses for the Executive Leadership Cadre Language Programme (French only; title : *Cours de réacquisition du Programme de langues pour le cadre des leaders supérieurs (PLCLS), Guide de l'enseignant, Section du curriculum français, ACD, sept 2014).*

Preparation Guide for Second Language Evaluation (SLE) Test of Oral Proficiency – Military Version (The guide for the French programme is available only in French; title : *Guide préparatoire au test de compétence orale de l'Évaluation de la langue seconde, version militaire, section du curriculum français, mars 2010*, however an English text exists for the English programme : http://cda.mil.ca/lang/prepeva-eng.asp)

Preparation Guide for Second Language Evaluation (SLE) Test of Oral Proficiency (The guide for the French programme is available only in French; title : *Guide préparatoire au test de compétence orale de l'Évaluation de la langue seconde, version militaire, section du curriculum français, juin 2008*, however an English text exists for the English programme : http://cda.mil.ca/lang/prepeva-eng.asp)

Canadian Forces French Curriculum exercise booklets and other resources are available on the Language Programmes page of the Canadian Defence Academy website (French only): http://cda.mil.ca/lang/res-fra.asp

The following French only resources are also available:

*Guide de préparation à l'Interaction Orale, Lord, C. & enseignant.e.s du Centre des langues du CMRC, juillet 2006*

*CFFC – Modules 1 à 19 – Interaction Orale, Desbiens, S. & Richard, L., ÉLFC Saint-Jean, 2000*

*CFFC – Modules 1 à 7 – Expression Écrite – Rédaction*

*CFFC – Niveau de progrès 1 – Module 1 – Expression Écrite – Cahier de l'étudiant.e, Desbiens, S. & Richard, L., ÉLFC Saint-Jean, 2002*

*CFFC– Niveau de progrès 1 – Module 2 – Expression Écrite – Cahier de l'étudiant.e, Desbiens, S. & Richard, L., ÉLFC Saint-Jean, 2002*

*CFFC – Niveau de progrès 2 – Module 3 – Expression Écrite – Cahier de l'étudiant.e, Desbiens, S. & Richard, L., ÉLFC Saint-Jean, 2002*

*CFFC – Exercices types – À l'usage du professeur*

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55 verification questions for written expression (Title : *55 questions de vérification - Série complémentaire au CFFAC en expression écrite*).

Pedagogical guide for Level A & B ECs (Title : *Guide pédagogique COCOM 1, 2, 3, 4 et 6 (Niveaux A-B).*

EC Evaluator's Guide (Title : *Guide général de l'Évaluateur des COCOM 8, 9 et 10 (Niveau C).*

*CFFC - Exercices types, réédition 1992*

Lexicons (bilingual): *Coll. Les Dossiers communicatifs, ÉLFC, Det. St-Jean, 1989.Lexiques*

Physical Training : *Lexique Entraînement physique*
Army : *Lexique de l'Armée de terre*
Navy : *Lexique de la Marine, CFFC, ÉLFC, mars 2005*
Aeronautical Terminology : *Lexique de l'Aéronautique, CFFC, ÉLFC, mars 2005*

**Tools**

Access to second language learning materials in electronic format on the Canadian School of the Public Service (CSPS) GCCampus site : https://idp.csps-efpc.gc.ca/idp/Authn/UserPassword
No charge, unlimited attempts. Printable.
Note : CSPS no longer produces or sells paper-based workbooks.

Resources of the Language Portal of Canada: Language Navigator: https://www.noslangues-ourlanguages.gc.ca/navigateur-navigator/index-eng.php

Defence Terminology Bank : http://terminology.mil.ca/index-eng.asp

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# ANNEX C – CAFFC LESSONS

**Lesson description**

1. Each CAFFC 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. Duration: 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 (these are listed in the description of the relevant PO);

   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 (the list of material is included in the description of the relevant PO).

**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 CAFFC 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 programme 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 refer to the curriculum and other references listed in Annex B.

# ANNEX D – ROLL CALL FORM

ÉTABLISSEMENT/TRAINING ESTABLISHMENT:                    Du _____      Au _____

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

ENSEIGNANT.E                        COURS              DOYEN.NE 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 |
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SIGNATURE DU/DE LA DOYEN.NE DE CLASSE_____   SIGNATURE DE L'ENSEIGNANT.E _____
CLASS SENIOR SIGNATURE                                      TEACHER SIGNATURE

# ANNEX E - COURSE CRITIQUES

This annex contains sample optional course critiques that delivery agencies can use to obtain feedback from 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.     <u>Initial Critique</u>.  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.     <u>Objectives Critiques</u>.

          (1)     <u>Progress Level (PL) Critique</u>. This critique is to be completed at the completion of every PL. An example of a PL critique is provided in Appendix 2 to this Annex; and

          (2)     <u>End of Level Critique</u>. This critique is to be completed at the completion of every PO and/or SLE test. An example of this type of critique is provided in Appendix 3 to this Annex;

      c.     <u>Final Critique</u>.  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.

### APPENDIX E-1 - CRITIQUES DE L'ÉTUDIANT

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

   a.      Critique initiale. 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;

   b.      Critiques des objectifs.

      (1) Critique du niveau de progrès (NP)/Progress Level (PL). Cette critique se fait à la fin de chaque NP/PL. L'appendice 2 de la présente annexe contient un exemple de critique de NP;

      (2) Critique de fin de niveau. 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 de fin de niveau.

   c.      Critique finale. 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

Date :                    Course :                    Name (Optional) :

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?

           (3)      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.E

Date :                    Cours :                    Nom (facultatif) :

1.      Les étudiant.e.s doivent fournir une rétroaction sur les aspects suivants :

   a.      Instructions de ralliement :

      (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.      Formalités d'arrivée : Est-ce que les formalités d'arrivée se sont déroulées sans complications? Sinon, expliquez;

   c.      Briefings initiaux :

      (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 étudiant.e.s, 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)**

Date :                    Course :                    Name (optional) :

| 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 teachers, 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? | | | | |

| Ser | Question | YES | NO | NA | Explain or offer suggestions to improve. |
|---|---|---|---|---|---|
| 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)? | | | | |
| 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 teaching staff to improve training.

## CRITIQUE DE L'ÉTUDIANT.E - NIVEAU DE PROGRÈS (NP)

Date :           Cours :          Nom (facultatif) :

| Nº | 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 | **Enseignement** | | | | |
| 3.1 | Est-ce que le NP a été présenté de manière logique pour l'apprentissage : déroulement de la formation, regroupement des points d'enseignement, démonstrations, exercices? | | | | |
| 3.2 | Est-ce que de l'aide individuelle était offerte au besoin? | | | | |

| Nº | Question | OUI | NON | S.O. | Expliquez ou suggérez des améliorations. |
|---|---|---|---|---|---|
| 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.? | | | | |
| 3.4 | Est-ce que de la formation 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.e 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.e 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 enseignant utilisent les données consolidées pour améliorer l'enseignement.

## APPENDIX E-1.3 – STUDENT CRITIQUE – END OF LEVEL

Date :                    Course :                    Name (optional) :

| Ser | Question | YES | NO | NA | Explain or offer suggestions to improve. |
|---|---|---|---|---|---|
| **1** | **Sequencing** | | | | |
| **1.1** | Were Progress Levels (PL)/Niveaux de progrès (NP) presented in a logical sequence, for your learning style? | | | | |
| **1.2** | Were 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/OREN? | | | | |
| **2.2** | Were you adequately warned about upcoming assignments/ homework, assessments and tests[71] for this PO/OREN? | | | | |
| **2.3** | Were test instructions clear?[72] | | | | |
| **2.4** | Was enough time allocated to each test?[73] | | | | |

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[71] For Continuous Courses, tests may include the Mid-Term Test Level A (MTTLA), the Verification Test Level B (VTLB), or the Verification Test Level C (VTLC).
[72] *Ibid.*
[73] *Ibid.*

| | | | | | |
|---|---|---|---|---|---|
| **2.5** | Were you debriefed on your performance for each test[74]? If not – please explain. | | | | |
| **3** | **Comment:** Offer additional info to improve the training/testing for this PO/OREN. | | | | |

**Thank you**

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

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[74] *Ibid.*

## CRITIQUE DE L'ÉTUDIANT.E – FIN DE NIVEAU

Date :                    Cours :                    Nom (facultatif) :

| Nº | Question | OUI | NON | S.O. | Expliquez ou suggérez des améliorations. |
|---|---|---|---|---|---|
| 1 | **Déroulement** | | | | |
| 1.1 | Est-ce que les niveaux de progression (NP) étaient présentés de manière logique et convenant à votre style d'apprentissage? | | | | |
| 1.2 | Est-ce que 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.e adéquatement des travaux personnels/devoirs et des tests[75] à venir? | | | | |
| 2.3 | Les directives portant sur les tests[76] étaient-elles claires? | | | | |
| 2.4 | Est-ce que suffisamment de temps a été consacré à chaque test?[77] | | | | |
| 2.5 | Avez-vous été informé.e de vos résultats à chaque test?[78] Sinon, veuillez expliquer. | | | | |
| 3 | **Commentaire :** Veuillez fournir d'autres informations pour permettre d'améliorer l'instruction/les tests sur cet OREN. | | | | |

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[75] Dans les cours continus, les tests pourraient inclure : le Test mi-cours de niveau A;Tests (TMCNA), le  Test de vérification de niveau B (TVNB), et le Test de vérification de niveau C (TVNC).

[76] *Ibid*

[77] *Ibid*

[78] *Ibid*

**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.      <u>Aspects relating to the course</u>. A model questionnaire for aspects relating to the course is provided in Appendix E-1.4.1.

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

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

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

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

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


## CRITIQUE FINALE DE L'ÉTUDIANT.E

1.      À la fin d'un cours, les étudiant.e.s 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 étudiant.e.s 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.      <u>Aspects reliés au cours</u>. L'appendice E-1.4.1 contient un modèle de questionnaire sur les aspects reliés au cours.

3.      <u>Aspects administratifs du cours</u>. Il est recommandé que les étudiant.e.s donnent une rétroaction sur le milieu extérieur, le cas échéant. Voici des exemples de questions :

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

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

   c.      Les mess et clubs étaient-ils convenables? Dans la négative, expliquez;

   d.      Les installations de conditionnement physique étaient-elles convenables?  Dans la négative, expliquez.

## APPENDIX E-1.4.1 – STUDENT FINAL COURSE CRITIQUE

Date :           Course :                    Name (optional) :

*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.     PROGRAMME - 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 programme 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.** **If you chose A or B 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 _____.**

   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
   programme was _____.**

   A.     very relevant
   B.     relevant enough
   C.     more or less relevant

22.   **Situations used in the Mid-Term Test Level A or Verification Test Level B or
   C, as applicable_____.**

   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 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

**26. 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 programme
    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 programme.*

*THANK YOU*

**CRITIQUE FINALE DE L'ÉTUDIANT.E – COURS**

Date :              Cours :                          Nom (facultatif) :

*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 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 étudiant.e.s à participer et à interagir.**

|   |   |   |   |
|---|---|---|---|
| A. | Toujours | C. | Parfois |
| B. | La plupart du temps | D. | Jamais |

**7.   J'ai été informé.e 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.e 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 étudiant.e.s 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.** **<u>Si vous avez répondu par A ou B</u> 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.e.
    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 _____.**

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 Tests mi-cours de niveau A ou les Tests de vérification de niveau B ou C, s'il y a lieu _____.**

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.e.
B.     Plutôt satisfait.e.
C.     Insatisfait.e.
D.     Je n'y ai pas participé.
E.     Sans objet.

**24.  Quel est votre degré de satisfaction en ce qui concerne les activités qui ont eu lieu *après* les heures de cours normales?**

A.  Entièrement satisfait.e.
B.  Plutôt satisfait.e.
C.  Insatisfait.e.
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

**26.  Durant le cours, les fréquents changements d'enseignant.e.s _____.**

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.e
B.  je suis plutôt satisfait.e
C.  je ne suis pas satisfait.e

## 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 :** _____

_____

_____


*Votre rétroaction constructive nous aidera à améliorer la qualité du programme.*


*MERCI*

## APPENDIX E-2 – TEACHER CRITIQUE

Date :                    Course :                    Name (optional) :

1.      Teachers involved in teaching a Progress Level (PL) may 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 the sequencing of the PL appropriate?  If not, what suggestion(s) would you make to improve its logical flow;

    b.      Was the time allocation for the PL appropriate?  If not, what suggestion(s) would you make to improve the time allocation;

    c.      Were training/learning aids appropriate and available?  What suggestions would you have to improve them;

    d.      Were the references identified in the TP accurate and sufficient for this PL?  If not, what reference(s) need to be amended or added;

    e.      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

    f.      Was the testing of this PL appropriate?  If not, what suggestion(s) would you have to improve it?

3.      <u>Mid-Term Test Level A or Verification Test Level B or C, if applicable</u>:

    a.      Does the test 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 test and debrief to the students?  If not, what would you suggest for time allocation?

4.      <u>SLE</u>: Is sufficient time allocated for preparation for the SLE? If not, what would you suggest for time allocation?

5.      A summary of the analyses of Teacher Critiques may be included in an End Course Review (ECR) Report.

**CRITIQUE PAR LES ENSEIGNANT.E.S**

Date :                    Cours :                    Nom (facultatif) :

1.      À la fin de chaque niveau de progrès (NP), enseignant.e.s 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.      NP:

     a.      La séquence du NP était-elle appropriée? Sinon, quelles seraient vos suggestions pour améliorer sa présentation logique?

     b.      Le temps prévu pour le NP était-il approprié? Sinon, quelles seraient vos suggestions pour améliorer le temps accordé?

     c.      Les aides à l'enseignement et à l'apprentissage étaient-elles appropriées et disponibles? Quelles seraient vos suggestions pour les améliorer?

     d.      Les références identifiées dans le PLANIN étaient-elles exactes et suffisantes pour ce NP? Sinon, quelles références devrait-on ajouter ou changer?

     e.      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

     f.      Le testing de ce NP était-il approprié?  Sinon, quelles seraient vos suggestions pour l'améliorer?

3.      <u>Tests mi-cours de niveau A (TMCNA) ou les Tests de vérification de niveau B ou C (TVNB, TVNC), s'il y a lieu</u>:

     a.      Le test confirme-t-il l'habileté de l'étudiant.e à exécuter tous les aspects de cet OREN? Sinon, veuillez expliquer.

     b.      Les instructions aux étudiant.es pour le test étaient-elles adéquates?  Sinon, comment pourraient-elles être améliorées?

     c.      Le temps prévu pour administrer le test et donner une rétroaction aux étudiant.e.s est-il suffisant? Sinon, combien de temps suggérez-vous?

4.      <u>ÉLS (s'il y a lieu)</u>: Le temps prévu pour la préparation de l'ÉLS est-il suffisant? Sinon, combien de temps suggérez-vous?

