

SCOLA French Core Competencies

Thank you to SCOLA's members for contributing to the creation of the following core competencies through your participation to surveys, working groups and discussions at SCOLA AGMs. This Transfer Innovations Project aims to facilitate articulation between institutions, promote further collaboration between SCOLA members and create more pathways to student success. This is a document that will continue to evolve.

1. The SCOLA subcommittee on learning outcomes has followed these main criteria when creating core competencies:
 - a. The document is centered around the **basic Core Competencies** for language learning, which are Listening, Speaking, Reading, Writing and Intercultural Competencies. Within **Reception**, Listening Comprehension and Reading Comprehension will be assessed. **Production** is separated into Spoken Production and Written Production. **Interaction** includes Spoken Interaction and Written Interaction. These headings will be the same for all languages;
 - b. Next to the core competencies, you will find descriptors that outline learning outcomes. These "can-do" statements have been organized around the core competencies to accurately reflect what a successful Beginner's Level II student can do.
 - c. This column is followed by concrete examples focused on each language area. Please note that the concrete examples provided are not exhaustive, and not solely based on one's manual, but with further thought to what a learner should be able to do after 35 - 60 hours contact hours.* Members are invited to contribute more examples to the test bank by contacting the SCOLA co-chairs.

Categories	Competencies	Descriptor	Concrete examples
I. Reception	a) Listening, b) Reading	<i>Description of learning outcome</i>	<i>Examples taken from actual teaching practices</i>
II. Production	a) Spoken, b) Written		
III. Interaction	a) Spoken, b) Written		
IV. Intercultural	Intercultural		

*Definition for Contact Hours:

Face-to-face instructional classroom, lab and virtual lab hours or their equivalent required for students to achieve content mastery.

Additional hours required of the student to achieve content mastery, such as time spent on homework, are not counted in contact hours.

I. a) Overall Listening Comprehension category within the Reception Skills.

Beginner's Level I: First-semester language course: 3 credits, 35 - 60 contact hours				Beginner's Level II: Second-semester language course: 3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I.			
R E C E P T I O N	Competency	Descriptor	Concrete examples	Competency	Descriptor	Concrete examples	
		1. a) Overall Listening Comprehension	<i>Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning concerning family and concrete surroundings.</i>	Vous écoutez un message téléphonique laissé sur votre répondeur. Puis, vous répondez à des questions simples : questions de types QCM.	1. a) Overall Listening Comprehension	<i>Can follow speech that is slow and articulated, with long pauses for him/her to assimilate meaning concerning family and concrete surroundings.</i> Can comprehend a short, recorded message.	Votre ami vous invite à dîner avec lui samedi soir en laissant un message sur votre messagerie. Le dîner est à 19h00 et vous devez apporter une salade. L'apprenant répond à des questions simples : questions de types QCM et questions de repérage à réponses courtes.

	Can comprehend a very short, simple recorded message.	Quelqu'un laisse un message sur votre portable. Il laisse son numéro de téléphone et épelle son prénom et son nom de famille.			
Listening to announcements and instructions	<i>Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions for very specific situations such as in the classroom or language lab.</i>	For example: <i>Écoutez, écrivez, répondez, levez la main, fermez le livre, etc.</i>		Listening to announcements and instructions	<i>Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.</i> Can understand the main reasons behind peoples' requests. For example, at the bus/train station or at the airport. Vous êtes à l'aéroport et vous entendez une annonce. Vous pouvez répondre aux questions suivantes : quel est le numéro du vol? d'où part l'avion? À quelle heure est le vol? Où doivent aller les passagers?
Understanding a native speaker/interlocutor (one-on-one)	<i>Can understand very basic everyday expressions aimed at the satisfaction of basic needs.</i>	Par exemple : <i>Les toilettes sont là-bas. La bibliothèque est en face de la cafétéria.</i>		Understanding a native speaker/interlocutor (one-on-one)	<i>Can understand very basic everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</i> <i>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</i> Vous pouvez interagir dans la sphère personnelle et sociale. Vous pouvez suivre des consignes et dessiner sur un plan le chemin pour aller d'un endroit à un autre. Par exemple : Tu continues tout droit, puis tu arrives à la gare et tu tournes à droite. Tu es arrivé!
Understanding interaction between native speakers (authentic, unmodified)	<i>Not applicable*</i>			Understanding interaction between native speakers (authentic, unmodified) / Listening to public radio	<i>Not applicable*</i>
Listening to public radio audio and recordings (authentic, unmodified)	<i>Not applicable*</i>				

