United Nations

Guidelines for the Organization of Language Learning Courses in the UN Global Secretariat
Guidelines for the Organization of Language Learning Courses in the UN Global Secretariat

This “best practices” guide for language learning is aimed at administrators in the training field – Training Officers, Training Assistants, Human Resources Officers, or other staff members in charge of language training administration.

The purpose of this guide is to provide support for implementing and enhancing good quality language programmes in offices that do not have internal language training expertise.

Language Learning Programmes at the United Nations Secretariat are mandated by the GA resolution on Multilingualism (A/RES/61/266) and, as such, must provide “maximum quality and respect for specificities of the six official languages”, which are Arabic, Chinese, English, French, Russian and Spanish.

To reach this goal, administrators in the field are advised to follow the best practices below:

(1) Organize language training programmes;
(2) Find quality language course providers in duty stations;
(3) Ensure that instructors have required qualifications;
(4) Ensure consistent course content and certification;
(5) Provide resources for teaching and learning the six official languages;
(6) Offer E-learning language training solutions.
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1. Organizing language training and evaluation

1.1 Organizational scope and budgeting considerations

The purpose of the guidelines is to provide support for implementing and enhancing the quality of language programmes in Secretariat duty stations that do not have established internal language training expertise. In addition, UN Headquarters, Offices Away from Headquarters and Regional Commissions (UNOG, UNON, UNOV, ESCWA, ECLAC, ESCWA, ECA), which already benefit from established language learning programmes may also use this guide as a reference tool.

Language courses in the UN’s six official languages (Arabic, Chinese, English, French, Russian and Spanish) are organized to promote linguistic balance and multilingualism within the Secretariat and to improve the language capabilities of staff as mandated by the General Assembly in its resolutions 2480 B (XXIII), 43/224 D and 50/11. Language courses provide staff the opportunity to learn the official languages of the Organization for use at work.

Whenever possible and when funding is available, the organization of relevant language courses is encouraged. The learning needs of national staff, for example in the mission’s working language, should be considered as part of a needs assessment.

In order to make face-to-face language learning programmes available in a mission/duty station, funding for courses must be included in the individual missions’ learning/training budgets in accordance with identified needs and priorities. There are no centralized financial resources for provision of face-to-face courses available in missions. These guidelines, however, provide information on how to access on-line resources and e-learning programmes, many of which are free of charge.

In some limited circumstances, financial support to a staff member attending external language courses can be provided in accordance with the Administrative Instruction on Upgrading of Substantive and Technical Skills (ST/AI/2010/10).1

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1 For example, this has included provision of a stipend or granting special leave with full pay for attendance at an intensive language course.
1.2 Organizing classes

To set up language courses, two main organizational possibilities exist: (1) arrange for a training provider to teach courses on UN premises for UN staff only or (2) send staff to courses held outside (in an institution, university or school for instance).

The decision should depend on the:

- number of staff requesting language training (in the same language)
- level of knowledge in the target language (beginner, intermediate or advanced) – for a more precise definition of levels, see chapter (4)
- cost per staff for each option

If there are more than eight staff members at the same proficiency level in the target language, organizing internal courses could be a cost-effective solution.

If there are fewer than eight, organizing internal courses is generally not cost-effective. With the usual attrition, the number of participants will fall below the minimum number needed for the course to continue and another option would have to be found for the remaining participants.

Mixing true beginners with false beginners or intermediate levels in the same class is strongly discouraged.