5.      Un résumé des critiques du personnel enseignant peut être inclus dans un 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 students 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, MTTLA, VTLB, VTLC[79], SLE) conducted IAW instructions? | | | | |

---

[79] Mid-Term Test Level A (MTTLA), Verification Test Level B (VTLB) or Verification Test Level C (VTLC).

| 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/trice ou le/la gestionnaire du cours; et

   b.      Le/la conseiller pédagogique.

| 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 diplômé.e.s du cours avant leur départ? | | | | |
| 7 | Tou.te.s les étudiant.e.s avaient-ils/elles les préalables indiqués? | | | | |
| 8 | Le nombre minimal/maximal d'étudiant.e.s 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, TMCNA, TVNB, TVNC[80], 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.

---

[80] TMCNA: Test mi-cours de niveau A; TVNB : Test de vérification de niveau B; TVNC : Test de vérification de niveau C

# ANNEX F

This annex contains three appendices :

      Appendix F-1 : Course Report

      Appendix F-2 : Progress Level Report; and

      Appendix F-3 : Language Retention Report

**APPENDIX F-1 – COURSE REPORT**

1.        The CF 377 Course Report must be completed for all courses with an SLE objective. Delivery agencies may use templates for comments but must maintain the CF 377 format. The following information explains how to complete the form.

ALL COURSES WITH AN SLE OBJECTIVE

2.        The Course Report must be completed in the Official Language chosen by the student, normally English. SOLET Delivery agencies are responsible for translation costs.

3.        In section 10 of the CF 377 form, write the training days in hours. The planned hours 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).

4.        In sections 13 and 14, write "French."

5.        In section 15, para a), indicate whether the student has achieved the SLE objectives. The word 'Incomplete' is used when the student did not complete the course and/or did not take the SLE. Indicate 'non applicable' (N/A) in paras b and c.

6.        Section 16 can be used for comments on the strengths and weaknesses of the student, the number of hours of individual attention (remedial instruction), and a recommendation for continuing or repeating training, if applicable. Any useful clarifications will also be made in the event of course withdrawal or early graduation.

7.        The course report is designated PROTECTED A unless there is sensitive information about the student's performance, in which case it would be designated PROTECTED B. The final decision on the designation of course reports belongs to the chain of command of the SOLET delivery agency.

8.        Exception: At the Military Colleges, since SOLET is one of the components of the Regular Officer Training Programme/ Reserve Entry Training Programme, RMC of Canada and RMC Saint-Jean use course reports specific to the colleges. The CF 377 is only used at the end of the complete programme of university studies.

DISTRIBUTION LIST

At minimum:

        a.    Student;
        b.    Parent unit; and
        c.    Student's file.

### APPENDIX F-2 – PROGRESS LEVEL REPORT

1.      This appendix contains the progress level (PL) report that must be written:

      a.      at the end of each PL during a continuous course, except at the end of the course; and

      b.      at the end of single-PL courses that do not lead to the SLE.[81]

2.      The Progress Level Report can contain cumulative results.

3.      The Progress Level Report must be written in the Official Language chosen by the student, normally English. The SOLET delivery agency is responsible for translation costs.

4.      The Progress Level Report is designated PROTECTED A unless is contains sensitive information about performance, in which case it would be designated PROTECTED B.

---

[81] The reports used mid-course and at the end of summer courses given to students from the Military Colleges and civilian universities may vary from this model.

**PROTECTED A / PROTÉGÉ A**
**PROGRESS LEVEL REPORT / RAPPORT DE NIVEAU DE PROGRÈS**

| Renseignements personnels/Personal Data | | | | | | |
|---|---|---|---|---|---|---|
| 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** | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| **Compréhension auditive/Listening comprehension** | | | | | |
| Capacité de comprendre le sens général/Ability to understand the general | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Capacité de comprendre les détails/Ability to understand details | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| **Compréhension de l'écrit/Reading Comprehension** | | | | | |
| Capacité de comprendre le sens général/Ability to understand the general | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Capacité de comprendre les détails/Ability to understand details | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Capacité de comprendre en temps limité/Ability to understand within a | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Capacité de poursuivre la lecture malgré certains termes ou structures inconnus/Ability to continue to read in spite of the unknown terms or | 1☐ | 2☐ | 3☐ | 4☐ | 5 ☐ |
| **Expression écrite/Written Expression** | | | | | |
| Orthographe/Spelling | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Organisation et clarté du message/Organization and clarity of communication | 1☐ | 2☐ | 3☐ | 4☐ | 5 ☐ |
| Structures de phrases/Sentence structures | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Vocabulaire/Vocabulary | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Verbes (conjugaison/accord)/Verbs (conjugation/agreement) | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Utilisation des temps de verbes/Use of verb tenses | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Capacité d'élaboration/Ability to elaborate | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| **Compétence orale/Oral Proficiency** | | | | | |
| Prononciation/Pronunciation | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Débit-Rythme/Flow of speech-Rhythm | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Organisation et clarté du message/Organization and clarity of communication | 1☐ | 2☐ | 3☐ | 4☐ | 5 ☐ |
| Structures de phrase/Sentence structures | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Vocabulaire/Vocabulary | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Verbes (conjugaison/accord)/Verbs (conjugation/agreement) | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Utilisation des temps de verbes/Use of verb tenses | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Stratégies de communication/Communication strategies | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Capacité d'élaboration/Ability to elaborate | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| **Implication personnelle/Personal involvement** | | | | | |
| Participation en salle de classe/Class participation | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Application des recommandations/Implementation of recommendations | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Autocorrection/Self-correction | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Tolérance à la correction/Acceptance of correction | 1☐ | 2☐ | 3☐ | 4☐ | 5 |
| Utilisation de la langue cible à l'extérieur de la classe/Use of the target language outside the classroom | 1☐ | 2☐ | 3☐ | 4☐ | 5 ☐ |
| Assiduité à faire le travail demandé/Attentiveness to required work | 1☐ | 2☐ | 3☐ | 4☐ | 5 |

**PROTECTED A / PROTÉGÉ A**

**PROTECTED A / PROTÉGÉ A**
## 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<br>☐ COCOM/EC<br>☐ TMCNA/MTTLA<br>☐ AUTRE/OTHER | C.É./R.C. | | E.É./W.E. | | C.O./O.P. | |
|---|---|---|---|---|---|---|
|  | ☐ Réussite - Pass | ☐ Échec - Fail | ☐ Réussite - Pass | ☐ Échec - Fail | ☐ Réussite - Pass | ☐ Échec - Fail |

**Commentaires de l'étudiant(e)/Student's comments**

☐ J'ai lu ce rapport
   I have read this report

☐ J'en ai discuté avec l'équipe pédagogique (cours continus seulement)
   I have discussed it with the pedagogical team (continuous courses only)

**Signatures/Signatures**

**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 A / PROTÉGÉ A**

## ANNEX/ANNEXE

| Nom/Name | Lieu de formation/Training Location | NP/P |
|---|---|---|
|  |  |  |

**Annex/Annexe**

## APPENDIX F-3 – LANGUAGE RETENTION REPORT

1.    This appendix contains the report to write at the end of group and individual language-retention services.

2.    The language retention report must be written in the official language chosen by the student. SOLET delivery agencies are responsible for translation costs.

3.    The language retention report is designated PROTECTED A unless is contains sensitive information about performance, in which case it would be designated PROTECTED B

**PROTECTED A / PROTÉGÉ A**
**END OF SESSION REPORT / LANGUAGE RETENTION**
**RAPPORT DE FIN DE SESSION / MAINTIEN DE L'ACQUIS**

| Renseignements personnels/Personal Information | | | | | |
|---|---|---|---|---|---|
| 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/Private Provider | |

| OBJECTIFS/OBJECTIVES | L'objectif de ce service est le maintien du profil linguistique BBB ou CBC. / The objective of this service is the retention of the BBB or CBC language profile. |
|---|---|

**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.

**Signatures**

**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 |

ANNEXE/ANNEX

## 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**:
**Date:**

| Components | Legend | General comments | Type of error |
|---|---|---|---|
| | 1. Weak<br>2. Average<br>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 <br> 2. Average <br> 3. Superior | | |
| **Task** | | | |
| **Part 1** <br><br> Answer simple questions | 1.☐    2.☐    3.☐. | | |
| **Part 2** <br><br> Understand and state the reason for the call Understand and identify the request for assistance | 1.☐    2.☐    3.☐. | | |

| **Part 3**<br><br>Give a presentation and answer questions afterwards | 1.☐　　2.☐　　3.☐. | | |
| --- | --- | --- | --- |
| **Part 4**<br><br>Understand the dialogue<br>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 – PROGRESS REVIEW

## APPENDIX G-1 – DESCRIPTION OF PROGRESS REVIEW STAGES

1.        Progress review in SOLET is conducted at three stages, according to the situation and the type of course:[82]

        a.        Stage 1: Pedagogical support;

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

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

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

3.        In a short course, students who fail the course must retake it to achieve the course objectives.

4.        In continuous courses:

        a.        All EC failures, of the Mid-Term Test Level A (in the CFCLAB), or of the SLE (except at the end of the course) must be followed by **one of the stages** of the progress review process. This enables using pedagogical support or an IRB if the failure is considered minor (normally a maximum of two points from the pass mark in a test).

        b.        In certain cases, if the organization does not anticipate a cease training of the students, even if there is an accumulation of minor failures, it is possible to remain at the pedagogical support stage.

        c.        When the delivery agency is considering recommending a cease training, the IRB and PRB stages must be used.

        d.        All failures in the two last PLs of a continuous course must be evaluated on a case-by-case basis.

        e.        For students not selected by the SLTSPC, if the last SLE failure is at the end of the course, there is no PRB and the students will have failed their course.

---

[82] RMC Saint-Jean uses a progress review process based on the four pillars. Students showing some weakness are supported differently (ex. compulsory tutoring).

**Stage 1: Pedagogical support**

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

6. Students who demonstrate weaknesses during the course receive pedagogical support. 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 inferior results could entail.

7. 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.

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

9. The limited timeframe of short courses (single PL courses, specific skill courses, SLE preparation) only allows for the first progress review stage. 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)**

10. In a continuous course, the file must be transferred to an Independent Review Board (IRB) (see Annex G Appendix 1) in the following cases:

    a. If, during a meeting between a member of the teaching staff and the student, the staff member deems that, for a variety of reasons, pedagogical support will not resolve the problem; or

    b. If pedagogical support, including meetings with teaching staff and remedial action, has not resolved the problem in a satisfactory manner;

11. 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 or teaching irregularity must be resolved immediately. The teachers or the standards personnel who feel that an IRB is required must request that one be convened.

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

13.  Students must have the chance to present their point of view, in person, to the Committee.

14.  <u>Conduct of an IRB</u>. The actions undertaken by the IRB are the following:

   a.  Examine the documentation related to the students' training;

   b.  Interview the teachers who participated in the training and the personnel who communicated with the students regarding standards (e.g. Lesson 0);

   c.  Consult standards personnel to obtain advice or clarifications concerning any problem that may arise during training and processes related to CFITES;

   d.  Interview the students;

   e.  Determine the students' weaknesses;

   f.   Recommend an action plan that includes milestones that will allow deficiencies to be corrected and the students to return to a normal rate of progress; and

   g.  Place a record of the IRB meeting in the students' file. Appendix 3 of this annex provides a template of an IRB that may be used for this purpose, based on the needs of the delivery agency (optional).

15.  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). 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.

**Level 3:
Progress
Review Board
(PRB)**

16. <u>Principles of the PRB</u>. 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 students 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 students must be able to access all of the information to be used to make a decision (course reports, statements, etc). The students 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 students have made little acceptable progress in their course. PRB proceedings do not constitute a summary trial. Consequently, students generally represent themselves. In most cases, the students' 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 students in the interest of the SOLET delivery agency and the students;

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.[83]

17. <u>Reasons for convening a PRB</u>. The authority to convene a PRB belongs to the Cmdt.[84] The goal of the PRB is to review all circumstances considered at previous levels and to manage the following situations:

---

[83] 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.
[84] Ibid.

a. There is unsatisfactory progress that is apparent through recurring problems: (e.g. failures of two or more ECs and/or the Mid-Term Test Level A).

Notes:

(1) The required standard and the instructions must be clearly and formally communicated to students before all tests.

(2) A copy of the TP must be available to the students at all times.);

b. The other progress review stages have not solved the students' performance problems;

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

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

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

19. Activities prior to the conduct of a PRB:

a. Notify the students in writing that a PRB is being convened and the reasons for doing so;

b. Provide the students and all potential members of the PRB with a copy of Chapter 3 and Annex G of the TP;

c. Provide the students with all of the information that will be taken into consideration by the PRB;

d. Provide the students with an attending officer at the students' request, or, if the Cmdt[85] (or his/her equivalent) deems it appropriate;

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[85] *Ibid*

e. Decide whether students will be excluded from the training during the PRB or while waiting for its conclusions. 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 students can be excluded from an activity when their participation would be detrimental to their progress or that of the other students. The Cmdt[86] (or his/her equivalent) is responsible for making that decision.

Conduct of a PRB

20. The students 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 they wish to submit to the Board. The students must also be able to present their point of view to the Board along with any supporting evidence, particularly witnesses, if they wish.

21. The tasks of the PRB Chair are the following:

a. Inform the students that a PRB is being convened and explain the reasons for doing so;

b. Explain the possible outcomes that the PRB may recommend;

c. Explain the PRB proceedings to the students;

d. Ensure that the PRB principles are followed;

e. Ensure that the students are provided with all related documentation and have access to all information and conclusions;

f. Ensure that the students are provided the opportunity to address the Board and present information on their behalf;

g. Listen to / question all parties to fairly determine relevant conclusions;

h. Cease or adjourn the PRB if serious conclusions may warrant a higher level investigation or a summary trial; and

i. Ensure that the PRB Summary Report (Appendix 4 of this annex) is fully and correctly completed.

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[86] *Ibid*

22. Tasks of the PRB:

   a. Review all documentation relating to the students' training;

   b. Interview the students;

   c. Interview standards personnel, teachers and others (if applicable) who have personally witnessed the students' performance;

   d. Consult a member of the standards staff to obtain advice or clarifications concerning any problem that may arise during training and processes related to CFITES;

   e. Try to identify the cause of the students' unsatisfactory progress by examining the following elements:

      (1) Potential problems in terms of the conduct of the training, such as deficiencies in course delivery, as compared to the TP;

      (2) Potential personal problems;

      (3) Administrative problems;

      (4) Medical problems that are not part of a permanent or temporary medical category;

      (5) Disciplinary problems;

      (6) Other factors that could hinder the students' ability to make good progress and complete their course.

   f. Record its conclusions.

23. Once the Chair is satisfied that all of the information has been presented, the PRB is adjourned.

24. The PRB members (without the students) analyze the conclusions and issue one of the following recommendations:

   a. Continue training, with or without remedial training;

   b. Continue training, with reassessment;

   c. Take an alternate route e.g. leave the continuous course and take a single PL course at the appropriate level during the students' posting.

   d. Retake the course;

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

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

25. Activities following the conduct of a PRB:

a.  The Chair summarizes the PRB's conclusions, substantiations and recommendations to the Cmdt[87] in accordance with Appendix 4 of this annex;

b.  The Cmdt[88] makes the final decision(s) regarding the students in light of the PRB's findings. If the Cmdt[89] 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[90] 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.)[91]

Administration of progress review

26. 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 stages of progress review;

b.  The reasons for convening a PRB;

c.  The consequences of unsatisfactory progress during the course.

