

### CONTENTS

<b>CHARTER FOR ENGLISH</b> .....	<b>4</b>
<b>A1 Skills-based English language teaching charter</b> .....	<b>4</b>
Speaking .....	4
Writing.....	4
Listening.....	4
Reading.....	4
<b>Language tools</b> .....	<b>4</b>
Grammar.....	4
Vocabulary .....	4
Phonetics .....	5
<b>Pedagogical material</b> .....	<b>5</b>
<b>Remedial work</b> .....	<b>5</b>
<b>Skills-based assignments</b> .....	<b>5</b>
Writing skills .....	5
Listening skills.....	5
Speaking skills .....	5
Reading skills.....	6
<b>Individual assessment, level changes and credits</b> .....	<b>6</b>
Individual assessment .....	6
Level changes.....	6
Credits.....	6
Source.....	6
<b>A2 Skills-based English language teaching charter</b> .....	<b>7</b>
Speaking .....	7
Writing.....	7
Listening.....	7
Reading.....	7
<b>Language tools</b> .....	<b>7</b>
Grammar.....	7
Vocabulary .....	8
Phonetics .....	8
<b>Pedagogical material</b> .....	<b>8</b>
<b>Remedial work</b> .....	<b>8</b>
<b>Skills-based assignments</b> .....	<b>8</b>
Writing skills .....	8

Listening skills.....	8
Speaking skills .....	8
Reading skills.....	9
<b>Individual assessment, level changes and credits .....</b>	<b>9</b>
Individual assessment .....	9
Level changes.....	9
Credits.....	9
Source.....	9
<b>B1 Skills-based English language teaching charter.....</b>	<b>10</b>
Speaking .....	10
Writing.....	10
Listening.....	10
Reading.....	10
<b>Language tools .....</b>	<b>10</b>
Grammar.....	10
Vocabulary .....	11
Phonetics .....	11
<b>Pedagogical material .....</b>	<b>11</b>
<b>Remedial work .....</b>	<b>11</b>
<b>Skills-based assignments .....</b>	<b>11</b>
Writing skills .....	11
Listening skills.....	11
Speaking skills .....	11
Reading skills.....	12
<b>Individual assessment, level changes and credits .....</b>	<b>12</b>
Individual assessment .....	12
Level changes.....	12
Credits.....	12
Source.....	12
<b>B2 Skills-based English language teaching charter.....</b>	<b>14</b>
Speaking .....	14
Writing.....	14
Listening.....	14
Reading.....	14
<b>Language tools .....</b>	<b>14</b>
Grammar.....	14
Vocabulary .....	15
Phonetics .....	15

<b>Pedagogical material</b> .....	<b>15</b>
<b>Remedial work</b> .....	<b>15</b>
<b>Skills-based assignments</b> .....	<b>16</b>
Writing skills .....	16
Listening skills.....	16
Speaking skills .....	16
Reading skills.....	16
<b>Individual assessment, level changes and credits</b> .....	<b>17</b>
Individual assessment .....	17
Level changes.....	17
Credits.....	17
Source.....	17
<b>C1 Skills-based English language teaching charter</b> .....	<b>18</b>
Speaking .....	18
Writing.....	18
Listening.....	18
Reading.....	18
<b>Language tools</b> .....	<b>18</b>
Grammar.....	18
Vocabulary .....	19
Phonetics .....	19
<b>Pedagogical material</b> .....	<b>19</b>
<b>Remedial work</b> .....	<b>19</b>
<b>Skills-based assignments</b> .....	<b>19</b>
Writing skills .....	19
Listening skills.....	20
Speaking skills .....	20
Reading skills.....	20
<b>Individual assessment, level changes and credits</b> .....	<b>20</b>
Individual assessment .....	20
Level changes.....	20
Credits.....	20
Source.....	20

# CHARTER FOR ENGLISH

## A1 SKILLS-BASED ENGLISH LANGUAGE TEACHING CHARTER

### The requisite A1 exit competencies in the four language skills.

Students should be able to:

#### Speaking

- Ask and answer simple questions on very familiar topics.
- Use simple phrases and sentences to describe where they live and people they know.

#### Writing

- Write a short message or a simple postcard composed of simple sentences.
- Fill in forms with personal details (name, nationality, address).

#### Listening

- Recognise familiar words and very basic phrases concerning themselves, their family and surroundings when people speak slowly and clearly.
- Understand familiar names, words and very simple sentences.

#### Reading

- Understand familiar names, words and very simple sentences (on notices and posters, or catalogues).