As for calculating the budget, two options are possible:
- the UN takes full responsibility for the entire cost if the training is done internally
- the UN sponsors only part of the tuition if the training is done externally

When organizing the course internally with a provider or individual teacher, the class format should be defined in terms of:
- schedule
- pace of the learning process (regular and/or intensive courses)
- duration of terms

Refer to Annex 1 (“Comparison of the UN Secretariat Language Programmes”) for information on learning formats used. It is recommended that a survey be conducted to identify the needs and preferences of local staff in terms of scheduling, types of courses (intensive courses, e-learning, etc.) UNHQ and UNOG have conducted similar needs analyses. The questionnaire can be found in Annex 2.
1.3 Attendance

Language learning requires regular attendance, which in turn requires that the students plan well and are committed and motivated to learn. The suggested minimum attendance is 75% of the total number of class sessions. In order to ensure a high level of attendance, administrators are encouraged to involve participants from the beginning (at placement tests and information session) and to make them responsible for part of the cost (e.g. mandatory purchase of books by participants, co-payment of the course fees, payment of a no-show or incomplete attendance fee). Other measures such as designing shorter modules with one or two-week breaks in between may be helpful (depending on the local situation in the duty station).

1.4 Assessment of participants’ progress

Mandatory testing at the end of every level course/module is necessary. Participants in a language programme organized in levels are required to pass the test of their current level in order to access the following level. It will increase motivation and commitment to the language learning both for teachers and participants.

1.5 Evaluating students’ satisfaction

The quality of the language training must also be evaluated, either by the provider responsible for evaluation reports, or by the UN learning manager/administrator at the duty station if the programme is run internally. Feedback forms at the end of each course can help to monitor the quality of the trainer and training. An online commercial platform can be used to host/collect evaluation/feedback questionnaires (e.g. SurveyMonkey).

An example of an online feedback form is available at https://www.surveymonkey.com/s/Language_DEMO.

2. Language course providers

A language provider should be found once the logistic components of the language programme have been defined/determined, i.e., the number of staff members requesting language training, their approximate proficiency level, and the preferred class content and format. Below are possible options:
2.1 Option 1: Official institutions

The ideal option for organizing a quality language training programme is through the local branch of one of the following official language learning institutions. These language and culture centers are supported by Member States of the Organization and are represented in many UN duty stations.

<table>
<thead>
<tr>
<th>Language</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>None</td>
</tr>
<tr>
<td>Chinese</td>
<td>Confucius Institute</td>
</tr>
<tr>
<td>English</td>
<td>The British Council</td>
</tr>
<tr>
<td>French</td>
<td>L’Alliance française</td>
</tr>
<tr>
<td>Russian</td>
<td>None ²</td>
</tr>
<tr>
<td>Spanish</td>
<td>Instituto Cervantes</td>
</tr>
</tbody>
</table>

List of official language learning institutions located in many UN duty stations

<table>
<thead>
<tr>
<th>Language</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>German (UNOV)</td>
<td>Goethe-Institut</td>
</tr>
<tr>
<td>Portuguese (ECLAC)</td>
<td>Instituto Camões/ Centro de Estudos Brasileiros</td>
</tr>
<tr>
<td>Swahili (UNON)</td>
<td>To verify locally</td>
</tr>
<tr>
<td>Thai (UNESCAP)</td>
<td>To verify locally</td>
</tr>
</tbody>
</table>

2.2 Option 2: Universities

If there is no official institution in the area, the second option is to contact local universities offering language courses. It is advisable to identify university programmes that offer basic to advanced level courses, official examinations, institutional certificates of achievement, and that have experienced teachers with a background in teaching the language as a second or foreign language.

² In Russia there are official institutions representing Russian language and culture and providing quality language classes but they are not represented abroad. They can nevertheless provide pedagogical support to local schools or instructors: Pushkin State Russian Language Institute (Государственный институт русского языка имени Пушкина): http://www1.pushkin.edu.ru/
Moscow State University Russian Language Center (Центр Русского Языка Московского Государственного Университета): http://www.mgu-russian.com/en/

³ As stipulated in GA resolution 61/444 (paragraph 17 section II), “interaction of the United Nations with the local population in the field is essential and language skills constitute an important element of the selection and training processes”. Therefore “a good command of the official language(s) spoken in the country of residence should be taken into account.”
2.3 Option 3: Language schools and other providers

If there is no official institution or university offering courses/instruction in the target language, a third option is a language school or another local provider.