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

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

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

28. Progress monitoring – Teachers must monitor the remedial training if the PRB has recommended it in the PRB Summary Report (Appendix 4 of this annex).

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[87] *Ibid.*
[88] *Ibid.*
[89] *Ibid.*
[90] Ibid.
[91] Ibid.

29. The appropriate administrative action is selected from Part V of the PRB Summary Report (Appendix 4 of this annex):

| Cmdt's decision[92] in light of the PRB's recommendation | Administrative action |
|---|---|
| a. Continue training, with or without remedial training;<br><br>b. Continue training, with reassessment; | The PRB Summary Report is placed in the students' file.<br><br>If another PRB must be convened afterwards, the summary report of the original PRB is to be used for information only.<br><br>A different summary report must be written for each PRB (if applicable |
| c. Retake the course; | The PRB Summary Report is placed in the students' file.<br><br>If another PRB must be convened afterwards, the summary report of the original PRB is to be used for information only.<br><br>The appropriate administrative action is conducted with respect to the course retake. |
| d. Take an alternate route e.g. leave the continuous course and take a single PL course at the appropriate level during the students' posting. | The PRB Summary Report is placed in the students' file.<br><br>Prepare a Course Report – CF 377. |
| e. Cease training and RTU;<br><br>f. Cease training and referral to a PSO. | Conduct unit out clearance procedures.<br><br>Prepare a Course Report – CF 377.<br><br>Prepare a Referral to PSO Form (if applicable). |

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[92] Ibid.

## APPENDIX G-2 – PERSONNEL INVOLVED – PROGRESS REVIEW

| Level 1 – PEDAGOGICAL COACHING | | |
|---|---|---|
| - Teacher | | |
| - Pedagogical advisor | | |
| **Level 2 – INDEPENDENT REVIEW BOARD (IRB) – Composition** | | |
| CFLS<br>(DND pers – LAT/EDS)<br><br><br>1. Chair:<br>Coy/Division OC<br><br>2. Ped Adv (LAT-02)<br><br>3. Local Standards Rep | LTC<br>(DND pers – LAT)<br><br><br>1. Chair:<br>LTC CO (Maj/Capt)<br><br>2. Ped Adv (LAT-02)<br><br>3. SOLET Mgr Rep          3. Army: LTC Sergeant-Major | ENVIRONMENTS<br>Navy, Army, Air<br>(NISO Private Providers)<br><br>1. Chair:<br>BCOL<br><br>2. Ped Adv<br><br>3. SOLET Mgr Rep |
| CFLS<br>(NISO Private Providers)<br><br>1. Chair:<br>NCR Coy OC<br><br>2. Fmn Coord (EDS)<br><br>3. Ped Adv | | |

| Level 3 – PROGRESS REVIEW BOARD (PRB) – Composition | | | |
|---|---|---|---|
| CFLS (DND pers – LAT/EDS) | LTC (DND pers – LAT) | | ENVIRONMENTS Navy, Army, Air (NISO Private Providers)<br><br>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: G1/B1 (Military Personnel Manager, supervisor of the BCOL); or Base/Wing Admin O |
| 2. Chief Standards | 2. Navy: CFNOS Rep | 2. Army: LTC CO (Maj/Capt)    2. Air: Admin Officer (LCol) or Personnel Management Officer | 2. BCOL (or CCOL in SLTSPC cases) |
| 3. Ped Rep (LAT-EDS)<br><br>Note: The Chair may invite witnesses/advisors. | 3. SOLET Mgr Rep | | 3. SOLET Mgr Rep |
| CFLS (NISO Private Providers)<br><br>1. Chair: NCR Coy 2IC<br><br>2. Ped Adv<br><br>3. Standards Rep | | | |

| PRB: Who authorizes the PRB and makes the decision on the recommendations | | | |
|---|---|---|---|
| CFLS<br>Cmdt | LTC<br>Senior officer in the LTC CO's chain of command e.g. Base/Wing Adm O. | Army LTC<br>LFQA TC CO or equivalent (depending on the case or the student's rank) | ENVIRONMENTS<br>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, except in the case of SLTSPC students of a higher rank. 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 G-3 – INDEPENDENT REVIEW BOARD SUMMARY REPORT

| PART I : Identity | | | | | | |
|---|---|---|---|---|---|---|
| Information about student | SN | | Name | | Rank | |
| Information about course | Course Number | | Title | | | |

**PART II : Insufficient SOLET progress leading to IRB**

| REASON FOR CONVENING IRB | Check relevant elements | Teacher's comments: |
|---|---|---|
| Second EC failure | | |
| CFCLAB : Failure of MTTLA (if previous EC failure) | | |
| CFCLAB : Failure of first SLE attempt (if previous EC or MTTLA failure) | | Standards personnel comments (if applicable) |
| CFCLA, CFCLB, CFCLC, CFCLCacc : failure of first SLE attempt (if previous EC failure) | | |
| Other (specify) | | |
| **Information about EC/MTTLA/SLE failure :** | | |
| Student result | | |
| Group pass rate | | |
| Number of students in group | | Student signature              Date |

**PART III : IRB Composition**

| | Title | SN | Rank and Name | Initials |
|---|---|---|---|---|
| Chair | | | | |
| Member | | | | |
| Member | | | | |
| Secretary | | | | |
| Other (specify) | | | | |

**PART IV : IRB Conclusions**

| Probable causes of poor student performance | Problem related to teaching | | Personal problem | | Administrative problem | |
|---|---|---|---|---|---|---|
| | Health problem | | Disciplinary problem | | Other | |

**DETAILS**:

| **PART V : IRB Recommendation** [93] **(following the evaluation in Part IV)** | |
|---|---|
| **REASONS :** | |
| Signature of IRB Chair | Date |

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[93] If remedial teaching is recommended, there must be a documented follow-up for the later convocation of a PRB.

## APPENDIX G-4 – 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) | | | | |

PROTECTED B (when completed)

| PART IV: PRB's Conclusions | | | | | | |
|---|---|---|---|---|---|---|
| **Probable cause of the student's unsatisfactory performance** | Problem with teaching | | Personal problem | | Administrativ e 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 - COURSES AND SERVICES – CANADIAN ARMED FORCES FRENCH CURRICULUM (CAFFC)

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: 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.      The 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 language profile of AAA, BBB or CBC.

2.  A continuous course is full time; it normally lasts four months (single semester course) or over six months (full year course) and may require the CAF member to be posted.

**Content of the appendix**

3.  This appendix includes descriptions of the following five continuous courses:

  a.  Full year courses:

    (1)  Appendix H-1.1: Continuous French Course Level AB (CFCLAB); and

    (2)  Appendix H-1.2: Continuous French Course Level C (CFCLC).

  b.  Single semester courses:

    (1)  Appendix H-1.3: Continuous French Course Level A (CFCLB);

    (2)  Appendix H-1.4: Continuous French Course Level B (CFCLB); and

    (3)  Appendix H-1.5: Continuous French Course Level C Accelerated (CFCLCacc).

## APPENDIX H-1.1 - CONTINUOUS FRENCH COURSE LEVEL AB (CFCLAB) (ONE YEAR)

| Course number in MITE system | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 117952 | CONTINUOUS FRENCH CRSE LVL AB | CFCLAB |

| | | |
|---|---|---|
| 1 | Objective | The objective of this course is to enable students to master PO 402[94] and obtain a BBB language profile. |
| 2 | Target clientele | 1.   This course is primarily offered to two different groups of people:<br><br>a.   *Group 1*:<br><br>(1)   Members on the Advanced Training List (ATL) who have been nominated by career managers; and<br><br>(2)   Students selected by the Second Language Training Succession Planning Committee (SLTSPC);<br><br>b.   *Group 2*: Members on the Basic Training List (BTL).<br><br>2.   Other members of the Canadian Forces may be authorized to take this course. This includes local candidates integrated without a posting.<br><br>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:<br><br>1.   Progress Levels (PLs) 1 to 7;<br><br>2.   A period of SLE preparation, and, depending on requirement:<br><br>3.   A remedial period for students who did not pass the SLE the first time. This period will enable them to retake the failed test(s), at least 30 calendar days after the first attempt. |
| 4 | Prerequisites | 1.   None. However, a familiarization with PL 1 activities in the CAFFCP in ALLIES Web is an asset and will facilitate learning during the first few weeks of the course. |

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[94] The mastery of the PO is determined based on formative evaluation instruments, lesson verifications, ECs, Verification tests (if applicable), observations of classroom learning, progress during activities, quizzes, mini-tests, presentations, follow-up interviews, portfolios, etc.

| | | 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. When the result of the placement test is PL 3 or higher, candidates are normally integrated at the corresponding level. |
|---|---|---|---|
| 5 | Duration | 1. | 1,320 hours, maximum (220 days). |
| | | 2. | *Group 1*: The course is generally given from the end of July 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, preparing for tests, taking tests, administration time, professional development days, contingencies (snowstorms, etc.), and authorized activities. The course hours exclude days spent on arrival and departure procedures. |
| | | 5. | Daily hours of language training: 6 hours of classroom teaching. Students should also expect up to an hour of homework in the evening. |
| 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, with the exception of PL 7, which is 180 hours on average.[95] |
| | | 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 and, ideally, two or more complete PLs. Integrated candidates may come from different sources (e.g., they may be nominated by career managers, registered locally in already existing classes, etc.). The integration date is determined based on the placement test result. |
| | | 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. |

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[95] The total of 180 hours includes 150 course hours and 30 hours of SLE preparation.

| 7 | Training strategy | 1. | The Canadian Armed Forces French Curriculum programmed version (CAFFCP), with guidance from the teacher, can be used to support the training, address weaknesses and retain skills. |
|---|---|---|---|
| | | 2. | *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. | Minimum: 6 (including the students integrated after the start of the course); |
| | | 2. | Optimum: 8 |
| | | 3. | Maximum: 10 |
| 9 | Evaluation[96] | 1. | Students must take: |
| | | a. | An EC after PL 1, 2, 3, 5, and 6; and |
| | | b. | The Mid-Term Test Level A after PL 4. |
| | | 2. | At the end of the course, students must take the SLE and obtain a BBB profile to pass the course. |
| | | 3. | If students fail one or more SLE tests, they can retake the test(s) following a 30-calendar-day waiting period. |
| 10 | Management | 1. | Nomination |
| | | a. | *Group 1*: |
| | | (1) | ATL: career managers; |
| | | (2) | SLTSPC: staff from the Director of Senior Appointments (DSA). |
| | | b. | *Group 2*:  BTL: BTL managers. |
| | | c. | Candidates from the local area are nominated by their home unit. |

[96] See Chapter 3

|  |  | 2. | Candidates from the ATL, SLTSPC and BTL are generally posted to the training establishment for the full duration of the course. |
|  |  | 3. | Candidates from the local area are integrated without a posting. |

## APPENDIX H-1.2 - CONTINUOUS FRENCH COURSE LEVEL C (CFCLC) (ONE YEAR)

| Course number in MITE system | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 117947 | CONTINUOUS FRENCH CRSE LVL C | CFCLC |

| | | |
|---|---|---|
| 1 | Objective | The objective of this course is to enable students to master PO 403[1] and obtain a CBC language profile. |
| 2 | Target clientele | 1.   For this course,<br><br>    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, Col/Capt(N) and LCol/Cdr, and CWO/CPO1 assigned to designated positions requiring a CBC profile. The Director Military Careers (D Mil C) and the Director Senior Appointments (DSA) establishes the priorities on an annual basis.<br><br>    b.   Other Regular Force members nominated by career managers may be admitted based on priorities and resources.<br><br>2.   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 | 1.   The CFCLC includes the following elements:<br><br>    a.   Level B refresher training;<br><br>    b.   Level C training: PLs 8 to 11 (PO 403);<br><br>    c.   Preparation for the SLE;<br><br>    d.   The SLE (achievement of the CBC profile); and<br><br>    e.   As required:<br><br>        (1)   A remedial period for students who did not achieve the objectives on their first SLE attempt. This period will enable them to prepare themselves to retake the failed test(s); and |

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[1] The mastery of the PO is determined based on formative evaluation instruments, lesson verifications, ECs, Verification tests (if applicable), observations of classroom learning, progress during activities, quizzes, mini-tests, presentations, follow-up interviews, portfolios, etc.

| | | | |
|---|---|---|---|
| | | (2) | A second remedial period for students who did not achieve the objectives on their first SLE attempt. |
| | | 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 from levels A and B. |
| 4 | Prerequisites | 1. | A valid BBB profile; and |
| | | 2. | A result of at least PL 8 on an Oral Proficiency placement test, given before the beginning of the course. |
| 5 | Duration | 1. | 1,200 hours, maximum (200 days), usually from the beginning of August to the end of June. |
| | | 2. | Course hours include time spent on learning, preparing for tests, taking tests, administration time, professional development days, contingencies (snowstorms, etc) and authorized activities. The course hours exclude days spent on arrival and departure procedures. |
| | | 3. | <u>Daily language training hours</u>: Six hours of in-class training; in addition, the students should expect to do up to two hours of homework every evening. |
| | | 4. | When this course is given to SLTSPC students, the course duration can be extended to enable the students to achieve the CBC profile. That can be achieved with internal resources or through a separate call-up (NISO), authorized by the SOLET manager. |
| 6 | Format | 1. | The training takes place |
| | | | a.   in the classroom; and |
| | | | b.   full time. |
| | | 2. | Refresher training is 150 hours, on average. |
| | | 3. | The course is divided into PLs that are, on average, 180 hours each, except for PL 11, which is 210 hours.[2] |

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[2] The 210-hour total includes 150 course hours and 60 hours of preparation for the SLE.

| | | 4. | *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 and, ideally, two or more complete PLs. Integrated candidates may come from different sources (e.g. they may be nominated by career managers, registered locally in already-existing classes, etc.) The integration date is determined based on the placement test result. |
|---|---|---|---|
| 7 | Training strategy | 1. | This course is the recommended strategy for members with a BBB profile aiming for a CBC profile. |
| | | 2. | The Canadian Armed Forces French Curriculum programmed version (CAFFCP), with guidance from the teacher, can be used to support the training, address weaknesses and retain skills. |
| | | 3. | The following enrichment strategies have been adopted to maximize the effectiveness of the training: |
| | | a. | *Immersion.* Depending on the budget of the SOLET delivery agencies, a two-week immersion programme is offered, normally after PL 9.[3] This programme involves having students stay with a Francophone host family. The families are selected based on criteria defined in order to provide both high-quality accommodation and effective reinforcement of the material learned. The host family immersion occurs in a Francophone environment. The immersion programme also includes classroom training. SOLET delivery agencies that do not offer the immersion component provide two weeks of training in the same place as the rest of the course. |
| | | b. | *Self-regulated learning*. Teachers can make use of techniques conducive to self-regulated learning, such as video or audio recordings. |
| | | 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) or the SLE. 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. |