## Language tools

### Grammar

#### Nouns and noun phrases

- The definite and indefinite article and non-countable words.
- Expression of indefinite quantity (some/much/many).
- Simple comparison (the formation of the comparative and superlative).

#### Verbs and verb phrases

- The simple and progressive forms of the present and past tense, the present perfect and preterit, the conditional.
- Irregular verbs.

#### Syntax

- Affirmation, negation and interrogation.
- The relative proposition.
- An introduction to key prepositions (like/as, in/into, at/on, etc.) and the most basic connectors.

### Vocabulary

- Development of simple vocabulary.

- Simple vocabulary related to specific topics covered in class (political, economic, social and cultural issues).

### Phonetics

- Elementary consonant and vowel oppositions.
- Simple introduction to the accentual structure (stress patterns) of English.
- Diphthongs.

## Pedagogical material

A large range of pedagogical material can be used by the teacher: press articles, videos, audio documents, web docs.

## Remedial work

- Tutorials: they are available to the students during the term. Several English teachers can train them for the oral part of external certification (TOEFL iBT Home Edition) but can also provide remedial advice on written skills, grammar and other linguistic problems.
- Useful tools for self-study: they offer remedial work on specific linguistic points and are available on the Sciences Po website.
- Language laboratory 306 (56 rue des Saints-Pères, 3<sup>rd</sup> floor): free access to multimedia pedagogical material (interactive grammar and lexical textbooks, TOEFL textbooks) available on the computers of the lab.

## Skills-based assignments

### Writing skills

Three mandatory written assignments spread over the semester based on the written exercises required for external certification in TOEFL (essays, integrated writing tasks). Correction of language and contents should include clear instructions on the structures to be worked on (grammar, syntax and vocabulary) outside the classroom, using wherever possible "Useful Tools for Self-Study Purposes". No grade should be given, but an indication of the level attained is essential.

### Listening skills

Regular training based on the listening comprehension exercises required by external certification (TOEFL iBT Home Edition) should be carried out over the entire semester. The web-based material offered should be used for this purpose. But various audio and video excerpts from TV and radio websites can also be used in class.

### Speaking skills

Role-play work and debates should be proposed. Problems related to the handling of contents and structure should be analysed and the appropriate remedial work recommended for student investment outside the classroom (language lab 306 and English tutorials).

### Reading skills

Guided reading comprehension exercises of the sort required for external certification (TOEFL iBT Home Edition) should be carried out at regular intervals. The web-based material offered should be used for this purpose. But the teacher can also propose various press articles.

**A one-hour test will be organized in each class during week 10. Teachers will be informed about test contents.**

## Individual assessment, level changes and credits

### Individual assessment

During week 7, teachers will proceed to do an individual assessment of each student which will provide specific pedagogical advice concerning speaking, writing, listening and reading skills.

### Level changes

During week 12, teachers will inform students about the kind of end-of-term assessment that they will enter online. They will also have to inform students in case they suggest a change of level. In no case should the student decide about this change of level.

### Credits

The language class is based on continuous evaluation, so no grade should be given. However, teachers will have to indicate whether they agree to award students the English credits at the end of the term. Credits can be awarded if a student has completed all mandatory assignments.

Credits cannot be awarded if a student has missed more than two classes and/or if his work is unsatisfactory.

### Source

Adapted from the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, Strasbourg.

### A2 SKILLS-BASED ENGLISH LANGUAGE TEACHING CHARTER

#### The requisite A2 exit competencies in the four language skills.

Students should be able to:

##### Speaking

- Speak of an event that takes place in the present or in the past.
- Describe an object or an image.
- Participate in a simple and direct exchange of information.

##### Writing

- Write a message (email or note) composed of simple sentences in the past or present linked with simple connectors (and, but, because) without complex tense adjustment like concordance.
- Express written agreement or disagreement on a subject treated in class.

##### Listening

- Understand the main point in short, clear, simple messages and announcements involving one speaker.
- Identify key words in a simple dialogue in order to reproduce the idea involved.

##### Reading

- Understand short simple texts but not all the words.
- Identify the main ideas in order to react in spoken or written form.

### Language tools

##### Grammar

###### Nouns and noun phrases

- The definite and indefinite article and non-countable words.
- Expression of indefinite quantity (some/much/many).
- Personal, demonstrative, relative and possessive pronouns.
- Simple comparison (the formation of the comparative and superlative).