In any case it is essential that the instructors selected to teach meet the requirements for UN language teachers (see section 3 below).

2.4 Option 4: Individual contractors

If none of the above options is available at the duty station, the last possibility is to hire a professional language instructor as an individual contractor. This option can be appealing from a cost-benefit perspective when a large number of staff members have requested language training.

2.5 Contractual regulations

Once the provider is selected, applicable procurement regulations should be followed before a contract or official document is signed.
3. Language instructors

3.1 Qualifications

Teachers working in United Nations language programmes must be professional instructors and meet the specific linguistic needs of the Organization. For example, in some cases teachers need to be qualified to (1) prepare staff members for the UN Language Proficiency Examination (LPE); (2) develop teaching and testing materials based on UN working texts and communication situations; and (3) prepare and teach specific courses such as Report Writing or Correspondence Writing for the UN.

The requirements for language instructors at the UN are as follows (see Section 4.1 for a detailed description of the system of levels):

<table>
<thead>
<tr>
<th>Minimum requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language proficiency</td>
</tr>
<tr>
<td>Language teacher qualifications</td>
</tr>
<tr>
<td>Teaching experience</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Complementary skills</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Desirable requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complementary skills</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

For a detailed profiling for language teaching professionals, administrators should refer to the EAQUALS grid in Annex 03 (Evaluation & Accreditation of Quality in Language Services4, an international association of institutions and organizations involved in language education). As the document

4 More information available on www.eaquals.org
explains, the requirements change depending on the local context. Administrators can use the EAQUALS grid to define the minimum standard relevant to their specific situation. For example, if the UN minimum requirements are at the EAQUALS T5 level, in some national contexts, for some languages used infrequently, the minimum standard could be lowered to T4 or T3.

Merely being a native speaker is by no means sufficient qualification for language teaching. It is essential that instructors meet the minimum requirements of education and experience detailed above. This also applies to spouses or local staff who are native speakers, who must meet these requirements to teach classes.

Experience in teaching adults at the workplace is also a very important criterion. Experience in teaching children/young students should not be considered/counted, as it requires different skills.

### 3.2 Steps to follow when hiring instructors

When hiring an instructor as an individual contractor, the steps below should be followed:

- Issue a job announcement with the minimum qualifications
- Screen Curriculum Vitae
- Organize a class demonstration
- Conduct an interview (immediately or shortly after the class demonstration)

For more information please refer to the “Language Teacher Selection Guidelines” document, prepared by the Language Learning Services Unit (LLSU).

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5 An example of a job announcement for the English section at UNOG can be found online: [http://englishcoursesdlls.wordpress.com/part-time-teachers/](http://englishcoursesdlls.wordpress.com/part-time-teachers/)
4. Course content and certification

4.1 Course content

The UN Secretariat Language Programmes are benchmarked against the Common European Framework of Reference (CEFR) for Teaching and Learning Languages (see official website http://www.coe.int/t/dg4/linguistic/cadre1_EN.asp).

The CEFR is a major development in language teaching and learning. It has contributed to the setting of common standards for establishing goals and measuring achievement; it defines values for consideration in deciding on curricula and approach; and it offers a conceptual framework for teaching, learning and assessment.

This framework provides national education ministries, universities, language training institutes, schools and other organizations interested in multilingualism a common reference for assessing the levels within their existing programmes, and benchmarking them against internationally recognized standards of proficiency, which have been carefully broken down into six proficiency levels.

The framework is based on practical, comprehensible “can do” statements that cover elements of communicative competences for the six levels: A1, A2 (Basic User), B1, B2 (Independent User), C1, C2 (Proficient User). See Table 1 below for a description of the levels.

For example, the United Nations proficiency examination for each of the six official languages includes questions at the B2 and C1 levels.