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[3] The immersion period must be included in the maximum duration of the course. Given the flexibility in the duration of PLs, it is possible to offer PL 9 and 10 at 150 hours each, and insert the two weeks of immersion (60 hours) in between, for a total of 360 hours, which is the maximum for the two PLs together.

| 8 | Number of students per class | 1. | Minimum: 2; |
|---|---|---|---|
|   |   | 2. | Optimum: 4; and |
|   |   | 3. | Maximum: 4 |
| 9 | Evaluation[4] | 1. | The students take an EC after PLs 8, 9 and 10; |
|   |   | 2. | The Verification Test Level C in Oral Proficiency may be used in some cases, before or after a failure of the SLE Test of Oral Proficiency. |
|   |   | 3. | Students must take the SLE tests and obtain a CBC profile to pass the course. |
|   |   | 4. | If student fail one or more SLE tests, they can retake the test(s) following a minimum 30-calendar-day waiting period. |
| 10 | Management | 1. | Nomination: |
|   |   | a. | Candidates nominated by the career managers or the Director Senior Appointments (DSA). are generally posted to the training establishment for the total duration of the course. |
|   |   | b. | Candidates from the local area are nominated by their home unit, and integrated without a posting. |

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[4] See Chapter 3

## APPENDIX H-1.3 - CONTINUOUS FRENCH COURSE LEVEL A (CFCLA) (ONE SEMESTER)

| Course number in MITE system | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 121380 | CONTINUOUS FRENCH COURSE LVL A | CFCLA |

| | | |
|---|---|---|
| 1 | Objective | The objective of this course is to enable students to master PO 401[1] and obtain an AAA language profile. |
| 2 | Target clientele | 1. This course is primarily offered to two different groups of people:<br><br>   a. *Group 1*: Members on the Advanced Training List (ATL) who have been nominated by career managers; and<br><br>   b. *Group 2*: Members on the Basic Training List (BTL).<br><br>2. Other members of the Canadian Forces may be authorized to take this course. This includes local candidates integrated without a posting.<br><br>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:<br><br>1. Progress Levels (PLs) 1 to 4;<br><br>2. A period of SLE preparation is included in the hours of training. |
| 4 | Prerequisites | 1. None. However, a familiarization with PL 1 activities in the CAFFCP in ALLIES Web is an asset and will facilitate learning during the first few weeks of the course.<br><br>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. When the result of the placement test is PL 3 or higher, candidates are normally integrated at the corresponding level. |

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[1] The mastery of the PO is determined based on formative evaluation instruments, lesson verifications, ECs, Verification tests (if applicable), observations of classroom learning, progress during activities, quizzes, mini-tests, presentations, follow-up interviews, portfolios, etc.

| 5 | Duration | 1. | 600 hours, maximum (100 days). |
|---|---|---|---|
| | | 2. | *Group 1*: The course is generally given: |
| | | | a.   from the end of July or the beginning of August to the end of December; and |
| | | | b.   from the beginning of January to mid-June. |
| | | 3. | *Group 2*: The course can begin at any time during the year. |
| | | 4. | Course hours include time spent on learning, preparing for tests, and taking tests. |
| | | 5. | Daily hours of language training: 6 hours of classroom teaching. Students should also expect up to an hour of homework in the evening. |
| 6 | Format | 1. | The training takes place |
| | | | a.   in the classroom; and |
| | | | b.   full time. |
| | | 2. | The course is divided into PLs that are, on average, 150 hours each. |
| | | 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 and, ideally, two or more complete PLs. Integrated candidates may come from different sources (e.g., they may be nominated by career managers, registered locally in already existing classes, etc.). The integration date is determined based on the placement test result. |
| | | 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 French Curriculum programmed version (CAFFCP), with guidance from the teacher, can be used to support the training, address weaknesses and retain skills. |

| | | | |
|---|---|---|---|
| | | 2. | *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. | Minimum: 6 (including the students integrated after the start of the course); |
| | | 2. | Optimum: 8 |
| | | 3. | Maximum: 10 |
| 9 | Evaluation[2] | 1. | Students must take an EC after PL 1, 2 and 3. |
| | | 2. | At the end of the course, students must take the SLE and obtain a BBB profile to pass the course. |
| | | 3. | If students fail one or more SLE tests, they can retake the test(s) following a 30-calendar-day waiting period, normally in the context of a different course.[3] |
| 10 | Management | 1. | Nomination |
| | | | a.   *Group 1*: ATL: career managers; |
| | | | b.   *Group 2*:  BTL: BTL managers. |
| | | | c.   Candidates from the local area are nominated by their home unit, |
| | | 2. | ATL and BTL candidates are generally posted to the training establishment for the full duration of the course. |
| | | 3. | Candidates from the local area are integrated without a posting. |

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[2] See Chapter 3

[3] Due to the time constraints of a single-semester 600-hour course, students who do not obtain an AAA profile could be referred to another course, normally the single-skill PL 4 course.

## APPENDIX H-1.4 - CONTINUOUS FRENCH COURSE LEVEL B (CFCLB) (ONE SEMESTER)

| Course number in MITE system | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 121376 | CONTINUOUS FRENCH COURSE LVL B | CFCLB |

| | | |
|---|---|---|
| 1 | Objective | The objective of this course is to enable students to master PO 402[1] and obtain a BBB language profile. |
| 2 | Target clientele | 1. This course is primarily offered to two different groups of people:<br><br>   a. *Group 1*:<br><br>      (1) Members on the Advanced Training List (ATL) who have been nominated by career managers; and<br><br>      (2) Students selected by the Second Language Training Succession Planning Committee (SLTSPC);<br><br>   b. *Group 2*: Members on the Basic Training List (BTL).<br><br>2. Other members of the Canadian Forces may be authorized to take this course. This includes local candidates integrated without a posting.<br><br>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:<br><br>1. Progress Levels (PLs) 5 to 7;<br><br>2. A period of of SLE preparation, and, depending on requirement:<br><br>3. A remedial period for students who did not achieve the SLE objectives the first time. This period will enable them to retake the failed test(s), at least 30 calendar days after the first attempt. |
| 4 | Prerequisites | 1. AAA Profile; and<br><br>2. Placement of PL 5 in the Oral Proficiency placement test, conducted before the beginning of the course. |

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[1] The mastery of the PO is determined based on formative evaluation instruments, lesson verifications, ECs, Verification tests (if applicable), observations of classroom learning, progress during activities, quizzes, mini-tests, presentations, follow-up interviews, portfolios, etc.

|   |   |   |   |
|---|---|---|---|
|   |   | 3. | Students placed at PL 6 or PL 7 can be integrated in the course at the corresponding level. |
| 5 | Duration | 1. | 630 hours, maximum (105 days). |
|   |   | 2. | *Group 1*: The course is generally given: |
|   |   |   | a.   from the end of July or, the beginning of August to the end of December; and |
|   |   |   | b.   from the beginning of January to mid-June. |
|   |   | 3. | *Group 2*: The course can begin at any time during the year. |
|   |   | 4. | Course hours include time spent on learning, preparing for tests, and taking tests. |
|   |   | 5. | <u>Daily hours of language training</u>: 6 hours of classroom teaching. Students should also expect up to an hour of homework in the evening. |
| 6 | Format | 1. | The training takes place |
|   |   |   | a.   in the classroom; and |
|   |   |   | b.   full time. |
|   |   | 2. | The course is divided into PLs that are, on average, 150 hours each, with the exception of PL 7, which is 180 hours.[2] |
|   |   | 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 and, ideally, two complete PLs. Integrated candidates may come from different sources (e.g., they may be nominated by career managers, registered locally in already existing classes, etc.). The integration date is determined based on the placement test result. |
|   |   | 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 French Curriculum programmed version (CAFFCP), with guidance from the teacher, can be used to support the training, address weaknesses and retain skills. |

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[2] The total of 180 hours includes 150 course hours and 30 hours of SLE preparation.

| | | | |
|---|---|---|---|
| | | 2. | *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. | Minimum: 6 (including students integrated after the start of the course); |
| | | 2. | Optimum: 8 |
| | | 3. | Maximum: 10 |
| 9 | Evaluation[3] | 1. | Students must take an EC after PLs 5 and 6. |
| | | 2. | At the end of the course, students must take the SLE in accordance with the standards established in Chapter 3 and obtain a BBB profile to pass the course. |
| | | 3. | If students fail one or more SLE tests, they can retake the test(s) following a 30-calendar-day waiting period. |
| 10 | Management | 1. | Nomination |
| | | | a.    *Group 1*: ATL: career managers; |
| | | | b.    *Group 2*: BTL: BTL managers. |
| | | | c.    Candidates from the local area are nominated by their home unit. |
| | | 2. | Candidates from the ATL and BTL are generally posted to the training establishment for the full duration of the course. |
| | | 3. | Candidates from the local area are integrated without a posting. |

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[3] See Chapter 3

**APPENDIX H-1.5 - CONTINUOUS FRENCH COURSE LEVEL C ACCELERATED (CFCLCacc) (ONE YEAR)**

| Course number in MITE system | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 121381 | CONTINUOUS FREN CRSE LVL C acc | CFCLCacc |

| | | |
|---|---|---|
| 1 | Objective | The objective of this course is to enable students to master PO 403[1] and obtain a CBC language profile. |
| 2 | Target clientele | 1.    For this course:<br><br>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, Col/Capt(N), LCol/Cdr, and CWO/CPO1 assigned to designated positions requiring a CBC profile. The Director Military Careers (D Mil C) and the Director Senior Appointments (DSA) establish the priorities on an annual basis.<br><br>b.    Other Regular Force members may be admitted based on priorities and resources.<br><br>2.    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 | 1.    The CFCLCacc includes the following elements:<br><br>a.    Level C training: PLs 8 to 11 (PO 403);<br><br>b.    Preparation for the SLE;<br><br>c.    The SLE (achievement of the CBC profile). |
| 4 | Prerequisites | 1.    A valid BBB profile; and<br><br>2.    A result of at least PL 8 on an Oral Proficiency placement test, given before the beginning of the course. |

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[1] The mastery of the PO is determined based on formative evaluation instruments, lesson verifications, ECs, Verification tests (if applicable), observations of classroom learning, progress during activities, quizzes, mini-tests, presentations, follow-up interviews, portfolios, etc.

| 5 | Duration | 1. | 630 hours, maximum (105 days). |
|---|---|---|---|
| | | 2. | This course is generally given: |
| | | | a.   From the end of July or the beginning of August to the end of December; and |
| | | | b.   From the beginning of January to the mid-June. |
| | | 3. | Course hours include time spent on learning, preparing for tests and taking tests. |
| | | 4. | <u>Daily language training hours</u>: Six hours of in-class training; in addition, the students should expect to do up to two hours of homework every evening. |
| | | 5. | When this course is given to SLTSPC students, the course duration can be extended to enable the students to achieve the CBC profile. That can be achieved with internal resources or through a separate call-up (NISO), authorized by the SOLET manager. |
| 6 | Format | 1. | The training takes place |
| | | | a.   in the classroom; and |
| | | | b.   full time. |
| | | 2. | The course is divided into PLs that are, on average, 150 hours each, except for PL 11, which is 180 hours.[2] |
| | | 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 and, ideally, two or more complete PLs. Integrated candidates may come from different sources (e.g. they may be nominated by career managers, registered locally in already-existing classes, etc.) The integration date is determined based on the placement test result. |
| 7 | Training strategy | 1. | The Canadian Armed Forces French Curriculum programmed version (CAFFCP), with guidance from the teacher, can be used to support the training, address weaknesses and retain skills. |

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[2] The 180-hour total includes 120 course hours and 60 hours of preparation for the SLE.

|  |  | 2. | The following enrichment strategies have been adopted to maximize the effectiveness of the training: |
|---|---|---|---|
|  |  |  | a. *Immersion.* Depending on the budget of the SOLET delivery agencies, a two-week immersion programme is offered, normally after PL 9. This programme involves having students stay with a Francophone host family. The families are selected based on criteria defined in order to provide both high-quality accommodation and effective reinforcement of the material learned. The host family immersion occurs in a Francophone environment. The immersion programme also includes classroom training. SOLET delivery agencies that do not offer the immersion component provide two weeks of training in the same place as the rest of the course. |
|  |  |  | b. *Self-regulated learning.* Teachers can make use of techniques conducive to self-regulated learning, such as video or audio recordings. |
|  |  | 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 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) or the SLE. 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: 2; |
|  |  | 2. | Optimum: 4; and |
|  |  | 3. | Maximum: 4 |
| 9 | Evaluation[3] | 1. | The students take an EC after PLs 8, 9 and 10; |
|  |  | 2. | The Verification Test Level C in Oral Proficiency may be used in some cases, before or after a failure of the SLE Test of Oral Proficiency. |
|  |  | 3. | Students must take the SLE tests and obtain a CBC profile to pass the course. |

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[3] See Chapter 3

| | | | |
|---|---|---|---|
| | | 4. | If students fail to achieve a CBC profile, they can retake the test(s) following a minimum 30-calendar-day waiting period, normally in the context of another course.[4] |
| 10 | Management | 1. | Nomination:<br><br>a.   Candidates nominated by the career managers or the Director Senior Appointments (DSA). are generally posted to the training establishment for the total duration of the course.<br><br>b.   Candidates from the local area are nominated by their home unit, and integrated without a posting. |

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[4] Due to the time constraints of a single semester 630 hour course, a student who does not obtain a CBC profile may be referred to another course, usually a single NP 11 course or a single skill Level C oral courses.

### 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.   Appendix H-2.1: Single progress level courses – Classroom (PLs 1 to 11);

   b.   Appendix H-2.2: Single progress level courses – In lab with on-site tutoring (PLs 1 to 4);

   c.   Appendix H-2.3: Single progress level courses – Distance tutoring (DT – PLs 1 to 7);

   d.   Appendix H-2.4: Single progress level courses – Virtual Classroom (PLs 1 to 7); and

   e.   Appendix H-2.5 : Réacquisition courses: single NP courses in an accelerated format – Classroom (PLs 8 to 11).