###### Verbs and verb phrases

- The simple and progressive forms of the present and past tense, the present perfect and preterit, the conditional.
- Some elements of modalization (above all can and must).
- Use of -ing after verbs expressing sentiments (like and dislike).

###### Syntax

- Affirmation, negation and interrogation.
- The relative proposition.
- An introduction to key prepositions (like/as, in/into, at/on, etc.) and the most basic connectors.

### Vocabulary

- Development of vocabulary.
- Vocabulary related to specific topics covered in class (political, economic, social and cultural issues).

### Phonetics

- Elementary consonant and vowel oppositions.
- Simple introduction to the accentual structure (stress patterns) of English.
- Diphthongs.

## Pedagogical material

A large range of pedagogical material can be used by the teacher: press articles, videos, audio documents, web docs.

## Remedial work

- Tutorials: they are available to the students during the term. Several English teachers can train them for the oral part of external certification (TOEFL) but can also provide remedial advice on written skills, grammar and other linguistic problems.
- Useful tools for self-study: they offer remedial work on specific linguistic points and are available on the Sciences Po website.
- Language laboratory 306 (56 rue des Saints-Pères, 3<sup>rd</sup> floor): free access to multimedia pedagogical material (interactive grammar and lexical textbooks, TOEFL textbooks) available on the computers of the lab.

## Skills-based assignments

### Writing skills

Three mandatory written assignments spread over the semester based on the written exercises required for external certification in TOEFL (essays, integrated writing tasks). Correction of language and contents should include clear instructions on the structures to be worked on (grammar, syntax and vocabulary) outside the classroom, using wherever possible "Useful Tools for Self-Study Purposes". No grade should be given, but an indication of the level attained is essential.

### Listening skills

Regular training based on the listening comprehension exercises required by external certification (TOEFL) should be carried out over the entire semester. The web-based material offered should be used for this purpose. But various audio and video excerpts from TV and radio websites can also be used in class.

### Speaking skills



Role-play work and debates should be proposed. Problems related to the handling of contents and structure should be analysed and the appropriate remedial work recommended for student investment outside the classroom (language lab 306 and English tutorials).

### Reading skills

Guided reading comprehension exercises of the sort required for external certification (TOEFL) should be carried out at regular intervals. The web-based material offered should be used for this purpose. But the teacher can also propose various press articles.

**A one-hour test will be organized in each class during week 10. Teachers will be informed about test contents.**

**The continuous assessment** and the end of term test which will be held in class on week 10 will include both the course contents and the contents of this online training. This obviously implies extensive and regular work on the part of students since the themes and learning goals of this online course **further enhance** the pedagogical contents of the class.

## Individual assessment, level changes and credits

### Individual assessment

During week 7, teachers will proceed to do an individual assessment of each student which will provide specific pedagogical advice concerning speaking, writing, listening and reading skills.

### Level changes

During week 12, teachers will inform students about the kind of end-of-term assessment that they will enter online. They will also have to inform students in case they suggest a change of level. In no case should the student decide about this change of level.

### Credits

The language class is based on continuous evaluation, so no grade should be given. However, teachers will have to indicate whether they agree to award students the English credits at the end of the term. Credits can be awarded if a student has completed all mandatory assignments.

Credits cannot be awarded if a student has missed more than two classes and/or if his work is unsatisfactory.

### Source

Adapted from the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, Strasbourg.

### **B1 SKILLS-BASED ENGLISH LANGUAGE TEACHING CHARTER**

#### **The requisite B1 exit competencies in the four language skills.**

Students should be able to:

##### **Speaking**

- Conduct a 5-minute presentation connecting phrases in a way that allows for the expression of agreement or disagreement on a topical issue.
- Express hypothesis and establish comparison in order to highlight the advantages or disadvantages of various options.
- Participate spontaneously in short exchanges on topics mentioned during the lecture, accounting for and sustaining a personal viewpoint.

##### **Writing**

- Write a short essay or a simple summary (150 words) on a short oral or written text.
- Take simple notes on relevant points developed during classroom presentations.
- Write a short message to someone (mail, note).

##### **Listening**

- Understand a short direct or recorded exchange between at least two speakers on a political, social or cultural subject.
- Understand the general meaning of a 5-minute news summary or current affairs commentary if the delivery is standard and clearly structured.

##### **Reading**

- Understand 500 word texts written principally on high frequency everyday language.
- Identify the essential structure of one such text in order to produce a summary.

### **Language tools**

#### **Grammar**

##### **Nouns and noun phrases**

- Review and consolidation of the expression of quantity.
- Review of comparison.
- Lower intermediate noun / preposition and adjective / preposition combinations.
- Countable and non-countable nouns.