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6 Full text in pdf version (free of charge) available online (in English): http://www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf
When reviewing a language learning provider, the following factors must be verified:

- The provider’s curriculum is benchmarked against the CEFR system of levels. This is essential for staff who are expected to become increasingly mobile. With a certificate of completion of a CEFR level, the student can more easily join a course in another duty station.

- The provider offers solid in-house examinations that include at least one examination for each CEFR level offered in the programme. Examinations must consist of written and oral components, both of which participants must pass in order to qualify for the level certificate.
If courses are organized internally with individual contractors, the instructors will need to be provided with a curriculum defining the objectives and the content of each level of the programme. Administrators should be aware that building a curriculum requires a high level of expertise in pedagogical engineering, as it is essential to adapt the content to the local needs and professional environment. If no local resources are available, UNHQ and UNOG have the internal expertise (staff member teachers) and can provide technical support on this matter.

4.2 Official certification

Internationally recognized examinations exist in each of the official languages. The most established tests are listed in tables 2 and 3.

Some language providers are also test centers. A local language course provider offering one of the examinations below may be a preferred provider.

Table 2. Selected standardized tests for language proficiency assessment

<table>
<thead>
<tr>
<th>Language</th>
<th>Test Name</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>ALPT (Arabic Language Proficiency Test)</td>
<td>Arabic Academy and endorsed by the Islamic Chamber of Commerce and Industry</td>
</tr>
<tr>
<td>English</td>
<td>TOEIC (The Test of English for International Communication)</td>
<td>Educational Testing Service (ETS), an American non-profit organization</td>
</tr>
<tr>
<td></td>
<td>IELTS (International English Language Testing System)</td>
<td>International partnership of nonprofit organizations - the British Council, Cambridge ESOL and IDP Education</td>
</tr>
<tr>
<td>French</td>
<td>TEF (Test d’évaluation du français)</td>
<td>CCIP (Paris Chamber of Commerce and Industry)</td>
</tr>
<tr>
<td></td>
<td>TCF (Test de connaissance du français)</td>
<td>CIEP (Centre international d’études pédagogiques), a public institution under the French Ministry of Education</td>
</tr>
<tr>
<td></td>
<td>DELF – DALF</td>
<td>CIEP</td>
</tr>
<tr>
<td>Russian</td>
<td>TORFL (Test of Russian as a Foreign Language)</td>
<td>Russian Ministry of Education and Science, Moscow State University Center for International Education</td>
</tr>
<tr>
<td>Spanish</td>
<td>DELE (Diplomas de Español como Lengua Extranjera)</td>
<td>Instituto Cervantes on behalf of the Spanish Ministry of Education</td>
</tr>
</tbody>
</table>
### Table 3: Equivalence of levels among selected standardized examinations

<table>
<thead>
<tr>
<th>Common European Framework of Reference for Languages CEFR</th>
<th>English&lt;sup&gt;1&lt;/sup&gt;</th>
<th>French&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Spanish</th>
<th>Chinese</th>
<th>Russian</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOEIC</td>
<td>IELTS</td>
<td>TCF</td>
<td>TEF</td>
<td>DELF - DALF</td>
<td>DELE</td>
</tr>
<tr>
<td></td>
<td>List + Read Speak + Write</td>
<td>Level</td>
<td>Score</td>
<td>Level</td>
<td>Score</td>
<td>DELE A1</td>
</tr>
<tr>
<td>Breakthrough or beginner</td>
<td>A1</td>
<td>120-215</td>
<td>80-150</td>
<td>1</td>
<td>100-199</td>
<td>0-203</td>
</tr>
<tr>
<td>Way stage or elementary</td>
<td>A2</td>
<td>225-540</td>
<td>160-230</td>
<td>2</td>
<td>200-299</td>
<td>204-360</td>
</tr>
<tr>
<td>Threshold or intermediate</td>
<td>B1</td>
<td>550-775</td>
<td>240-300</td>
<td>3</td>
<td>300-399</td>
<td>361-540</td>
</tr>
<tr>
<td>Vantage or upper intermediate</td>
<td>B2</td>
<td>785-935</td>
<td>310-390</td>
<td>4</td>
<td>400-499</td>
<td>541-698</td>
</tr>
<tr>
<td>Effective operational proficiency or advanced</td>
<td>C1</td>
<td>945-990</td>
<td>400</td>
<td>5</td>
<td>500-599</td>
<td>699-833</td>
</tr>
<tr>
<td>Mastery or proficiency</td>
<td>C2</td>
<td>8.5-9</td>
<td>6</td>
<td>6</td>
<td>600-699</td>
<td>834-900</td>
</tr>
</tbody>
</table>
5. Resources for the six official languages