## APPENDIX H-2.1 - SINGLE PROGRESS LEVEL (PL) COURSES – CLASSROOM

| Course number in MITE system | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 114739 | SOLET PROGRESS LEVEL 1 FRENCH | PL 1 FR |
| 114740 | SOLET PROGRESS LEVEL 2 FRENCH | PL 2 FR |
| 114741 | SOLET PROGRESS LEVEL 3 FRENCH | PL 3 FR |
| 114742 | SOLET PROGRESS LEVEL 4 FRENCH | PL 4 FR |
| 114743 | SOLET PROGRESS LEVEL 5 FRENCH | PL 5 FR |
| 114744 | SOLET PROGRESS LEVEL 6 FRENCH | PL 6 FR |
| 114745 | SOLET PROGRESS LEVEL 7 FRENCH | PL 7 FR |
| 114751 | SOLET MISE À NIVEAU B FRENCH | MAN B FR |
| 114746 | SOLET PROGRESS LEVEL 8 FRENCH | PL 8 FR |
| 114747 | SOLET PROGRESS LEVEL 9 FRENCH | PL 9 FR |
| 114748 | SOLET PROGRESS LEVEL 10 FRENCH | PL 10 FR |
| 114749 | SOLET PROGRESS LEVEL 11 FRENCH | PL 11 FR |

| 1 | Objective | The objectives of these courses are as follows:<br><br>1.    Level A<br><br>      a.    PLs 1, 2 and 3: Successful completion of the enabling check (EC) of the corresponding PL; and<br><br>      b.    PL 4: Mastery of performance objective (PO) 401[1] and attainment of at least an AAA language profile on the Public Service Commission (PSC) Second Language Evaluation (SLE);<br><br>2.    Level B<br><br>      a.    PLs 5 and 6: Successful completion of the EC of the corresponding PL; and<br><br>      b.    PL 7: Mastery of PO 402[2] and attainment of at least a BBB language profile on the SLE; and<br><br>3.    Level C<br><br>      a.    Level B Refresher: consolidate Level B skills;<br><br>      b.    PLs 8, 9 and 10: Successful completion of the Enabling Check (EC) of the appropriate PL; and |
|---|---|---|

[1] The mastery of the PO is determined based on formative evaluation instruments, lesson verifications, ECs, Verification tests (if applicable), observations of classroom learning, progress during activities, quizzes, mini-tests, presentations, follow-up interviews, portfolios, etc.
[2] *Ibid*

| | | |
|---|---|---|
| | | c.   PL 11: Mastery of PO 403[3] and attainment of at least a CBC language profile on the SLE. |
| 2 | Target clientele | 1.   Levels A and B courses are offered to members of the Regular Force, based on requirements and available resources.<br><br>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.<br><br>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 11.<br><br>2.   *Level C – Level B refresher (mise à niveau).* 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 content of refresher training is tailored to the students' needs. The objective of the refresher is for students to consolidate their language skills prior to beginning PL 8. |
| 4 | Prerequisites | 1.   PL 1: None;<br><br>2.   PL 2 to 11: To access each PL, students must have completed the previous PL less than 12 months before the start of the desired PL or be at an equivalent level as demonstrated on an Oral Proficiency 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 duration of the PLs is the following:<br><br>a.   PLs 1 to 6, 8 to 10: 150 hours; in the case of PL 4 this includes preparing for the SLE;<br><br>b.   PL 7: 180 hours which includes:<br><br>(1) 150 hours of PL 7 content; and<br><br>(2) 30 hours of preparation for the SLE. |

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[3] *Ibid*

| | | | |
|---|---|---|---|
| | | c. | PL 11: 180 hours which includes: |
| | | | (1) 120 hours of PL 11 content; and |
| | | | (2) 60 hours of preparing for the SLE. |
| | | 2. | The PLs should normally be completed within a set timeframe to maintain a pace of learning that enables students to master the POs and obtain the required language profiles, |
| | | | a. *Level A.* PLs 1 to 4 should be completed within a 24-month period. |
| | | | b. *Level B.* PLs 5 to 7 should be completed within an 18-month period. |
| | | | c. *Level C.* PLs 8 to 11 should ideally be completed in a continuous manner. However, if the training must be interrupted between PLs, it should not be for longer than 10 weeks. From the start of PL 8 until the successful completion of PL 11, 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 SLE is possible in certain cases at the end of PLs 4, 7 and 11, and to the EC at the end of the other PLs. |
| 6 | Format | 1. | The courses take place |
| | | | a. in the classroom; and |
| | | | b. full time or part time, at least 15 hours per week. |

| Format (ctd) | Description of typical learning paths: |
|---|---|

Examples of full time and part time learning paths 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). These courses may also be offered in virtual classrooms. Between their courses, students are encouraged to pursue their studies in the Canadian Armed Forces French Curriculum – Programmed Version (CAFFCP).

1. *Level A: PLs 1 to 4.*

    a. Example of an extended learning path:

| PL | MODE | DETAILS | DURATION | RESTRICTIONS |
|---|---|---|---|---|
| 1 | Classroom | Part time, 15 hours per week. | 20 weeks | Maximum recommended period: 24 months. |
| 2 | | | | |
| 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 a rapid learning path (back-to-back courses):

| PL | MODE | DETAILS | DURATION | 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 the three PLs full time, in a continuous manner, to maximize their chances of success.

    a. Example of an extended learning path:

| PL | MODE | DETAILS | DURATION | RESTRICTIONS |
|---|---|---|---|---|
| 5 | Classroom | Part time, 15 hours per week. | 10 weeks | Maximum recommended period: 18 months. |
| Away from training | | | | |
| 6 | Classroom | Part time, 15 hours per week. | 10 weeks | |
| Away from training | | | | |
| 7 | Classroom | Part time, 15 hours per week. | 12 weeks | |

b.  Example of a rapid learning path (back-to-back courses):

| PL | MODE | DETAILS | DURATION | RESTRICTIONS |
|---|---|---|---|---|
| 5 | Classroom | Full time, 30 hours per week. | 5 weeks | Maximum recommended period: 18 months. |
| 6 | Classroom | | 5 weeks | |
| 7 | Classroom | | 6 weeks | |

3.  *Level C: PLs 8 to 11*. Example of a typical learning path[4]:

| PL | MODE | DETAILS | DURATION | RESTRICTIONS |
|---|---|---|---|---|
| Refr B | Classroom | Following a marginal assessment on the placement interview. | 5 weeks, on average | Done immediately before the start of PL 8. |
| 8 | Classroom | Full time, 30 hours per week. | 5 weeks | Maximum recommended period: 18 months between the start of PL 8 and successful completion of the courses. |
| Language retention outside of training (Maximum interval of 10 weeks) | | | | |
| 9 | Classroom | Full time, 30 hours per week. | - 5 weeks.<br>- For students integrated in the CFCLC, also 5 weeks, 2 of which can be spent in immersion in a host family (optional). | |
| Language retention outside of training (Maximum interval of 10 weeks) | | | | |
| 10 | Classroom | Full time, 30 hours per week. | | |
| Language retention outside of training (Maximum interval of 10 weeks) | | | | |
| 11 | Classroom | Full time, 30 hours per week. | 4 weeks | |
| | | | Pre-SLE: Maximum of 2 weeks, starting with administration of VTLC). | |

| 7 | Training strategy | 1.  The CAFFCP, with guidance from the teacher, can be used to support the training, address weaknesses and retain skills.<br><br>2.  In principle, so as to promote group cohesion, the classes should be made up of students in the same PL. |
|---|---|---|

---

[4] Single PL training at Level C is generally provided at the same time as a Level C continuous course. Students taking one or two PLs are integrated at the appropriate level in the class taking the continuous course. However, nothing prevents a class from being formed of two students placed in the same PL.

| | | | |
|---|---|---|---|
| | | 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 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. | *Immersion.* (optional) Depending on the budget of the SOLET delivery agencies, the learning path of students enrolled in a Level C continuous course for their PL 10 can be enriched by an optional, two-week immersion programme. This involves having students stay with a Francophone host family. The families are selected based on criteria defined in order to provide both high-quality accommodation and effective reinforcement of the material learned. Host family immersion occurs in a Francophone environment. Immersion also includes classroom teaching. SOLET delivery agencies that do not offer the immersion component provide two weeks of teaching in the same place as the rest of the course. |
| | | b. | *Individual work.* Given the characteristics of the target population, it is expected that up to two hours of homework per day will be assigned by the teacher (except for during the student's stay with the host family). |
| | | c. | *Self-regulated learning.* Teachers can make use of techniques conducive to self-regulated learning, such as video or audio recordings. |
| | | d. | Students are encouraged to regularly make use of the skills retention modules (MACQ) of the CAFFCP between their courses. |
| 8 | Number of students per class | 1. | Levels A and B |
| | | a. | Minimum: 3 |
| | | b. | Optimum: 8 |
| | | c. | Maximum: 10 |

|   |   |   |   |
|---|---|---|---|
|   |   | 2. | Refresher B and Level C |
|   |   |   | a.    Minimum: 2 |
|   |   |   | b.    Optimum: 4 |
|   |   |   | c.    Maximum: 4 |
| 9 | Evaluation | 1. | PLs 1 to 3, 5, 6, or 8 to 10: EC. |
|   |   | 2. | PLs 4, 7 or 11: SLE. |
| 10 | Manage-ment | 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-2.2 - SINGLE PROGRESS LEVEL (PL) COURSES – LAB WITH ON-SITE TUTORING**

| MITE Course ID | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 114752 | SOLET LAB PROG LVL 1 FRENCH | LAB PL 1 F |
| 114753 | SOLET LAB PROG LVL 2 FRENCH | LAB PL 2 F |
| 118777 | SOLET LAB PROG LVL 3 FRENCH | LAB PL 3 F |
| 121599 | SOLET LAB PROG LVL 4 FRENCH | LAB PL 4 F |

| 1 | Objectives | 1. | PLs 1, to 3: Successful completion of the enabling check (EC) of the corresponding PL; and |
|---|---|---|---|
| | | 2. | PL 4: Mastery of performance objective (PO) 401[115] 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, based on requirements and available resources. |
| | | 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 to 4. |
| | | 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 French Curriculum – Programmed version (CAFFCP) 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. | PL 2 to PL 4: Candidates must have completed the previous PL less than 12 months before the start of the desired PL or be at an equivalent level as demonstrated on an Oral Proficiency placement test. The placement of candidates is done before the start of the training, if necessary, by the pedagogical personnel in charge. |

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[115] The mastery of the PO is determined based on formative evaluation instruments, lesson verifications, ECs, Verification tests (if applicable), observations of classroom learning, progress during activities, quizzes, mini-tests, presentations, follow-up interviews, portfolios, etc.

| 5 | Duration | 1. | 150 hours per PL. In PL 4, SLE preparation is included in the course 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 least 10 hours per week, 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 can grant students a maximum of six months to complete a PL in the lab. |
| 7 | Training strategy[116] | 1. | Students work alone in the lab, assisted by an on-site teacher. |
| | | 2. | This is not a traditional classroom environment. However, delivery agencies may modify the training strategy to meet the specific needs of their clients. For example, they may include small group work, and the teacher may bring students together to teach certain grammar points or provide practice opportunities in oral interaction. |
| 8 | Number of students per tutor | In the lab, for each period, a teacher is responsible for the following number of students (all levels combined): | |
| | | 1. | Minimum: 3; |
| | | 2. | Optimum 8; and |
| | | 3. | Maximum: 10. |
| 9 | Evaluation | 1. | NP 1 to 3: EC, administered in the lab by the teacher. |
| | | 2. | NP 4: SLE.[117] |
| 10 | Management | 1. | Nomination: Commanding Officer or supervisor. |
| | | 2. | Students are registered progressively in accordance with student and resource availability. When students leave or complete their training, other students are attributed to the teachers in the lab. |

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[116] See also Chapter 2: Roles and responsibilities of teachers in a lab.
[117] See Chapter 3.

| | | 3. | These courses are offered locally and do not require a posting. |
| | | 4. | 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**

| Course number in MITE system | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 119822 | SOLET TAD PROG LVL 1 FRENCH | TAD PL 1 F |
| 119823 | SOLET TAD PROG LVL 2 FRENCH | TAD PL 2 F |
| 119824 | SOLET TAD PROG LVL 3 FRENCH | TAD PL 3 F |
| 118779 | SOLET TAD PROG LVL 4 FRENCH | TAD PL 4 F |
| 118781 | SOLET TAD PROG LVL 5 FRENCH | TAD PL 5 F |
| 118783 | SOLET TAD PROG LVL 6 FRENCH | TAD PL 6 F |
| 118785 | SOLET TAD PROG LVL 7 FRENCH | TAD PL 7 F |

| 1 | Objectives | The objectives of these courses are as follows:<br><br>1.    Level A<br><br>    a.    PLs 1, 2 and 3: Successful completion of the Enabling Check (EC) of the corresponding PL; and<br><br>    b.    PL 4: Mastery of performance objective (PO) 401[1] and attainment of at least an AAA language profile on the Public Service Commission (PSC) Second Language Evaluation (SLE);<br><br>2.    Level B<br><br>    a.    PLs 5 and 6: Successful completion of the EC of the corresponding PL; and<br><br>    b.    PL 7: Mastery of PO 402[2] and attainment of at least a BBB language profile on the SLE. |
|---|---|---|
| 2 | Target clientele | 1.    These courses are offered to members of the Regular Force, based on priorities and available resources.<br><br>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 7.<br><br>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. |

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[1] The mastery of the PO is determined based on formative evaluation instruments, lesson verifications, ECs, Verification tests (if applicable), observations of classroom learning, and progress during activities.
[2] *Ibid*

|   |   |   |   |
|---|---|---|---|
|   |   | 3. | Learning is done using synchronous[3] communication with a distance tutoring teacher, and through self-paced instruction in the programmed version of the curriculum (CAFFCP) in the ALLIES Web system and other resources. |
| 4 | Prerequisites | 1. | PL 1: None. |
|   |   | 2. | PL 2 to 7: To access a PL course, candidates must have passed the previous PL in the 12 months before the start of the course or be at an equivalent level, as demonstrated by an Oral Proficiency placement test given over the phone by a teacher before the course. |
| 5 | Duration | 1. | 150 hours per PL. In PLs 4 and 7, SLE preparation is included in the course hours. |
|   |   | 2. | PL 1 and PL 2: These PLs are normally completed within 19 weeks. |
|   |   | 3. | PLs 3 to 7: These PLs are normally completed within 23 weeks. |
|   |   | 4. | Each PL must be completed within six months. |
|   |   | 5. | Course hours include time spent on self-paced learning of the PLs, tutoring, preparing for tests and taking ECs. |
|   |   | 6. | The duration of training excludes temporary absences (maximum 30 days) and the administration of SLE 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 interacting orally in French. Additional conversations can be put on the schedule depending on the person's specific needs. The number of hours spent on synchronous tutoring varies between one to two hours, on average, depending on the PL. Conversations with students preparing for their SLE Oral Proficiency test are usually longer and more frequent. |

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[3] Synchronous e-learning: The student and the teacher communicate in real time using a variety of communication technologies, e.g. telephone, online chat programs, interactive whiteboards, etc.

| | | |
|---|---|---|
| | | 3.  Weekly learning hours<br><br>  a.  PL 1 and PL 2<br><br>    (1)    An average of seven hours of self-paced learning;<br><br>    (2)    An average of one hour of synchronous tutoring;<br><br>    (3)    Total: An average of eight hours per week.<br><br>  b.  PLs 3 to 7<br><br>    (1)    An average of five hours of self-paced learning;<br><br>    (2)    An average of 1.5 hours of synchronous tutoring;<br><br>    (3)    Total: An average of 6.5 hours per week.<br><br>4.    Between the synchronous sessions, the student and the DT teacher communicate asynchronously.[4]<br><br>5.    Ideally, students should complete PLs 1 and 2 back-to-back, to retain their skills. |
| 7 | Training strategy | 1.    The students work alone with the support of a DT teacher.<br><br>2.    Learning materials:<br><br>  a.   In PLs 1 and 2, students work primarily in the ALLIES web software;<br><br>  b.   In PLs 3 to 7, students work in ALLIES Web and on other exercises provided by the teacher;<br><br>  c.   In PLs 4 and 7, students also work on SLE preparation exercises. |
| 8 | Number of students per class | 1.    PLs 1 to 3: DT teachers may have a maximum of 10 students at a time.<br><br>2.    PLs 4 to 7: 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. If there are, the DT teacher may have a maximum of six students. |

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[4] 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.

| 9 | Evaluation | 1. PLs 1 to 3, 5 and 6: ECs: |
|---|---|---|
| | |     a.    The EC oral interaction tests are administered by a teacher, ideally not the students' regular 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. |
| | | 2. PLs 4 and 7: SLE:[5] |
| 10 | Management | 1. Nomination: Commanding Officer or supervisor. |
| | | 2. Students are registered progressively in accordance with student and resource availability. When the students leave or finish their training, other students are assigned to the DT teachers. |
| | | 3. These courses are offered via the distance learning and do not require candidates to be posted. |
| | | 4. The following control measures are used to maintain high retention and success rates: |
| | |     a.    Before the introductory lesson (Lesson zero), students receive a document explaining the DT rules. |
| | |     b.    Students who are absent, or who plan to be absent for more than two days, must fill out a form and sent it by email to the DT staff. In cases of absences of more than 30 days, or when students do not put in the required number of learning hours, students are withdrawn from the course, following a recommendation from the pedagogical advisor. |
| | |     c.    The DT teacher makes an initial contact with students at the beginning of their training. He/she ensures that students: |
| | |         (1)  commit to following the DT rules with respect to: |
| | |             (a)    the required number of hours per week in synchronous communication and self-study; and |
| | |             (b)    absences; and |
| | |         (2)  understand the importance of sustained effort in distance learning. |
| | | 5. DT personnel maintain a weekly register of hours put in by students in synchronous communication and self-study, as well as their absences. |

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[5] See Chapter 3.

