



EUROPEAN COMMISSION
DIRECTORATE-GENERAL FOR HEALTH AND FOOD SAFETY
Directorate F – Health and food audits and analysis
Unit F6 – Internal control and services

Call for tenders SANTE/GRA/2021/OP/0010

Framework contract for language training services to the European Commission, based in Grange, Dunsany, Co. Meath, Ireland

Open procedure

Annex 7. Case Study

In this part of the tender, we kindly ask tenderers to present us with **two (2) sample language courses** based on the proposed case study, where they will be able to demonstrate their approach to their teaching method. Below you can find the basic dimensions of these courses as well as the pedagogical teaching approach that the CA favour.

Preamble: Pedagogy

- ✓ Taking into account the Common European Framework of Reference for Languages (CEFR)

With the aim of greater consistency in language training, the CA use 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: <https://rm.coe.int/1680459f97> (2001)

Together with the latest version of the Companion volume issued in 2018:

<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989> (2018)

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 or the adaptation of the various tests, course content and teaching materials, and the description of teaching resources. The tenderers 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 CA, please refer to section 1.4.2.1 of the tender specifications.

- ✓ Taking into account the evolution of teaching approaches and digital tools

The CA always strive to offer innovative learning solutions in order to ensure the best learning experience to their learners in line with the times. Therefore, tenderers are kindly invited to follow the latest trends in language training and suggest modern course design, adequate methodology and up-to-date tools when presenting their case studies.

- ✓ Taking into account 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 into account the following methodological guidelines

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

Tenderers are advised to follow an eclectic approach regarding methodology. The points mentioned below serve as a guide about how people learn in the CA:

- Language learning takes place in the international environment of the CA, therefore the principles of multilingualism, diversity and equal opportunities must be respected.
- Today language teaching follows a learner-centred approach, where the teacher's role is to facilitate the learning process, encourage interaction among peers and raise awareness about the learners' responsibility on its own learning process. Therefore, the first duty of teachers 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 their outcomes, 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.

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

Case study

Case Study for **one** language course **each** for:

- Language learning in **French**
- Language learning in **Spanish**

You should describe this standard course designed for the CA on the basis of the case study description set out below, demonstrating your ability to respond to specific orders placed with you.

Case study for a language course

STANDARD COURSE

CEFR B1.2 level to be prepared specifically for the CA

1.1 The case study proposed to the tenderer

1.1.1 General background

In order to meet the professional needs of its staff, the CA organise language courses as part of professional development. These courses employ a teaching approach, which applies to actual professional daily situations and materials used in the Institutions. These courses must be characterised by a teaching approach, which addresses the four linguistic skill areas (listening, speaking, reading, and writing).

The staff concerned are multilingual, originating from most EU Member States, and are required to perform a variety of duties and functions.

1.1.2 Objectives

The objectives of the course will be set by the tenderer in accordance with the CEFR level proposed, the pedagogical guidelines mentioned above, as well as the specific requirements of this case.

1.1.3 Target group(s)

One group of 5 members of the CA staff with low intermediate speaking and writing skills in the target language (equivalent to approximately 250 hours).

1.1.4 Training content

The language training content will be left to the tenderer's discretion, but must correspond strictly to the target group, the general background, the format and the pedagogical guidelines mentioned in the tender specifications and in the preamble of this annex.

1.1.5 Format

Total number of hours to be provided: must correspond to a face-to-face classroom course of 60 hours (1 hour = 60 minutes) over a period of approximately 10 months.

The timing/frequency of lessons is left to the tenderer's discretion and must be explicitly indicated in the tender.

1.1.6 Languages

Complete consistency is required in terms of content. All documentation and other materials intended for participants must be available in the target language.

1.2 Work expected in the context of this invitation to tender

1.2.1 Important reminders

The work described below is designed to evaluate the quality of the tender in the light of the training requirements of the CA. This relates to part 3 “Evaluation and award” of the tender specifications. **The scenario described is fictitious but plausible and, for the purposes of the exercise, the tenderer is asked to accept it exactly as it is.**

1.2.2 Design work expected from tenderers

- Specify the language training objectives and, if necessary, break them down into operational sub-objectives.
- List the essential content to achieve these objectives: content, topics, functions, vocabulary, grammar, exercises, pronunciation, etc.
- Select the appropriate learning methods and describe them clearly, while referring to the skill area concerned. Describe also the practical exercises in order to demonstrate clearly their relevance.
- Prepare a sample of documentation and teaching materials for the participants.
- Describe the student evaluation activities planned at the start of, during and at the end of the course and prepare the various evaluation aids.
- Curate and propose a representative collection of digital resources.