Please refer to the “Resources for the Six Official Languages” document, prepared by the Language Learning Services Unit for more information.

The document is primarily intended for learning managers, language teachers and students. It includes a variety of authentic language resources (online, audio, video, written, not including apps) intended for learning experiences and materials design for the six official languages in the United Nations.

The first version of the information sheet that includes resources from both UNHQ and UNGO will be followed by other versions, according to needs of Field Duty Stations and Offices away from Headquarters.

The current version of the document is presented in PDF format; however, other forms of distribution (online and/or paper) are being discussed for future versions.
6. E-learning language training

To help learners of foreign languages, there are many options via e-learning (see definition in footnote 7). It is possible to study a variety of world languages, and there have been continuous attempts at new solutions, taking into consideration the specific needs of language learners.

Indeed, developing an e-learning system that can successfully teach a foreign language is a challenge. The greatest problem is the lack of face-to-face communication between peers and with the teacher. Students generally fail to receive enough oral practice without regular face-to-face interaction.

Therefore, though e-learning might be used to supplement what is taught in the classroom, it should not replace teacher-led training, and it may not be the most appropriate response to every local situation. However, it should be considered as an option:

- when administrators in the field cannot find or hire qualified teachers;
- when the number of potential students is limited.

E-learning options

This section includes a list of some e-learning options, each with a brief description and an evaluation by language teaching professionals at UNHQ. Some of these products are likely to be more effective than others.

6.1 Contract with an e-learning provider for the UN system: Rosetta Stone

Rosetta Stone is a computer-assisted language learning software. It uses images, text, sound, and video to teach words and grammar by spaced repetition, without translation and grammar explanation. Rosetta Stone calls their approach Dynamic Immersion™.

The software is available in over 30 languages (including the six official languages – for a detailed list of other languages, see footnote 8).

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7 Education via the Internet, network, or standalone computer. E-learning refers to using electronic applications and processes to learn including Web-based learning, computer-based learning, virtual classrooms and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM. E-learning was first called "Internet-Based training" then "Web-Based Training".

8 Arabic, Chinese (Mandarin), Dari*, Dutch, English (American), English (British), Filipino (Tagalog), French, German, Greek, Hebrew, Hindi, Indonesian*, Irish, Italian, Japanese, Korean, Latin*, Pashto*, Persian (Farsi), Polish, Portuguese (Brazil), Russian, Spanish (Latin America), Spanish (Spain), Swahili*, Swedish, Turkish, Urdu*, Vietnamese (* Not available for Rosetta Stone TOTAlE® PRO implementations)
The agreement with the UN covers the following products: Rosetta Stone version 3 (on-line and/or CD Rom) and Rosetta Stone TOTALE with its online tutoring, games and activities, in conjunction with or instead of Version 3.

As of 2014 the agreed prices for a 12-month subscription period are as follow (with all licenses starting and ending on the same date):

<table>
<thead>
<tr>
<th>Version 3 Course</th>
<th>TOTALE</th>
<th># of licenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>$185.00</td>
<td>$295.00</td>
<td>50-249</td>
</tr>
<tr>
<td>$165.00</td>
<td>$240.00</td>
<td>250-999</td>
</tr>
<tr>
<td>$125.00</td>
<td>$190.00</td>
<td>1,000-2,499</td>
</tr>
<tr>
<td>$105.00</td>
<td>$165.00</td>
<td>2,500+</td>
</tr>
</tbody>
</table>

Administrators willing to get licenses will be in touch with one super-administrator from OHRM. Every office/mission has its own procedure for disseminating licenses.

