Annex V to Invitation to Tender N° SANTE/2017/F6/014

SAMPLE COURSES

In this part of the tender we kindly ask tenderers to present us with sample language courses, where they will be able to demonstrate their methodology and teaching approach. Below you can find the basic dimensions of these courses as well as the pedagogical approach that the Commission favours.

Course plan for four (4) standard face-to-face courses for the following :

English – CEFR Level C1.2 (Level 10)
French – CEFR Level B2.2.2 (Level 8)
German – CEFR Level A2.1 (Level 2)
Spanish – CEFR Level B1.2 (Level 5)

For each of the above languages, you should describe one (1) course designed for the Commission, demonstrating your ability to respond to specific orders placed with you – please use a copy of the technical form (in Annex IV) for each of these courses.

The description of the four (4) courses must be provided in English.

Preamble: Pedagogy

- Taking account of the Common European Framework of Reference for Languages

With the aim of greater consistency in language training, the Commission uses the 'Common European Framework of Reference for Languages', developed by the Council of Europe's Council for Cultural Cooperation, Steering Committee for Education, Language Policy Division (Strasbourg) 2001, available on the following website: http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

This framework ensures a correspondence between the levels of the different languages taught. It is the main reference and must be quoted in respect of all the services required, in particular the course descriptions, the carrying out of the various tests, course content and teaching materials, and the description of teaching resources. The contractors are kindly asked to refer to the CEFR in all the tender documents they will provide. For a correspondence between the CEFR and the levels currently offered in the European Commission please refer to 2.6.1 of the tender specifications.

- Taking account of the learners' professional environment

Language courses are given to adults as part of their professional activity. The teaching methods described in the case studies must be appropriate to the learners' profile and working environment, stimulate their active participation, and be based on appropriate and relevant use of ICT. The teaching material, aids and methods used must be suitable for an audience of skilled, professional adults.

- Taking account of the following methodological guidelines

The objective of language teaching in the Commission is to help their staff learn languages in order to do their job better.

It is suggested that the Contractors follow an eclectic approach regarding methodology. The points mentioned below serve as a guide about how people learn:

- Language Learning takes place in the international environment of the Commission, therefore the principles of multilingualism, diversity and equal opportunities must be respected.
- The role of the teacher is nowadays the role of a facilitator of learning more than that of a subject authority. Their first responsibility is to create a safe, non-threatening atmosphere where participants will be invited to learn, experiment and communicate in the target language
- Feedback to learners (error correction, response to interventions by learners, formative and summative assessment) is a consistent predictor of learning.
- Meaningful interaction, consolidation of knowledge and spaced repetition are all in accordance with the latest findings of neuroscience about how we learn.
- Encouraging Metacognitive strategies, or self-regulated learning strategies which involve the process of setting goals, planning what they will do, selecting and deploying learning strategies and monitoring the effectiveness of those strategies is also effective pedagogy.
- The language learning materials that are proposed must reflect the needs of the specific public.
- The sociocultural aspect of language teaching is valued.
- Optimal use of technology in the classroom that will serve pedagogy. Clever use of technological tools helps cultivate a critical use of language, is a motivating factor and reflects the way people live and work nowadays.
- Additional material, lesson plans, extra resources can all be uploaded on these online platforms in order to provide a continuity of lessons and facilitate the learners who might be absent from face-to-face lessons.

These guidelines are a basis on which contractors can develop their own ideas about how languages are learned and what solutions they intend to propose.