##### **Verbs and verb phrases**

- Review of the tenses studied in A2.
- The three future forms: structure and meaning (present progressive, going to, shall/will).
- The past perfect tense.
- Tense agreement and reported speech.

### Vocabulary

- Development of vocabulary.
- Vocabulary related to specific topics covered in class (political, economic, social and cultural issues).

### Phonetics

- Weak forms and strong forms.
- Basic intonation patterns.
- Word stress and sentence stress.

## Pedagogical material

A large range of pedagogical material can be used by the teacher: press articles, videos, audio documents, web docs.

## Remedial work

- Tutorials: they are available to the students during the term. Several English teachers can train them for the oral part of external certification (TOEFL) but can also provide remedial advice on writing skills, grammar and other linguistic problems.
- Useful tools for self-study: they offer remedial work on specific linguistic points and are available on the Sciences Po website.
- Language laboratory 306 (56 rue des Saints-Pères, 3<sup>rd</sup> floor): free access to multimedia pedagogical material (interactive grammar and lexical textbooks, TOEFL textbooks) available on the computers of the lab.

## Skills-based assignments

### Writing skills

Three mandatory written assignments spread over the semester based on the written exercises required for external certification in TOEFL (essays, integrated writing tasks). Correction of language and contents should include clear instructions on the structures to be worked on (grammar, syntax and vocabulary) outside the classroom, using wherever possible "Useful Tools for Self-Study Purposes". No grade should be given, but an indication of the level attained is essential.

### Listening skills

Regular training based on the listening comprehension exercises required by external certification (TOEFL) should be carried out over the entire semester. The web-based material offered should be used for this purpose. But various audio and video excerpts from TV and radio websites can also be used in class.

### Speaking skills

Role-play work and debates should be proposed. Problems related to the handling of contents and structure should be analysed and the appropriate remedial work recommended for student investment outside the classroom (language lab 306 and English tutorials).

### Reading skills

Guided reading comprehension exercises of the sort required for external certification (TOEFL) should be carried out at regular intervals. The web-based material offered should be used for this purpose. But the teacher can also propose various press articles.

**A one-hour test will be organized in each class during week 10. Teachers will be informed about test contents.**

In addition to the homework assignments and assessments that will be planned by the teacher, students will have to complete an online course composed of interactive exercises, available on Moodle. This online training will require one weekly hour of individual work for the student.

**The continuous assessment** and the end of term test which will be held in class on week 10 will include both the course contents and the contents of this online training. This obviously implies extensive and regular work on the part of students since the themes and learning goals of this online course **further enhance** the pedagogical contents of the class.

## Individual assessment, level changes and credits

### Individual assessment

During week 7, teachers will proceed to do an individual assessment of each student which will provide specific pedagogical advice concerning speaking, writing, listening and reading skills.

### Level changes

During week 12, teachers will inform students about the kind of end-of-term assessment that they will enter online. They will also have to inform students in case they suggest a change of level. In no case should the student decide about this change of level.

### Credits

The language class is based on continuous evaluation, so no grade should be given. However, teachers will have to indicate whether they agree to award students the English credits at the end of the term. Credits can be awarded if a student has completed all mandatory assignments.

Credits cannot be awarded if a student has missed more than two classes and/or if his work is unsatisfactory.

### Source

Adapted from the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, Strasbourg.

### B2 SKILLS-BASED ENGLISH LANGUAGE TEACHING CHARTER

#### The requisite B2 exit competencies in the four language skills.

Students should be able to:

##### Speaking

- Conduct a 10-minute oral presentation (press review, graph, video excerpt, PowerPoint) intelligibly and with a coherent personal argument.
- Participate in 10-minute discussions and debates using a coherent discourse.
- Use satisfactory communication skills on familiar topics.

##### Writing

- Take notes in English and communicate the information in a coherent 250-word summary.
- Produce a personal, organised, argumentative essay.

##### Listening

- Understand extended speech in prepared exchanges in class (10-minute oral presentation, press review, or analysis of audio and video excerpts).
- Take notes while listening to a 15-minute audio document (radio news) and write a cohesive summary.
- Take notes while watching short excerpts of current TV news and write a cohesive summary.

##### Reading

- Understand complex demonstrative texts (editorials or specialized articles) covering a variety of fields (economics, politics, culture, society or history).
- Identify the contents of several texts in order to produce a cohesive summary.