From a pedagogical and technical point of view, at first glance, Rosetta Stone is an appealing product, with an attractive interface, easy to navigate assignments, state-of-the-art technology, and a straightforward approach to language teaching and learning. However, there are important limitations in the method.

Rosetta Stone claims to teach languages the way children learn their first language (without explanations eliminating the need for “boring memorization” and “the endless tedium of…grammar drills” (http://support.rosettastone.com/en-US/articles/What-is-Dynamic-Immersion/). However, since adults learn differently from children, they may experience frustration with the lack of translation and explanations. Some adult learners (especially in a professional environment) want grammatical explanations; denying them these might be counterproductive. In addition, Rosetta Stone version 3 does not offer tools for tutoring and distance courses. Therefore, advanced speaking and writing skills are extremely difficult to acquire.

That being said, the agreement with Rosetta Stone meets the logistical and technological challenges of certain local situations, and allows for the acquisition of certain language skills where no suitable alternative exists.

Before contracting Rosetta Stones, it is essential to note that other e-learning products exist that may be a better fit. Some of them are presented in the next section.
6.2 Suggested language e-learning products for language instruction

For this information please refer to the “Online Language Learning in the Field” document, prepared by the Language Learning Services Unit (LLSU).

Main points to take into consideration while organizing language training:

1. Better language providers: local branch of official institutions or universities

2. In case of local provider: check for quality (curriculum benchmarked against CEFR + examinations + instructors meeting the requirements)

3. Check carefully all instructors’ CVs, organize class demo and interview

4. Review all possible options to organize classes (in-house or external training, course format, cost)

5. Finally, do not hesitate to seek UNHQ’s or UNOG’s expertise in: assessment of a language training provider, needs analysis, curriculum design, material development, teachers training.
## Annex 1. Comparison of the UN Secretariat 2013 Language Programmes

### UN Secretariat Language Programmes

<table>
<thead>
<tr>
<th>UNHQ - New York</th>
<th>UNON-Nairobi</th>
<th>ECLAC - Santiago</th>
<th>ESCAP - Bangkok</th>
<th>ESCWA - Beirut</th>
<th>UNOV-Vienna</th>
<th>UNOG - Geneva</th>
</tr>
</thead>
<tbody>
<tr>
<td>Javier Zanon LCP, Head, <a href="mailto:zanon@un.org">zanon@un.org</a></td>
<td>Jean-Luc Wasse, Language Programme Coordinator, <a href="mailto:Jean-Luc.Wasse@unon.org">Jean-Luc.Wasse@unon.org</a></td>
<td>Karin Orantes, Associate Training Officer, <a href="mailto:karin.orantes@cepal.org">karin.orantes@cepal.org</a></td>
<td>Katarina Grozdanovic, Associate Human Resources Officer, ODSU, <a href="mailto:grozdanovic@un.org">grozdanovic@un.org</a></td>
<td>Souad Azar, Senior HR Assistant, <a href="mailto:azars@un.org">azars@un.org</a></td>
<td>Ruth Sembajwe, Chief, <a href="mailto:ruth.sembajwe@un.org">ruth.sembajwe@un.org</a></td>
<td>Jesús Guerrero Buitrago, Chief, <a href="mailto:iguerrero@unog.ch">iguerrero@unog.ch</a></td>
</tr>
</tbody>
</table>