**APPENDIX H-2.4 - SINGLE PROGRESS LEVEL (PL) COURSES – VIRTUAL CLASSROOM**

| Course number in MITE system | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 121818 | SOLET VC PROG LVL 1 FRENCH | VC PL 1 F |
| 121820 | SOLET VC PROG LVL 2 FRENCH | VC PL 2 F |
| 121821 | SOLET VC PROG LVL 3 FRENCH | VC PL 3 F |
| 121822 | SOLET VC PROG LVL 4 FRENCH | VC PL 4 F |
| 121834 | SOLET VC PROG LVL 5 FRENCH | VC PL 5 F |
| 121846 | SOLET VC PROG LVL 6 FRENCH | VC PL 6 F |
| TBC | SOLET VC PROG LVL 7 FRENCH | VC PL 7 F |
| TBC | SOLET VC PROG LVL 8 FRENCH | VC PL 8 F |
| TBC | SOLET VC PROG LVL 9 FRENCH | VC PL 9 F |
| TBC | SOLET VC PROG LVL 10 FRENCH | VC PL 10 F |
| TBC | SOLET VC PROG LVL 11 FRENCH | VC PL 11 F |

| 1 | Objectives | 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 corresponding PL; and |
| | |     b.     PL 4: Mastery of performance objective (PO) 401[123] and attainment of at least an AAA language profile on the Public Service Commission (PSC) Second Language Evaluation (SLE); |
| | | 2.     Level B: |
| | |     a.     PLs 5 and 6: Successful completion of the EC of the corresponding PL; and |
| | |     b.     PL 7: Mastery of PO 402[124] and attainment of at least a BBB language profile on the SLE. |
| | | 3.     Level C: |
| | |     a.     PLs 8 to 10: Successful completion of the EC of the corresponding PL; and |
| | |     b.     PL 11: Mastery of PO 403[125] and attainment of at least a CBC language profile on the SLE. |

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[123] The mastery of the PO is determined based on formative evaluation instruments, lesson verifications, ECs, Verification tests (if applicable), observations of classroom learning, progress during activities.
[124] *Ibid*
[125] *Ibid*

| 2 | Target clientele | 1. | These courses are offered primarily to members of the Regular Force, as required and when resources are available. |
| | | 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 11. |
| | | 2. | The courses are aimed at providing students who cannot take a course in a face-to-face classroom with an opportunity to learn the second language anywhere, any time. |
| | | 3. | Learning is done using synchronous[126] communication with a primary teacher, and a rotary teacher, and through self-paced instruction in the programmed version of the curriculum (CAFFCP) in the ALLIES Web system and other resources. |
| 4 | Prerequisites | 1. | PL 1: None. |
| | | 2. | PL 2 to 11: To access a PL course, candidates must have passed the previous PL in the 12 months before the start of the course or be at an equivalent level, determined by an Oral Proficiency placement test given over the phone by a teacher before the course. |
| 5 | Duration | 1. | 150 hours per PL (180 hours for PL 11). In PLs 4, 7 and 11, SLE preparation is included in the course hours. |
| | | 2. | PL 1 to PL 10: These PLs are normally completed within 6 weeks. The last week is reserved for the administration of tests. |
| | | 3. | PL 11: This PL is normally completed within 7 weeks. The last week is reserved for the administration of tests. |
| | | 4. | Course hours include time spent on self-paced learning of the PLs, synchronous teaching, preparing for tests and administering tests. |
| 6 | Format | 1. | The training takes place |
| | | | a.    online, from the student's home; and |
| | | | b.    full and part time. |
| | | 2. | The students participate in synchronous teaching with primary and rotary teachers during sessions focused on learning and oral interaction practice. Additional conversations can be put on the schedule depending on the person's specific needs. |

---

[126] 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.

| | | 3. | Weekly learning hours |
|---|---|---|---|
| | | | a.   PL 1 to PL 10: an average of 150 hours; |
| | | | (1)  75 hours of synchronous teaching, with the primary teacher; |
| | | | (2)  An average of 75 hours of asynchronous work, including work with the rotary teacher; |
| | | | b.   PL 11: an average of 180 hours; |
| | | | (1)  90 hours of synchronous teaching, with the primary teacher; |
| | | | (2)  An average of 90 hours of asynchronous work, including work with the rotary teacher; |
| | | 4. | Between the synchronous sessions, students and the virtual classroom teachers communicate asynchronously.[127] |
| | | 5. | The number of hours in synchronous communication (three 50-minute periods a day) remains the same for all PLs. |
| 7 | Training strategy | 1. | The students work with two teachers (primary and rotary). |
| | | 2. | Learning materials: |
| | | | a.   In PLs 1 to 11, students work primarily in the CAFFAC, the ALLIES web software, and in selected exercises provided at each level; and |
| | | | b.   In PLs 4, 7 and 11, students also work on SLE preparation exercises. |
| 8 | Number of students per class | 1. | PLs 1 to 4: |
| | | | a.   Minimum: 3; |
| | | | b.   Optimum: 6; and |
| | | | c.   Maximum: 6. |

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[127] Asynchronous e-learning: Students and teachers communicate using a variety of communication technologies, eg, computer videoconferencing, e-mail, online messaging system, etc.

|   |   |   |   |
|---|---|---|---|
|   |   | 2. | PLs 5 to 7: |
|   |   |   | a.  Minimum: 3; |
|   |   |   | b.  Optimum: 4; and |
|   |   |   | c.  Maximum: 6. |
|   |   | 3. | PLs 8 to 11: |
|   |   |   | a.  Minimum: 2; |
|   |   |   | b.  Optimum: 4; and |
|   |   |   | c.  Maximum: 4. |
| 9 | Evaluation | 1. | PLs 1, 2, 3, 5, 6, 8, 9, 10: EC |
|   |   |   | a.  The EC oral interaction tests are administered by a teacher, ideally not the students' VC 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. |
|   |   | 2. | PLs 4, 7 and 11: SLE:[128] |
| 10 | Management | 1. | Nomination: Commanding Officer or supervisor. |
|   |   | 2. | Students are registered progressively in accordance with student and resource availability. |
|   |   | 3. | These courses are offered at a distance learning full or part-time, require candidates to be available during all course hours. |
|   |   | 4. | The following control measures are used to maintain high retention and success rates: |
|   |   |   | a.  Before the introductory lesson (Lesson zero), students receive a document explaining: |
|   |   |   | (1)  The virtual classroom rules; |
|   |   |   | (2)  Technical documents; and |
|   |   |   | (3)  Some activities to perform in ALLIES. |

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[128] See Chapter 3.

| | | | |
|---|---|---|---|
| | | b. | Students who are absent, or who plan to be absent for more than two days, must fill out a form and sent it by email to the DT staff. |
| | | c. | The CV teachers make an initial contact with students at the beginning of their training during a technical verification conducted jointly with the programming team. The teachers ensure that students commit to comply with the rules regarding the number of hours of work in synchronous and asynchronous communication, absences, and understand the importance of a sustained effort during distance learning. |

**APPENDIX H-2.5 – CBC PROFILE REACQUISITION COURSES – (ACCELERATED SINGLE PROGRESS LEVEL (PL)**

| Course number in MITE system | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 120241 | SOLET REACQ CBC PL 8 FRENCH | R PL 8 FR |
| 120240 | SOLET REACQ CBC PL 9 FRENCH | R PL 9 FR |
| 120223 | SOLET REACQ CBC PL 10 FRENCH | R PL 10 FR |
| 120222 | SOLET REACQ CBC PL 11 FRENCH | R PL 11 FR |

| | | |
|---|---|---|
| 1 | Objective | The objective of these courses is the reacquisition of language skills at the CBC level of the Public Service Commission. |
| 2 | Target clientele | These courses are offered to members of the Executive Leadership Cadre of the CAF (Col/Capt(N), general officers and CWO/CPO1 nominated for a position designated CBC). |
| 3 | Course description | These courses are accelerated and condensed versions of the content of Progress Levels 8 to 11. |
| 4 | Prerequisites | 1.    Candidates must:<br><br>    a.    Already have a CBC profile; and<br><br>    b.    Obtain an oral placement test result of PL 8, 9, 10 or 11.<br><br>2.    Candidates placed at a lower level that PL 8 will be oriented toward a Level A or B course, based on their results. |
| 5 | Duration | 1.    90 hours per PL.<br><br>2.    Course hours include time spent on teaching and evaluation. |
| 6 | Format | 1.    Training takes place:<br><br>    a.    Full time; and<br><br>    b.    In a classroom.<br><br>2.    It is highly recommended that students do the accelerated PLs one after the other without interruption. |
| 7 | Training strategy | 1.    A placement test determines the students' start point and identifies the language functions they have not yet mastered. Based on that diagnosis, the teacher must individualize their teaching within the proposed learning path, to help their students fill their language gaps and respond to their specific needs. During that process, they may review certain concepts from levels A and B, as required. |

|   |   |   |   |
|---|---|---|---|
|   |   | 2. | Emphasize oral proficiency. Ensure students regularly speak with different people in the context of an interview. |
|   |   | 3. | The use of the Canadian Armed Forces French Curriculum programmed version (CAFFCP) , guided by the teacher, is encouraged in order to support the training, address weaknesses and maintain skills.This can include the content of the retention material (*maintien de l'acquis – MACQ)*, levels 1 to 5, and the content of levels A and B, based on students' needs. |
|   |   | 4. | Students must do up to two hours of homework a day, in addition to their work in the classroom. |
| 8 | Number of students per class | 1. | Minimum : 2 |
|   |   | 2. | Optimum : 4 |
|   |   | 3. | Maximum : 4 |
| 9 | Evaluation | 1. | Accelerated PLs 8, 9 and 10: EC. |
|   |   | 2. | Accelerated PL 11: SLE. |
|   |   | 3. | The Verification Test Level C can be used, in accordance with the conditions detailed in Chapter 3. |
| 10 | Management | 1. | Nomination : |
|   |   | a. | Priorities: Career Manager or Director Senior Appointments; |
|   |   | b. | Others: local unit. |

**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.      Appendix H-3-1: Specific skill courses. Maximum duration is 150 hours.

         (1)      Level B: Reading Comprehension (Reading), Written Expression (Writing) and Oral Proficiency; and

         (2)      Level C: Reading Comprehension, and Oral Proficiency.

     b.      Appendix H-3-2: Refresher and preparation for the Second Language Evaluation, Level B – classroom.

     c.      Appendix H-3-3: Refresher and preparation for the Second Language Evaluation, Level B – virtual classroom

2.      These courses are given locally and do not require students to be posted.

## APPENDIX H-3.1 - SPECIFIC SKILL COURSES

| Course code in MITE system | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 117735 | SOLET READING LEVEL B FRENCH | READ B FR |
| 117736 | SOLET WRITING LEVEL B FRENCH | WRITE B FR |
| 117737 | SOLET ORAL LEVEL B FRENCH | ORAL B FR |
| 117738 | SOLET READING LEVEL C FRENCH | READ C FR |
| 117740 | SOLET ORAL LEVEL C FRENCH | ORAL C FR |

| 1 | Objective | These courses lead to a Level B language profile in Reading Comprehension (Reading), Written Expression (Writing) or Oral Proficiency, and a Level C profile in Reading Comprehension or Oral Proficiency. |
|---|---|---|
| 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. Courses are offered based on requirements and resource availability.<br><br>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 designated 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. Other Regular Force members may be admitted, depending on priorities and on the resources available.<br><br>3. Primary Reserve members may be admitted to 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 to achieve the required profile. |
| 4 | Prerequisites | 1. Level B: To have access to Level B courses, students must meet the criteria of one of the following two situations:<br><br>a. have recently completed Level B training and obtained a valid SLE profile in the 12 months preceding the course, with a minimum of two valid B's and an A in the required skill; or<br><br>b. have a valid SLE profile with a minimum of two B's and an A in the required skill, and a result of PL 7 in the Oral Proficiency placement test. |

| | | | |
|---|---|---|---|
| | | 2. | <u>Level C</u>: Prerequisites for Level C courses are as follows: |
| | | | a.  For the Level C Reading Comprehension course: |
| | | | (1)  have recently completed Level C training and obtained a valid SLE profile with a minimum of BBC and B in Reading Comprehension in the 12 months preceding the course; or |
| | | | (2)  have a valid SLE profile with a minimum of BBC and a B in Reading Comprehension, and a result of PL11 on the Oral Proficiency placement test. |
| | | | b.  For the Level C Oral Proficiency course: have recently completed PL 11 training and obtained a valid SLE profile with a minimum of CBB and B in Oral Proficiency in the 12 months preceding the course. |
| | | 3 | Students will be given placement tests before the beginning of the course. |
| | | 4. | Given the short duration of the course, the students' chances of success are higher if they were only slightly below the target level on the previous attempt. Students who were far below that level should be advised to take a single progress level course. |
| 5 | Duration | 1. | 90 to 150 hours. |
| | | 2. | Course hours include time 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 students develop the targeted language skill. |
| | | 2. | The use of the Canadian Armed Forces French Curriculum programmed version (CAFFCP) is encouraged, 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 | 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. |
| 10 | Management | Nomination: Commanding Officer or supervisor. |