### Language tools

#### Grammar

##### Nouns and noun phrases

- Number (non-countable nouns: information, research, evidence).
- Determiners (use of the definite and indefinite article).
- Quantity (some, any, few, little, none, all, the whole).
- Comparatives.
- Possessive forms: the apostrophe-s ≠ of ≠ attributives.

##### Verbs and verb phrases

- Defining action in time: revision of the difference between the simple present tense ≠ the present progressive / the present perfect ≠ the preterit / the preterit and the past perfect / the four future tenses.

- Revision of –ing forms: verbal function (there's someone writing) ≠ nominal function (the gerund ≠ the infinitive).
- Modalization of speech: expression of capacity, permission, probability, possibility, obligation.
- Phrasal verbs.

### Syntax

- Subject-verb agreement.
- Verb + object + infinitive constructions.
- Causatives: have, make, let, cause to, etc. (e.g. I had my hair cut; I let him go; I made him work; etc.).
- Conditionals and concessive phrases.
- Interrogatives.
- Adverb word order – still ≠ yet ≠ already.
- Active ≠ Passive.
- Duration with for ≠ since.

### Vocabulary

- Development of vocabulary.
- Vocabulary related to specific topics covered in class (political, economic, social and cultural issues).

### Phonetics

#### Pronunciation of the English phonemes

- Essential vowel oppositions.
- Diphthong vowel glides.
- Essential consonant oppositions.
- The plurals of nouns / the possessive / the past in regular verbs.

#### Stress Patterns

- Word stress patterns.
- Stress in connected speech (verification of stressed and unstressed).

#### Intonation

- The falling tone (as in interrogative / assertive utterances).
- The rising tone (as in unfinished and continuative utterances).
- Consonant clusters.

## Pedagogical material

A large range of pedagogical material can be used by the teacher: press articles, videos, audio documents, web docs.

## Remedial work

- Tutorials: they are available to the students during the term. Several English teachers can train them for the oral part of external certification (TOEFL) but can also provide remedial advice on written skills, grammar and other linguistic problems.

- Useful tools for self-study: they offer remedial work on specific linguistic points and are available on the Sciences Po website.
- Language laboratory 306 (56 rue des Saints-Pères, 3<sup>rd</sup> floor): free access to multimedia pedagogical material (interactive grammar and lexical textbooks, TOEFL textbooks) available on the computers of the lab.

## Skills-based assignments

### Writing skills

Three mandatory written assignments spread over the semester based on the written exercises required for external certification in TOEFL (essays, integrated writing tasks). Correction of language and contents should include clear instructions on the structures to be worked on (grammar, syntax and vocabulary) outside the classroom, using wherever possible "Useful Tools for Self-Study Purposes". No grade should be given but an indication of the level attained is essential.

### Listening skills

Regular training based on the listening comprehension exercises required by external certification (TOEFL) should be carried out over the entire semester. The web-based material offered should be used for this purpose. But various audio and video excerpts from TV and radio websites can also be used in class.

### Speaking skills

Debates, role-play work and a 10-minute PowerPoint-based oral assignment should be used in class. Problems related to the handling of contents and structure should be analysed and the appropriate remedial work recommended for student investment outside the classroom (language lab 306 and English tutorials).

### Reading skills

Guided reading comprehension exercises of the sort required for external certification (TOEFL) should be carried out at regular intervals. The web-based material offered should be used for this purpose.

**A one-hour test will be organized in each class during week 10. Teachers will be informed about test contents.**

In addition to the homework assignments and assessments that will be planned by the teacher, students will have to complete an online course composed of interactive exercises, available on Moodle. This online training will require one weekly hour of individual work for the student.

**The continuous assessment** and the end of term test which will be held in class on week 10 will include both the course contents and the contents of this online training. This obviously implies extensive and regular work on the part of students since the themes and learning goals of this online course **further enhance** the pedagogical contents of the class.



### Individual assessment, level changes and credits

#### Individual assessment

During week 7, the teacher will proceed to do an individual assessment of each student which will provide specific pedagogical advice concerning speaking, writing, listening and reading skills.

#### Level changes

During week 12, teachers will inform students about the kind of end-of-term assessment that they will enter online. They will also have to inform students in case they suggest a change of level. In no case should the student decide about this change of level.

#### Credits

The language class is based on continuous evaluation, so no grade should be given. However, teachers will have to indicate whether they agree to award students the English credits at the end of the term. Credits can be awarded if a student has completed all mandatory assignments.

Credits cannot be awarded if a student has missed more than two classes and/or if his work is unsatisfactory.