#### Teachers and Staff

- **UNHQ - New York**: 20 full time teachers, 10 SSAs (part-time teachers), $3,310.10 Ksh = 38.50 US$.
- **UNON-Nairobi**: 0 full time teachers, 12 SSAs (part-time teachers), 20,000 CLP/hour (38.17 USD).
- **ECLAC - Santiago**: 0 full time teachers, 8 SSAs (part-time teachers), 1,000 THB $35 per hour € 44 gross teaching hours/€ 22 gross per admin hour.
- **ESCAP - Bangkok**: 0 full time teachers, 1 SSA (part-time teacher) for Arabic only, 80.80 CHF.
- **ESCWA - Beirut**: N/A, 19 SSAs (part-time teachers) Individual Contractors.
- **UNOV-Vienna**: 0 full time teachers, 11 SSAs (part-time teachers) Individual Contractors.
- **UNOG - Geneva**: 15 full time teachers (14 posts, 1 post filled by 2 people on a 50% basis), 3 terms per year, Duration: 12 weeks, Exam: 1 week, 80.80 CHF.

#### Information and Announcements

- **ST/IC/2013/2**: http://www.un.org/staffdevelopment/lcp One common website in 6 languages + 6 different websites for each programme.
- **ST/IC/Geneva/2013/19**: http://learning.unog.ch

#### Salaries

- **UNHQ - New York**: $69 Net salary per hour (in US$).
- **UNON-Nairobi**: 3,310.10 Ksh = 38.50 US$.
- **ECLAC - Santiago**: 20,000 CLP/hour (38.17 USD).
- **ESCAP - Bangkok**: 1,000 THB $35 per hour € 44 gross teaching hours/€ 22 gross per admin hour.
- **ESCWA - Beirut**: 80.80 CHF.
- **UNOV-Vienna**: $44 gross teaching hours/€ 22 gross per admin hour.
- **UNOG - Geneva**: 80.80 CHF.

#### Broadcasts

- **UNHQ - New York**: Broadcasts through email for announcing each language session.
- **UNON-Nairobi**: Information circular each term.
- **ECLAC - Santiago**: Information circular each term.
- **ESCAP - Bangkok**: UNESCAP Language Training Programme Guidelines.
- **ESCWA - Beirut**: Information circular each term.
- **UNOV-Vienna**: Information circular each term.
- **UNOG - Geneva**: Information circular each term.

#### Qualifications

- **UNHQ - New York**: University degree and some teaching experience. It is difficult to find language teachers with several years experience in Nairobi because they want a post in a university or an international school and are not interested in our SSA contracts. Master degree.
- **UNON-Nairobi**: Equivalent of a BA or MA in teaching Arabic/Chinese/English, French, Russian, Spanish as a foreign language with at least 5 years of teaching language experience. University degree in applied linguistics, language teaching, or a related field and a minimum of five years of experience in teaching or training adults in language communications skills as a second or foreign language within the last eight years. A university degree in applied linguistics, language teaching, or a related field + ideally 5 years of teaching language experience.
- **ECLAC - Santiago**: University degree in applied linguistics, language teaching, or a related field and a minimum of five years of experience in teaching or training adults in language communications skills as a second or foreign language within the last eight years. A university degree in applied linguistics, language teaching, or a related field + ideally 5 years of teaching language experience.
- **ESCAP - Bangkok**: Equivalent of a BA or MA in teaching Arabic/Chinese/English, French, Russian, Spanish as a foreign language with at least 5 years of teaching language experience. University degree in applied linguistics, language teaching, or a related field and a minimum of five years of experience in teaching or training adults in language communications skills as a second or foreign language within the last eight years. A university degree in applied linguistics, language teaching, or a related field + ideally 5 years of teaching language experience.
- **ESCWA - Beirut**: Master degree.
- **UNOV-Vienna**: Master degree.
- **UNOG - Geneva**: Master degree.