**APPENDIX H-3.2 - REFRESHER AND PREPARATION FOR THE SECOND LANGUAGE EVALUATION (SLE), LEVEL B – CLASSROOM**

| Course code in MITE system | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 118775 | SOLET SLE PREP LEVEL B FRENCH | PRSLE B FR |

| | | |
|---|---|---|
| 1 | Objectives | The objectives of this course are to provide French 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 BBB profile. |
| 2 | Target clientele | This course is offered to members of<br><br>1.    the Regular Force; and<br><br>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 is taught in two phases:<br><br>    a.  Phase 1: Refresher training in all four language skills<br><br>        (1) This phase includes consolidation of the **previously acquired** skills in oral proficiency, reading, writing and oral comprehension (listening).<br><br>        (2) Refresher training will include the main linguistic structures, functions and communication strategies found in the Canadian Armed Forces French Curriculum.<br><br>    b.  Phase 2: Preparation for the SLE<br><br>        (1) Students undergo preparation for the following tests:<br><br>            (a)  the Test of Oral Proficiency (TOP), military version;<br><br>            (b) the Test of Reading Comprehension (RC); and<br><br>            (c) the Test of Written Expression (WE). |

| | | |
|---|---|---|
| | | (2) The training includes the following activities with a view to increasing the likelihood of students attaining the required profile on their tests:<br><br>(a) familiarization with the test format;<br><br>(b) practice and simulation exercises for each of the tests;<br><br>(c) sharing of effective communication strategies and interview techniques; and<br><br>(d) oral comprehension activities and techniques. |
| 4 | Prerequisites | 1.    To be granted access to this training, candidates must:<br><br>a.  have as a minimum a BBB profile, within one year of its expiry date, or expired; and<br><br>b.  obtain a result indicating Progress Level 5 (PL 5) on an oral placement test administered before the start of the training, usually over the telephone. Candidates who do not achieve a PL5 level on the placement test will be oriented towards appropriate training opportunities. |
| 5 | Duration | 1.    90 to 150 hours.<br><br>2.    Course hours include teaching time, test preparation, and test administration. |
| 6 | Format | 1.    This training is full-time (during a three to five week period) or part-time at a minimum of 15 hours per week.<br><br>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 teaching methods and media based on learner characteristics. Stress is placed on oral proficiency – the most demanding skill in terms of time and effort. <br><br>      a. Students work in groups, individually, or one-on-one with the teacher. <br><br>      b. The teacher provides students with feedback based on the results of their individual work in class and homework. <br><br>      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. <br><br> 2. Individual work in class and the assignments are designed to improve reading and writing skills. |
|---|---|---|
| 8 | Number of students per class | 1. Minimum: 3; <br><br> 2. Optimum: 8; et <br><br> 3. Maximum: 10 |
| 9 | Evaluation | Students must obtain a BBB profile to pass the course. |
| 10 | Management | Nomination: Commanding Officer or supervisor. |

**APPENDIX H-3.3 - REFRESHER AND PREPARATION FOR THE SECOND LANGUAGE EVALUATION (SLE), LEVEL B – VIRTUAL CLASSROOM**

| Course code in MITE system | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 120812 | SOLET SLE PREP LEVEL B FR VIRT | PRSLE B FV |

| | | |
|---|---|---|
| 1 | Objectives | The objectives of this course are to provide French 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<br><br>1.    the Regular Force; and<br><br>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:<br><br>    a.  Phase 1: Refresher training in all four language skills<br><br>        (1) This phase includes consolidation of the previously acquired skills in oral proficiency, reading, writing and oral comprehension (listening).<br><br>        (2) Refresher training includes the main linguistic structures, functions and communication strategies found in the Canadian Armed Forces French Curriculum.<br><br>    b.  Phase 2: Preparation for the SLE<br><br>        (1) Students undergo preparation for the following tests:<br><br>           (a)  the Test of Oral Proficiency (TOP), military version;<br><br>           (b) the Test of Reading Comprehension; and<br><br>           (c) the Test of Written Expression. |

| | | |
|---|---|---|
| | | (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:<br><br>(a) familiarization with the test format;<br><br>(b) practice and simulation exercises for each of the tests;<br><br>(c) sharing of effective communication strategies and interview techniques; and<br><br>(d) oral comprehension activities and techniques.<br><br>(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:<br><br>(a) Level B in oral interaction; and<br><br>(b) Level A or B in reading and writing, depending on the profiles the students need to achieve. |
| 4 | Prerequisites | 1.  To be granted access to this training, candidates must:<br><br>a.  have as a minimum a B profile in Oral Proficiency within one year of its expiry date, or expired; and<br><br>b.  obtain a result indicating a Progress Level 5 (PL 5) on an oral placement test administered before the start of the training, usually over the telephone. Candidates who do not achieve a PL 5 level on the placement test will be oriented towards appropriate training opportunities. |
| 5 | Duration | 1.  90 hours.<br><br>2.  Course hours include synchronous learning sessions in a virtual class, and group and individual work assigned by the teacher, outside the virtual class |
| 6 | Format | This training takes place part-time, in a virtual class, during two three-hour sessions a week, for 15 weeks. |

| 7 | Training strategy | 1. | This training is delivered in a virtual class via videoconference on a computer, at home or at the office. The pedagogical scenarios in virtual class training provide an operational base for constructivist learning strategies, which include the communicative approach in language learning, and a collaborative group approach. A variety of teaching methods and media are used based on learner characteristics and interests. |
| | | 2. | Means of communication include paper-based information documents, instruments to support distance learning, such as the website and technical support during the teaching sessions, and collaborative instruments for synchronous communication, such as videoconferencing, with screen share and chat functions. |
| | | | 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. |
| | | 3. | Individual work in class and the assignments are designed to improve reading and writing skills, depending on the profile the student is working toward. |
| | | 4. | The following concepts are applied to the course, to the degree possible: |
| | | | a. Student-centered learning; |
| | | | b. Collaborative work; |
| | | | c. Contextualization: vocabulary; military context situations; |
| | | | d. Discussion, debates; and |
| | | | e. Multiple perspectives. |
| 8 | Number of students per class | 1. | Minimum : 3 |
| | | 2. | Optimum : 4 |
| | | 3. | Maximum : 6 |

| 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. |
| | | 3. | The SLE Reading Comprehension and Written Expression tests are optional. |
| 10 | Management | Nomination: Commanding Officer or supervisor. | |

### APPENDIX H-4: LANGUAGE RETENTION AND AUTONOMOUS LEARNING SERVICES

1.      This appendix includes the following descriptions of services:

      a.      Appendix H-4.1: Language retention – Individual - Part-time (levels B and C)

      b.      Appendix H-4.2: Language retention – Individual - Full-time (levels B and C)

      c.      Appendix H-4.3: Language retention – Group (levels B and C)

      d.      Appendix H-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 |
|---|---|---|
| 114637 | SOLET INDIV RETEN PART T B FR | RETEN PTBF |
| 114638 | SOLET INDIV RETEN PART T C FR | RETEN PTCF |

| 1 | Objective | The objective of this service is to retain a BBB or CBC language profile. |
|---|---|---|
| 2 | Target clientele | 1. Individual language retention services are provided to members of the Executive Leadership Cadre from the Regular Force, specifically:<br><br>a. General officers, Col/Capt(N); and<br><br>b. CWO/CPO1 assigned to designated positions requiring that they retain a BBB or CBC profile.<br><br>2. LCol/Cdr: In cases where it is not possible to provide group-based retention services, these members will have access to individual language retention services, in accordance with their SOLET priority and available resources. |
| 3 | Course description | 1. This service is adapted to the needs of clients who must retain their language profile.<br><br>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. |
| 4 | Prerequisites | 1. LCol/Cdr: Valid B profile in Oral Proficiency;<br><br>2. Registration of students in Level B or C retention based on their placement test result.<br><br>3. Teachers conduct a diagnostic evaluation of students at the beginning of their training and plan their teaching accordingly. |
| 5 | Duration | 1. Minimum: 2 hours a week;<br><br>2. Maximum: 4 hours a week;<br><br>3. Students are entitled to a maximum of 200 hours per fiscal year for all part-time and full-time individualized language retention services combined. |

| 6 | Format | 1. This training is conducted as follows: <br><br> a. Face-to-face or at a distance in real time, for example via telephone or videoconference; <br><br> b. Part-time, normally in one or two 2-hour blocks per week; and <br><br> c. On a flexible basis, depending on the student's needs. |
|---|---|---|
| 7 | Training strategy | 1. The teacher provides individualized coaching tailored to the student's needs. <br><br> 2. For Level C, the individual coaching sessions should be supplemented with individual activities and online language retention activities—for example, use of the Canadian Armed Forces French Curriculum programmed version (CAFFCP). |
| 8 | Number of students | Individual courses (one student per teacher). |
| 9 | Evaluation | This service does not provide access to the SLE and does not include any formal evaluation. |
| 10 | Management | Nomination: Commanding Officer or supervisor. |

## APPENDIX H-4.2 - LANGUAGE RETENTION - INDIVIDUAL – FULL TIME

| Course number in MITE system | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 112279 | SOLET INDIV RETEN FULL T B FR | RETEN FTBF |
| 119828 | SOLET INDIV RETEN FULL T C FR | RETEN FTCF |

| 1 | Objective | The objective of this service is to retain a BBB or CBC language profile. |
|---|---|---|
| 2 | Target clientele | 1. Individual language retention services are provided to members of the Executive Leadership Cadre from the Regular Force, specifically:<br><br>a. General officers, Col/Capt(N); and<br><br>b. CWO/CPO1 assigned to designated positions requiring that they retain a BBB or CBC profile.<br><br>2. LCol/Cdr: In cases where it is not possible to provide group-based retention services, these members will have access to individual language retention services, in accordance with their SOLET priority and available resources. |
| 3 | Course description | 1. This service is adapted to the needs of clients who must retain their language profile.<br><br>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. |
| 4 | Prerequisites | 1. LCol/Cdr: valid B profile in Oral Proficiency;<br><br>2. Registration of students in Level B or C retention based on their placement test result.<br><br>3. Teachers will conduct a diagnostic evaluation of students at the beginning of their training and plan their teaching accordingly. |
| 5 | Duration | 1. 30 to 90 hours; and<br><br>2. Students are entitled to a maximum of 200 hours per fiscal year for all part-time and full-time individual language retention services combined, |

| 6 | Format | 1. | This training is conducted as follows: |
|---|--------|-----|----------------------------------------|
| | | | a. Face-to-face or at a distance in real time, for example via telephone or videoconference; and |
| | | | b. Full-time. |
| 7 | Training strategy | 1. | The teacher provides individualized coaching tailored to the student's needs. |
| | | 2. | For Level C, the individual coaching sessions should be supplemented with individual activities and online language retention activities—for example, use of the Canadian Armed Forces French Curriculum programmed version (CAFFCP). |
| 8 | Number of students | Individual courses (one student per teacher). | |
| 9 | Evaluation | This service does not provide access to the SLE and does not include any formal evaluation. | |
| 10 | Management | Nomination: Commanding Officer or supervisor. | |

**APPENDIX H-4.3 - LANGUAGE RETENTION – GROUP**

| MITE Course ID | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 114737 | SOLET GROUP RETENTION LVL B FR | RET GRP BF |
| 114738 | SOLET GROUP RETENTION LVL C FR | RET GRP CF |

| 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.<br><br>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 | The language retention service enables the students to retain their three language skills. |
| 4 | Prerequisites | 1. For Level B language retention, candidates must have at least a valid B profile in Oral Proficiency.<br><br>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:<br><br>  a. Face-to-face or at a distance in real time, for example via telephone or videoconference;<br><br>  b. Full time or part time;<br><br>  c. For 2 to 30 hours per week; and<br><br>  d. In close adherence to the CAFFC training plan. |
| 7 | Training strategy | 1. The training is given using a variety of teaching methods and media, depending on the students' needs.<br><br>  a. The students work in groups, individually and one on one with the teacher.<br><br>  b. The teacher provides students with individual feedback based on their individual work in class and their assignments. |

| | | |
|---|---|---|
| | | c. Activities aimed at retention of oral proficiency are interactive and individualized to the extent possible.<br><br>d. Individual work in class and assignments are designed to help students improve their reading and writing skills.<br><br>2. The use of the Canadian Armed Forces French Curriculum programmed version (CAFFCP) is recommended, to support the training, address weaknesses and maintain skills. |
| 8 | Number of students per class | 1. Level B<br><br>    a. Minimum: 3;<br><br>    b. Optimum: 8; and<br><br>    c. Maximum: 10.<br><br>2. Level C<br><br>    a. Minimum: 2;<br><br>    b. Optimum: 4; and<br><br>    c. Maximum: 4. |
| 9 | Evaluation | This service does not provide access to the SLE and does not include any formal evaluation. |
| 10 | Management | Nomination: Commanding Officer or supervisor. |

### APPENDIX H-4.4 - AUTONOMOUS LEARNING

| 1 | Objective | The objective of this training is to enable students to acquire, improve or retain language skills. |
|---|---|---|
| 2 | Target clientele | 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.<br><br>2. Candidates follow the CAFFCP in ALLIES Web, generally on their own time. |
| 4 | Prerequisites | None. |
| 5 | Duration | Varies. 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 | Number of students | Students work alone. |
| 9 | Evaluation | This service does not give access to ECs or the SLE. |
| 10 | Management | Candidates register on the http://allies.mil.ca/ site, as described in CANFORGEN 037/11 CMP 018/11 151657Z FEB 11. |

**APPENDIX H-5: MILITARY COLLEGE COURSES**

This appendix contains descriptions of the second-language courses offered to undergraduate students at the two military colleges:

1.    Appendix H-5.1: the Royal Military College of Canada (RMC of Canada) in Kingston: and

2.    Appendix H-5.2: the Royal Military College Saint-Jean.

**APPENDIX H-5.1 - ROYAL MILITARY COLLEGE OF CANADA (RMC OF CANADA), KINGSTON**

| Course number in MITE system | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 110457 | SOLET RMC 1 FRENCH | RMC 1 F |
| 110458 | SOLET RMC 2 FRENCH | RMC 2 F |
| 110459 | SOLET RMC 3 FRENCH | RMC 3 F |
| 110460 | SOLET RMC 4 FRENCH | RMC 4 F |
| 112347 | SOLET RMC SUMMER CRSE FRENCH | RMC SUM F |

| 1 | Objective | 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 the Military Colleges must successfully complete performance objective (PO) 402[1] and obtain a language profile of BBB or better before the end of their fourth year at RMC of Canada or before they receive their degree. |
|---|---|---|
| 2 | Target clientele | Regular Force and Primary Reserve members enrolled as undergraduates at RMC of Canada. |
| 3 | Course description | 1.  Language training supports one of the four pillars of the training programme for Military College OCdts: bilingualism.<br><br>2.  Students<br><br>    a.  take a placement test;<br><br>    b.  are placed in a class at their level; and<br><br>    c.  take 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 at the College.<br><br>3.  Students who have not achieved a BBB profile usually take a full-time summer course after their second academic year,[2] to ensure that they obtain the total minimum hours required. |
| 4 | Prerequisites | None.[3] |
| 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). |

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[1] The mastery of the PO is determined based on formative evaluation instruments, lesson verifications, ECs, Verification Test Level B, observations of classroom learning, progress during activities, quizzes, mini-tests, presentations, follow-up interviews, portfolios, etc.
[2] As of Fall 2017, this was still the practice for most students. This may change in the future.
[3] A placement test is given to some students.

| | | | |
|---|---|---|---|
| | | 2. | The courses are given in two 13-week semesters each academic year. |
| | | 3. | Beginners must take a total of at least 650 hours[4] of language training. |
| 6 | Format | 1. | Courses at RMC of Canada during the academic year are conducted as follows:<br><br>  a.  in person; and<br><br>  b.  part time, 50 minutes per day, five days a week. |
| | | 2. | Summer courses are given over a ten week period at RMC of Canada or at the Canadian Forces Language School, Detachment Saint-Jean (CFLS Det St-Jean):[5]<br><br>  a.  in person; and<br><br>  b.  full time. |
| | | 3. | Course hours include time spent on classroom learning, self-paced learning, preparing for tests and taking tests. |
| | | 4. | Fourth year students who have not achieved a BBB profile have the opportunity to attend a week-long intensive course during their February reading week. This course gives them access to the three SLE tests. |
| | | 5. | Application of the Canadian Armed Forces French Curriculum (CAFFC) is modified during the academic year because of the shortened period for each PL. Students usually complete 3 or 4 modules per academic year (September to April). |
| 7 | Training strategy | 1. | The Canadian Armed Forces French Curriculum programmed version (CAFFCP), with guidance from the teacher, can be used to support the training, address weaknesses and retain skills. |
| | | 2. | *Individual attention.* Students have access to periods of individual attention from a Language Centre teacher, by signing up in the Moodle calendar. |

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[4] This assumes that students at the Military Colleges need less than the 150 hours per PL normally scheduled in the MSLTP courses, given the second-official-language learning that occurs at the Military Colleges through an environment and activities that develop bilingualism (Francophone roommates, French weeks, bilingual emails, etc.)