I. **b) Overall Reading Comprehension category** within the ReceptionSkills.

Beginner's Level I: First-semester language course: 3 credits, 35 - 60 <u>contact hours</u>			Beginner's Level II: Second-semester language course: 3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I		
Compe- tency	Descriptor	Concrete examples	Compe- tency	Descriptor	Concrete examples
1. b) Overall Reading Compre- hension	<i>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. Can understand cognates and highly contextualized words.</i>	For example: simple dialogues. - Bonjour Mme Martin, comment allez-vous? - Très bien, Marie et toi? - Moi, ça va pas mal. - Au revoir - Au revoir, à bientôt	1. b) Overall Reading Com- prehension	<i>Can understand short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. Can understand cognates and highly contextualized words.</i>	For example: simple, short stories consisting of one or two paragraphs.
Reading corre- spond- ence	<i>Can understand short, simple messages.</i>	For example: postcards, post-its, short e-mail messages or messaging/texting.	Reading cor- respondence	<i>Can understand short, simple messages on postcards</i>	For example: postcards, post-its, short e-mail messages or messaging/texting. <i>Exemple tiré du CIEP :</i> « Bonjour, Je recherche une personne pour garder mes enfants de 1 et 7 ans. Il faut être disponible pour travailler les jeudis, vendredis et samedis soirs après 17 heures. Expérience avec les enfants souhaitée. Si vous êtes intéressé, appelez-moi au 06.38.46.27.11. -Anna Lemaître »
Reading for orien- tation	<i>Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations in order to answer simple questions.</i>	Vous pouvez lire l'emploi du temps d'un étudiant pour décrire sa journée.	Reading for orientation	<i>Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations in order to answer simple questions.</i>	Vous pouvez lire le panneau sur la porte de la bibliothèque qui décrit les heures d'ouverture.

<p>Reading for information and argument</p>	<p><i>Can get an idea of the content of simpler informational material and very short, simple descriptions, especially if there is visual support, such as signs for the washroom.</i></p>	<p>For example: simple signs that include cognates and imagery.</p>	<p>Reading for information and argument</p>	<p><i>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support, such as signs for the washroom.</i></p>	<p>For example: simple brochures that include numbers, cognates and imagery.</p> <p>Vous pouvez lire des petites annonces sur un panneau d'affichage.</p>
<p>Reading instructions</p>	<p><i>Can follow short, simple written directions, such as following simple instructions for an exercise.</i></p>	<p>Vous pouvez suivre les consignes : Écoutez, écrivez, répondez, etc.</p>	<p>Reading instructions</p>	<p><i>Can follow short, simple written directions (e.g., to go from X to Y)</i></p>	<p>Vous pouvez suivre des méthodes, des recettes et des modes d'emploi simples. Ces documents d'instructions contiennent des images pour faciliter la compréhension.</p>

II. a) Overall Spoken Production category

Beginner's Level I: First-semester language course:			Beginner's Level II: Second-semester language course:		
3 credits, 35 - 60 <u>contact hours</u>			3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I		
Competency	Descriptor	Concrete examples	Competency	Descriptor	Concrete examples
2. a) Overall Spoken Production	<i>Can use simple, mainly isolated phrases about people and places, basic phrases concerning myself, my family and friends when people speak slowly and clearly.</i>	<i>You can introduce your classmates and family members.</i> <i>Vous pouvez présenter un ami ou votre famille.</i>	2. a) Overall Spoken Production	<i>Can use basic, mainly isolated phrases about people and places, basic phrases concerning myself, my family and immediate concrete surroundings, when people speak slowly and clearly.</i>	<i>Le jeu, « Qui est-ce? ».</i> <i>Vous êtes capable de décrire quelqu'un à partir d'images.</i> <i>The game « Guess who? ».</i> <i>You can describe a person based on an image.</i>
Sustained monologue	<i>Can say a few sentences to describe him/herself, what he/she does and where he/she lives.</i>	<i>You can introduce yourself to the class and say what you do, what you study and where you live.</i>	Sustained monologue	<i>Can make a simple presentation on familiar topics to describe him/herself, what he/she does and where he/she lives. You can introduce yourself to the class and say what you do, what you study and where you live, what you do in more detail than Beginner's I.</i>	<i>Bonjour. Je me présente, je m'appelle Pedro. Je viens du Guatemala et je parle espagnol. J'aime faire du ski à la montagne. Le semestre dernier, j'ai étudié le français et la psychologie et ce semestre, j'étudie l'astronomie.</i>
Addressing audiences	<i>Can read a very short, rehearsed statement - e.g. to introduce a speaker. Can use a number of isolated words and memorized phrases, such as a limited number of activities, preferences.</i>	<i>You can introduce a classmate.</i>	Addressing audiences	<i>Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast. Can use a number of isolated words and memorized phrases on a few predictable topics necessary for survival, such as a limited number of activities, preferences and immediate needs. Can describe daily and weekly actions and favourite activities, express likes and dislikes.</i>	<i>You can read the personal introduction of a classmate including more detail than in Beginner's French I.</i>