#### Source

Adapted from the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, Strasbourg.

### C1 SKILLS-BASED ENGLISH LANGUAGE TEACHING CHARTER

#### The requisite C1 exit competencies in the four language skills.

Students should be able to:

##### Speaking

- Present - with or without PowerPoint - a clear smoothly flowing description or argument over a sustained period (15 minutes), with consistent grammatical control of complex language and without reading.
- Participate spontaneously in complex discussions and debates, using appropriate interactive strategies.
- Answer questions and objections with a range of connectors and other cohesive devices.

##### Writing

- Write complex academic texts (300-word essays, reports, articles) in the appropriate style and with a logical structure that highlights significant points.
- Summarize information from a wide variety of sources, making appropriate adjustments in style and structure.

##### Listening

- Follow any form of extended speech (lecture, discussion, debate), live or broadcast, descriptive, explicative, argumentative or injunctive, even when delivered at fast native speed.
- Understand implicit meanings.
- Understand a variety of non-standard accents.

##### Reading

- Understand a wide variety of extensive texts ranging from abstract to structurally complex.
- Understand complex press articles related to political, economic, social and cultural issues.
- Identify subtle distinctions and implicit as well as explicit meanings.

## Language tools

### Grammar

Verification of grammar will focus on three essential axes:

#### Nouns and noun phrases

Verification of the structures acquired in B2:

- Number.
- Determiners.
- Quantity.
- Comparison.
- Possessives.

- Countable and non-countable nouns.

### **Verbs and verb phrases**

Verification of the structures acquired in B2:

- Preterit / present perfect / pluperfect / subjunctive.
- Prepositional verbs.

### **Syntax**

Verification of the structures acquired in B2.

### **Vocabulary**

- Development of vocabulary.
- Vocabulary related to specific topics covered in class (political, economic, social and cultural issues).

### **Phonetics**

Verification will focus on the following areas:

#### **Complex phonemic interaction**

- Mastery of consonant clusters within words and across word boundaries (e.g. his contacts think).
- Link up: consonant→vowel (e.g. put it off).

#### **Intonation**

- Verification of patterns acquired in B2.
- Mastery of contrastive intonation.

## Pedagogical material

A large range of pedagogical material can be used by the teacher: press articles, videos, audio documents, web docs.

## Remedial work

- Tutorials: they are available to the students during the term. Several English teachers can train them for the oral part of external certification (TOEFL) but can also provide remedial advice on written skills, grammar and other linguistic problems.
- Useful tools for self-study: they offer remedial work on specific linguistic points and are available on the Sciences Po website.
- Language laboratory 306 (56 rue des Saints-Pères, 3<sup>rd</sup> floor): free access to multimedia pedagogic material (interactive grammar and lexical textbooks, TOEFL textbooks) available on the computers of the lab.

## Skills-based assignments

### **Writing skills**

Three mandatory written assignments spread over the semester based on the written exercises required for external certification in TOEFL (300-word essays, integrated writing tasks). Correction of language and contents should include clear instructions on the structures to be worked on (grammar, syntax and vocabulary) outside the classroom, using wherever possible "Useful Tools for Self-Study Purposes". No grade should be given, but an indication of the level attained is essential.

### **Listening skills**

Regular training based on the listening comprehension exercises required by external certification (TOEFL) should be carried out over the entire semester. The web-based material offered should be used for this purpose. But various audio and video excerpts from TV and radio websites can also be used in class.

### **Speaking skills**

Debates, role-play work and a 10-minute PowerPoint-based oral assignment should be used in class. Problems related to the handling of contents and structure should be analysed and the appropriate remedial work recommended for student investment outside the classroom.

### **Reading skills**

Guided reading comprehension exercises of the sort required for external certification (TOEFL) should be carried out at regular intervals. The web-based material offered should be used for this purpose.

## **Individual assessment, level changes and credits**

### **Individual assessment**

During week 7, teachers will proceed to do an individual assessment of each student which will provide specific pedagogical advice concerning speaking, writing, listening and reading skills.

### **Level changes**

During week 12, teachers will inform students about the kind of end-of-term assessment that they will enter online. They will also have to inform students in case they suggest a change of level. In no case should the student decide about this change of level.

### **Credits**

The language class is based on continuous evaluation, so no grade should be given. However, teachers will have to indicate whether they agree to award students the English credits at the end of the term. Credits can be awarded if a student has completed all mandatory assignments.

Credits cannot be awarded if a student has missed more than two classes and/or if his work is unsatisfactory.

### **Source**

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