[5] Courses given at RMC of Canada include 5 x 50-minute periods a day, a total of approximately 208 hours. Courses given at CFLS include 6 x 54 minute periods a day, a total of 270 hours.

| 8 | Number of students per class | 1. | Minimum : 6 |
| | | 2. | Optimum : 8 |
| | | 3. | Maximum : 10 |
| 9 | Evaluation | 1. | Throughout their training, students must pass internal summative tests at the Language Centre (administered by management personnel): the Language Centre Progress Levels (LCPL): |
| | | | a. LCPL 1 (Module 1 (M1), M2 and M3) before the end of first year; |
| | | | b. LCPL 2 (M4, M5 and M6) before the end of second year; |
| | | | c. LCPL 3 (M7 and M8) before the end of the summer course; and |
| | | | d. LCPL 4 (M9, M10 and M11) before the end of third year. |
| | | 2. | These summative tests are used in a formative manner[6] to provide recommendations to teachers and to enable the creation of more homogeneous groups, with the goal of increasing the likelihood of student success. |
| | | 3. | It is also expected that students have a BB- profile at the end of third year, or have at least obtained the pass mark on the Verification Test Level B (VTLB). |
| | | 4. | Students write the VTLB Written Expression test before taking the Public Service Commission's Second Language Evaluation (SLE). Students with a result of 29 or less in the VTLB Written Expression test, do not write the SLE written tests (there are exceptions).[7] |

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[6] The tests are summative for students (pass or fail) but are also used to make recommendations to teachers and to facilitate putting students in more homogeneous groups, with the goal of improving the likelihood of student success.
[7] Since the cancellation of the AFAN qualification (following the report of the Special Staff Assistance Visit in March 2017), the SLE is now the standard used at the Language Centre to formally determine that an OCdt has achieved the French as a second language objectives.

5.      Eligibility for the SLE:

     a.      All students who have completed Module 10 (or higher), who are in first, second or third year,[8] have access to the SLE at the end of each session (November, March/April and July), as long as they obtain a grade of 30 or higher on the VTLB Written Expression test;

     b.      Students with a profile of BB- are eligible for the SLE Oral Proficiency test (there are exceptions);

     c.      Fourth year students do not have to pass the VTLB to have access to the SLE *written* tests at the end of the Fall and Winter sessions;

     d.      All fourth year students who attend the intensive course during study week have access to the three SLE tests;

     e.      Fourth year students who have no language profile or have a profile lower than BBB, have access to the three SLE tests at the end of their last training session (March/April), even if they have not done the VTLB or achieved a BB- profile.

---

[8] Since Military College students receive only 650 hours of second language training (compared to 1050 hours prescribed in the TP for other members of the CAF), they may take the SLE tests at the end of Module 10 (after having also covered, more or less quickly, the grammar points from modules 11 to 14: indirect speech, passive voice, multiple negation, and the subjunctive), as long as they have passed the VTLB.

**APPENDIX H-5.2 - ROYAL MILITARY COLLEGE SAINT-JEAN (RMC Saint-Jean) COURSES**

| Course number in MITE system | Course title in MITE system | Course abbreviation in MITE system |
|---|---|---|
| 119830 | SOLET RMC ST-JEAN PREP FRENCH | RMCSJ P FR |
| 119832 | SOLET RMC ST-JEAN 1 YR FRENCH | RMCSJ 1 FR |
| 112347 | SOLET RMC SUMMER CRSE FRENCH | RMC SUM F |

| 1 | Objective | The objectives of these courses are as follows: |
|---|---|---|
| | | 1. To master 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 (RMC of Canada) in Kingston. |
| | | 2. To pass two college-level French as a Second Language (FSL) credit courses[1]. |
| 2 | Target clientele | Officer cadets in the Regular Force: |
| | | 1. Registered at the College or University (Bachelor) level; or |
| | | 2. who have not yet achieved a profile of at least BBB and are completing a Baccalaureate in International Studies at CMR Saint-Jean.[2] |

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[1] Accreditation by CÉGEP Saint-Jean-sur-Richelieu. At the end of their programme, students receive a college diploma (*Diplôme d'études collégiales (DEC)*).

[2] The CMR Saint-Jean Language Department will not be able to provide both college and university level courses for the next few years. Students who require language training beyond the college level will have to take the courses currently offered, based on their skill level. Scheduling conflicts will be addressed on a case-by-case basis.

| 3 | Course description | 1. | The French as a Second Language (FSL) courses at RMC Saint-Jean are offered within the framework of a college programme.  Students admitted to the preparatory year follow a five year study programme, and those admitted into first year follow a four year programme within the military colleges. |
|---|---|---|---|
| | | 2. | Students take their FSL training during the academic year until they obtain at least a BBB profile and pass two college courses. |
| | | 3. | RMC Saint-Jean offers the following FSL courses: |
| | | a. | Twelve *credited* college courses—general or specific-purpose, from beginner to advanced levels. |
| | | (1) | Students must take at least e general course and one specific-purpose course. |
| | | (2) | Six general courses (Block A), from beginner to advanced levels, that help students to develop communication skills, grammatical precision, cultural knowledge and academic skills. |
| | | (3) | Six specific-purpose courses (Block B), at the same levels as the general courses, with content based on the military profession. They help the students develop specialized language and use FSL in their field of study and in the context of their military duties. |
| | | b. | All courses are offered in non-credited versions to students who do not obtain at least a BBB profile after their two for-credit courses. |
| | | c. | Students who have completed the second part of the Basic Military Officer Qualification (BMOQ 2) and who have not yet achieved a language profile of at least BBB, usually follow a 10-week language course at CLFS Detachment Saint-Jean the summer following their successful BMOQ 2. |
| 4 | Prerequisites | 1. | None. |
| | | 2. | After taking a placement test, students are placed in a class at their level. |

| 5 | Duration | 1. | RMC Saint-Jean students must take FSL courses at least until they successfully complete two credited college-level courses and obtain a profile of at least BBB. Students who wish to pursue their FLS studies beyond that standard may make a request and be placed in a group that meets their needs. |
| | | 2. | Each course is taught during a 15-week session with a total of 60 hours per session. Each academic year is made up of two sessions. |
| 6 | Format | 1. | The courses are given during the academic year |
| | | | a.    Face-to-face; |
| | | | b.    Part time; and |
| | | | c.    In four 50-minute periods per week, in two-period blocks. |
| | | 2. | The course hours include time spent on classroom teaching and learning activities. If applicable, up to 15 hours per session may be used for SLE preparation. |
| | | 3. | Application of the Canadian Armed Forces French Curriculum (CAFFC) is modified during the academic year, because of the shortened period for each progress level (PL). Students in PLs 1 to 5 normally complete the equivalent of two or three modules during the academic year. |
| | | 4. | In accordance with college-level standards, students should be prepared to do three hours of individual work per week (homework, assignments, readings, etc.), outside of course hours. |
| 7 | Training strategy | 1. | The Canadian Armed Forces French Curriculum programmed version (CAFFCP) can be used, with the teacher's guidance, to support the training, address weaknesses and retain skills. |
| | | 2. | *Individual attention.* Students may receive tutoring outside of class, based on their particular needs or if they want to improve. Tutoring is compulsory for students who are failing. |
| | | 3. | Basing themselves on Quebec ministerial standards, personnel from the Language Department prepare course outlines, which identify performance objectives, strategies and learning activities, course content, pedagogical approach, evaluation methods, and required reading. Teachers must ensure that their lesson plans respect the standards set out in these course outlines. |

| 8 | Number of students per class | 1. | Beginner level: |
|---|---|---|---|
| | | | a. Minimum: 6; |
| | | | b. Optimum: 8; |
| | | | c. Maximum: 10 |
| | | 2. | Intermediate and Advanced levels: |
| | | | a. Minimum: 6; |
| | | | b. Optimum: 8; |
| | | | c. Maximum: 12. |
| 9 | Evaluation | 1. | Students who complete two Intermediate or Advanced Level college courses are usually 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 profile of at least BBB.[3] If they obtain at least a BBB profile, they are exempted from further second-language training. |

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[3] 20 April 2018 : Departmental guidelines are as follows (parentheses provide a link to the TP:
Normally, students who have completed block A, and who are taking block B courses at Levels 101 and 102 (Intermediate) and 103 (Advanced), in English or French as a second language, are eligible for the Public Service Commission Second Language Evaluation (SLE). However, when a cohort or group is weak, the Language Department reserves the right *not* to test the students, primarily due to the costs of SLE testing. . In those cases, clear eligibility criteria are communicated to the students. Students who achieve the identified standards can take the SLE.

# FSL – Comparison between RMC Saint-Jean levels and CAFFC modules

| Levels | A Block (Fall term) – General Education Courses | | | B Block (Winter term) – Program-Specific Courses | | |
|---|---|---|---|---|---|---|
| | Course Code | Course Title | Approximate matching with CAFFC[140] | Course Code | Course Title | Approximate matching with CAFFC |
| **Beginner** | | | | | | |
| **001** | 602-001-MQ | Basic French | Module 1 and phonetics | 602-001-ST | Basic French for Academic Purposes (1) | Modules 2 and 3 |
| **002 (100)** | 602-002-MQ | Basic French (2) | Module 3 (review) and module 4 | 602-002-ST | Basic French for Academic Purposes (2) | Modules 5 and 6 |
| **003 (100+)** | 602-003-MQ | Basic French (3) | Module 6 or 7 | 602-003-ST | Basic French for Academic Purposes (3) | Module 7 or 8 |
| **Intermediate** | | | | | | |
| **101** | 602-101-MQ | French Language and Communication | Module 8 or 9 | 602-P13-ST | French for Academic Purposes (intermediate level 1) | Modules 9 or 10 |
| **102** | 602-102-MQ | French Language and Culture | B-level upgrade and refinement | 602-P23-ST | French for Academic Purposes (intermediate level 2) | B-level upgrade and refinement |
| **Advanced** | | | | | | |
| **103** | 602-103-MQ | French Language and Literature | C-level refinement | 602-P33-ST | French for Academic Purposes (advanced level) | C-level refinement |

Note : all RMC Saint-Jean courses comprise a cultural component that is adapted to the FSL level of the students.

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[140] . Matching with CAFFC may vary based on the cohort.  All levels are adjusted based on the students' needs.

## FSL – Performance Criteria Progression based on levels

| Levels | A Block (Fall term) – General Education Courses | | | | B Block (Winter term) – Program-Specific Courses | | | |
|---|---|---|---|---|---|---|---|---|
| **Skills** | **Listening** | **Reading** | **Speaking (P and U)[141]** | **Writing** | **Listening** | **Reading** | **Speaking (P and U)[1]** | **Writing** |
| **Beginner** | | | | | | | | |
| % per skill | 30 % | 25 % | 25 % | 20 % | 30 % | 25 % | 25 % | 20 % |
| **001** | 2-3 min | 250 words | ▪ 2½-3 min (P)<br>▪ 3 min (U) | 150 words | 3 - 4 min | 350 words | ▪ 3-4 min (P)<br>▪ 5 min (U) | 200 words |
| **002 (100)** | 4 min | 500 words | ▪ 4 min (P)<br>▪ 6 min (U) | 250 words | 4 - 5 min | 600 words | ▪ 5 min (P)<br>▪ 7 min (U) | 300 words |
| **003 (100+)** | 5 min | 600 words | ▪ 5 min (P)<br>▪ 8 min (U) | 300 words | 5 min | 700 words | ▪ 6 min (P)<br>▪ 9 min (U) | 350 words |
| **Intermediate** | . | | | | | | | |
| % per skill | 25 % | 25 % | 25 % | 25 % | 25 % | 25 % | 25 % | 25 % |
| **101** | 5 min | 700 to 1000 words | ▪ 6 min (P)<br>▪ 10 min (U) | 350 words | 5 min | 700 to 1000 words | ▪ 7 min (P)<br>▪ 10 min (U) | 350 words |
| % per skill | - | 33 % | 33 % | 34 % | - | 33 % | 33 % | 34 % |
| **102** | - | 2500-3000 words | ▪ 8 min (P)<br>▪ **variable(U)** | 450 words | - | 2500-3000 words | ▪ 9 min (P)<br>▪ variable (U) | 450 words |
| **Avanced** | . | | | | | | | |
| % per skill | - | 33% | 33 % | 34 % | - | 33 % | 33 % | 34 % |
| **103** | - | **2 books** | ▪ 15 min (P)<br>▪ **variable (U)** | 550 words | - | **2 books** | ▪ 15 min (P)<br>▪ variable (U) | 550 words |

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[141]    P : Planned individual oral message (oral presentation)
         U : Unplanned individual oral message (interview, oral exam, round table, debate, discussion, etc.)
For 001 to 101 levels, the unplanned individual oral message is an interview. For levels 102 and 103, the unplanned individual oral message could be an oral exam on a cultural topic (text, movie, television series, radio program, etc.) In that case, it would be useful for students to pick or be assigned different topics.