Ability to pronounce pinyin	<i>Not applicable</i>			Ability to pronounce pinyin	<i>Not applicable</i>		
Public announcements	<i>Not applicable*</i>			Public announcements	<i>Not applicable*</i>		

II. b) Overall Written Production category

Beginner's Level I: First-semester language course: 3 credits, 35 - 60 contact hours			Beginner's Level II: Second-semester language course: 3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I		
Competency	Descriptor	Concrete examples	Competency	Descriptor	Concrete examples
2. b) Overall Written Production	<i>Can write simple, isolated phrases and sentences linked with simple connectors such as "and", "but", "après" and "because."</i>	Je vais sur le campus dix heures. Mon premier cours est à dix heures et demie. Après, j'étudie et je déjeune..	2. b) Overall Written Production	<i>Can write simple, isolated phrases and sentences linked with simple connectors such as "and", "but" and "because" as well as: d'abord, ensuite, puis, enfin, etc.</i>	Ce matin, d'abord je me suis levé, puis je me suis douché et enfin je me suis habillé. Finalement, je suis parti au collège.
Discursive writing	<i>Can write briefly about everyday some aspects of his/her environment e.g. people, family and places.</i>	Vous avez participé dans le programme Explore. Décrivez ce que vous avez fait.	Discursive writing	<i>Can write about everyday aspects of his/her environment e.g. people, family and places.</i>	L'été dernier, je suis allé au Québec. J'ai rencontré beaucoup de personnes là-bas. J'ai appris le français et j'ai mangé beaucoup de poutine. J'ai adoré le Québec..
Essays and reports	<i>Not applicable*</i>		Essays and reports	<i>Not applicable*</i>	

III. a) Spoken Interaction category

Beginner's Level I: First-semester language course: 3 credits, 35 - 60 <u>contact hours</u>				Beginner's Level II: Second-semester language course: 3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I			
	Competency	Descriptor	Concrete examples		Competency	Descriptor	Concrete examples
3. I N T E R A C T I O N	3. a) Spoken Interac- tion	<i>Can interact in a very simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.</i>	Can share details such as name, origin, where one lives, contact info, age and profession. Vous pouvez employer les expressions suivantes : C'est vrai, D'accord, Peut-être, C'est faux, Je ne suis pas d'accord, Moi aussi. Moi non plus.	3. I N T E R A C T I O N	3. a) Spoken Interac- tion	<i>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.</i>	Vous pouvez exprimer votre point de vue simplement, votre accord ou votre accord avec des réserves et votre désaccord.
		<i>Can ask and answer a few simple questions in areas of immediate need or on very familiar topics.</i>				<i>Can ask and answer simple questions, initiate and respond to simple statements.</i>	Vous pouvez employer les expressions suivantes : Je pense que..., Je crois que..., À mon avis, etc.
	Conversation (Spoken Competency continued)	Can make an introduction and use basic greeting and leave-taking expressions. Can say how they are, ask how people they are and react.	Peut présenter son meilleur ami à son professeur. Peut répondre à des questions concernant cette personne.	Conversation (Spoken Competency continued)	Can make an introduction and use basic greeting and leave-taking expressions. Can say how they are, ask how people they are and react.	Vous pouvez commencer une conversation, demander la parole, s'assurer que son interlocuteur a bien compris et définissant un mot, par une paraphrase, en précisant, en traduisant et épelant. Vous pouvez vous assurer de bien comprendre votre interlocuteur, lui demander de répéter, lui demander d'épeler, lui demandant une périphrase.	
	Informal discussion (with friends)	Not applicable*			Informal discussion (with friends)	Not applicable*	

I N T E R A C T I O N	Formal discussion (meetings)	During an oral test, can answer very simple personal questions and ask some very basic questions.	<ul style="list-style-type: none"> - Comment vous appelez-vous ? - Quel âge avez-vous ? - Qu'est-ce que vous aimez ? 	I N T E R A C T I O N	Formal discussion (meetings)	During an oral test, can answer personal questions and ask some basic questions.	<p>Qu'est-ce que vous avez fait hier?</p> <p>Où est-ce que vous êtes allé(e) l'hiver dernier?</p>
	Goal-oriented co-operation	<i>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</i>	Suivez les consignes: Levez la main, fermez le livre, ouvrez la porte, etc.		Goal-oriented co-operation	<i>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</i>	Par exemple : discuter un document, organiser une fête
	Transactions to obtain goods and services	<i>Can ask people for familiar things and give people things. Can handle numbers and time.</i>	<ul style="list-style-type: none"> - Je voudrais un cahier. C'est combien ? - C'est 5 \$ - Voilà 5\$ - Merci, au revoir 		Transactions to obtain goods and services	<i>Can ask people for familiar things and give people things. Can handle numbers, quantities, cost and time.</i>	Can order at a bar or restaurant, buy things at a market or at a clothing store, can understand numbers.
	In-formative exchange (Spoken Competency continued)	<i>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can invite, accept or refuse an invitation</i>	<ul style="list-style-type: none"> - Tu voudrais aller au cinéma samedi? - Non, je ne peux pas, je vais faire du ski à la montagne mais je peux dimanche après-midi - Moi aussi, alors dimanche après-midi, vers 4 heures ? - Parfait! 		In-formative exchange (Spoken Competency continued)	<i>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can invite, accept or refuse an invitation Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can indicate time by such phrases as next week, last Friday, in November, three o'clock.</i>	<ul style="list-style-type: none"> - Est-ce que tu vas aller au cinéma pour voir le nouveau film ce vendredi? - Oui, j'ai déjà vu ce film la semaine dernière. - Ah, bon? C'était un bon film? - Oui, c'était un film très intéressant mais un peu long. Amuse-toi bien!

III. b) Overall Written Interaction category.

Beginner's Level I: First-semester language course: 3 credits, 35 - 60 <u>contact hours</u>				Beginner's Level II: Second-semester language course: 3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I			
I N T E R A C T I O N	Competency	Descriptor	Concrete examples	I N T E R A C T I O N	Competency	Descriptor	Concrete examples
	3. b) Overall Written Interaction	<i>Can ask for or pass on very simple personal details in written form.</i>	<i>Salut, Jean. J'arrive sur le campus à midi. À bientôt! Marie</i>		3. b) Overall Written Interaction	<i>Can ask for or pass on personal details in written form.</i>	Texto: Bonjour! Est-ce que tu peux me chercher à l'aéroport à 18h00? J'arrive dans deux jours.
	Correspondence	<i>Can understand very short, very simple messages on post-cards or e-mails.</i>	Vous pouvez écrire un courriel familial et amical.		Correspondence	<i>Can understand short, simple messages such as an e-mail.</i>	Vous pouvez écrire un texto (ou un sms) ou une lettre très courte.
	Notes, messages and forms	<i>Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country.</i>	Vous pouvez compléter une fiche d'identité.		Notes, messages and forms	<i>Can complete a simple registration form.</i>	Vous pouvez compléter une fiche d'identité ou une fiche d'hôtel.

IV. Cultural Awareness and Intercultural competency.

Beginner's Level I: First-semester language course: 3 credits, 35 - 60 <u>contact hours</u>				Beginner's Level II: Second-semester language course: 3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I			
	Descriptor	Details	Concrete examples		Descriptor	Details	Concrete examples
4. C U L T U R A L	Can identify components of other cultural perspectives	Can mention topics related to the culture(s) related to the target language.	Can give examples of songs, shows or movies.	4. C U L T U R A L	Can identify components of other cultural perspectives	Can talk about a topic related to the culture(s) related to the target language	History, cuisine, music, TV shows, movies, etc. For example: can talk about elements of French cuisine, fashion or music, etc. in his/her mother tongue
	Can identify some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences.	Notice structures that are proper to the French language	For example, idiomatic expressions such as <i>J'ai ... ans</i> . Construction: main noun + modifier, e.g., camarade de classe, salle de bains, etc.		Can identify some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences.	Notice structures that are proper to the French language	When describing an event that occurred in the past, both <i>l'imparfait</i> and <i>passé composé</i> are used in French.
	Express openness to others who are culturally different Demonstrate respectful and inclusive behaviour	Make an effort to Interact using the target language with others in class.	Seek to engage with the French language through resources outside of the classroom, i.e. YouTube videos, movies, songs, French club, etc.		Express openness to others who are culturally different Demonstrate respectful and inclusive behaviour	Interact using the target language with others and is able to meet people and/or make friends using the target language	Explore resources in the target language outside of the classroom.

Overall Beginner's Level I and II Linguistic Competencies

The first sections of the document on core competencies provide detailed descriptions of the social and communicative functions that Beginner's Level I and II learners can perform after successfully completing the Beginner's Level I (or Beginner's Level II for the second document). Following the description of communicative competencies, this document also provides specific descriptions of learners' linguistic competencies, i.e. Phonological skills, Vocabulary control, Grammatical accuracy, Orthographic competence, etc. This section was added in order to maintain transparency during the process of creating the test bank. Therefore, in this section, we explicitly describe specific linguistic aspects of the target language that will be included in the test bank.

Please note that the vocabulary and grammar lists are by no means exhaustive and prescriptive ones. They are meant to be inclusive and serve to indicate the topics and structures that are commonly covered in the curriculum at this level. These lists may also inform instructors about different topics that are covered across institutions in BC. The corresponding test bank was created with the flexibility for the instructors to add, delete and edit specific test items ensuring that the placement test be a pertinent and relevant tool for their institutions. Please contact SCOLA co-chairs for access to the test bank.

Beginner's Level I: First-semester language course: 3 credits, 35 - 60 <u>contact hours</u>		Beginner's Level II: Second-semester language course: 3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I	
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type.	General linguistic range	Has a basic range of simple expressions about personal details and needs of a concrete type.
Vocabulary range	Has a very basic vocabulary repertoire of isolated words and phrases related to particular concrete situations, e.g. oneself, family and close friends. Vocabulary relating to: nationality, studies, activities , date, objects in the home/in a classroom, adjectives to describe people (regular and irregular), sports and games, family members, used with "faire", weather, clothing and colours, furniture, prepositions of place	Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations, e.g. oneself, family, friends and classmates. Vocabulary relating to: expressions with <i>avoir</i> , travel, events that happened in the past, what one <i>used to do</i> , food/meals, obligations with "Il faut"/ "Je dois".

Gram-matical accuracy	<p>Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. Can use the present and near future tenses. Can use:</p> <ul style="list-style-type: none"> - Regular –er verbs - The infinitive structure - Stress pronouns - Possessive adjectives - Stem-changing verbs, e.g. <i>acheter, préférer, employer, etc.</i> - Demonstrative adjectives and interrogative adjectives - Comparisons and superlative statements 	Grammatical accuracy	<p>Shows a limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. Can use:</p> <ul style="list-style-type: none"> - Can use the <i>passé composé</i> with <i>avoir/être, imparfait,</i> - Regular –ir/-re verbs, - The imperative to give orders and make suggestions, - Partitive articles - Expressions of quantity - Direct object/Indirect object pronouns
Phonological control	<p>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.</p>	Phonological control	<p>Pronunciation of a limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.</p>
Orthographic control	<p>Can copy very familiar words and short phrases e.g. simple signs or instructions, names of everyday objects and set phrases used regularly. Can spell his/her address, nationality and other personal details.</p>	Orthographic control	<p>Can copy familiar words and short phrases e.g. set phrases used regularly related to studies, rooms in a house, some food vocabulary.</p>
Sociolinguistic appropriateness	<p>Can establish very basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.</p>	Sociolinguistic appropriateness	<p>Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.</p>
Coherence and cohesion	<p>Can link words or groups of words with very basic linear connectors, e.g. <i>et, mais, alors</i>. Can write a short e-mail of 40 – 50 words.</p>	Coherence and cohesion	<p>Can link words or groups of words with basic linear connectors, e.g. <i>d’abord, ensuite, puis, enfin, etc.</i> Can write an e-mail of 50 – 70 words.</p>
Spoken fluency	<p>Can manage short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.</p>	Spoken fluency	<p>Can manage short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.</p>