#### Terms

- **UNHQ - New York**: 3 terms per year, Duration: 12 weeks, Exam: 1 week.
- **UNON-Nairobi**: 3 terms per year, Duration: 12 weeks, Exam: 1 day end of the 12 week term.
- **ECLAC - Santiago**: 2 terms per year, Duration: 16 weeks, Exam: 1 week.
- **ESCAP - Bangkok**: 3 terms per year, Duration: 12 weeks, Exam: 1 week.
- **ESCWA - Beirut**: Average 3 + 2-3 summer intensive sessions, Duration: Average 8 weeks, Exam: Depending on language centre.
- **UNOV-Vienna**: 2 terms per year, Duration: 17 weeks, Exam: 1 week.
- **UNOG - Geneva**: 3 terms per year, Duration: 12 weeks, Exam: 1 week.

**Average total number of courses per term in 2011**
### Total number of courses in 2011

| 489 | 165 | 93 | 27 | 79 | 253 |

### Total number of languages taught?

| 6 (Arabic, Chinese, English, French, Russian, Spanish) | 6 (Arabic, Chinese, English, French, Portuguese, Russian, Spanish) | 7 (Arabic, Chinese, English, French, Russian, Spanish and Thai) | 4 (Arabic, English, French and Spanish) | 7 (Chinese, English, French, Russian, Spanish, Arabic, German) | 6 (Arabic, Chinese, English, French, Russian, Spanish) |

### Working languages

| English, French | English and French | Spanish, English | English, French | English, Arabic | English, French | English, French |

### Number of regular levels

| 8 in English, French, Spanish | 9 in Arabic, Chinese, Russian | 6 in Arabic, 3 in Chinese, 9 in French, 4 in Spanish, 2 in English, 1 in Kiswahili | 6 in English, 5 in French, 3 in Portuguese and Spanish, 2 in Russian, 1 in Chinese | 8 in English, 9 in Arabic, Russian and Chinese, 10 in French and 12 in Spanish | 7 levels in all official languages | 9 in English, French, Spanish / 8 in Arabic, Chinese, Russian (in these languages 1 level takes 2 terms so to complete the programme, students need to do 16 levels) |

### Course duration (hours per week)

| Most of courses are offered 3 hours a week (36 hrs per term) Some are 4 hours a week (48 hrs per term) Accelerated courses (only Spanish) are 6 hrs a week (72 hrs per term) | Regular courses are offered 4 times a week (48 sessions of 50 minutes each per term). Some special courses are offered twice a week (24 sessions of 50 minutes each or 10 sessions of 1 hour 40 minutes each). Writing courses in English are offered with other formats (24 hours, 15 hours, etc...) | All courses are offered twice per week: 1.5 hours each session = 3 hours per week (48 hrs per term). Conversation courses (English & French) are offered once per week (24 hours per term) | Regular courses are offered 3 hours a week (36 hrs per term) or 2 hours a week (48 hrs per term) depending on numbers of participants Writing courses are offered 2 hours a week (24 hrs per term) | 4 hours per week for Arabic 5 hours per week for Spanish and French 6 hours per week for English | Regular levels are offered 3 hours a week (51 hours per term) | Regular courses are offered 4 hours a week (48 hrs per term) Optional courses can be 4 hours a week (48 hours per term) or 2 hours a week (24 hrs per term) |

### Course duration (number of weeks)

| Most of courses are offered for 12 weeks Some special courses may be offered twice, 6 weeks each Other formats are possible (ex: English writing courses) | Regular courses are offered for 12 weeks. Special courses are offered for 4, 5 or 6 weeks. | 17 weeks approx. (varies depending on holidays, teachers calling in sick, etc.) | All courses are offered for 13 weeks (including 1 exam week). | 10 weeks on average | Regular courses take place three times per week for 55 minutes or twice a week for 80 minutes, for a total of 51 teaching hours over 17 weeks. Workshops take place once a week, in 55-minute sessions, for a total of 15 teaching hours over 15 weeks. | Most of courses are offered for 12 weeks Some optional courses may be offered for 6 weeks (4 hours a week); there are also 24-hour optional courses running for 12 weeks (2 hours a week) Other formats are possible (ex: 2-day English writing courses) |
### Course hours

| Morning: 8:30-9:30am or 8:15-9:45am Lunch: 12-1, 1-2, 2-3, 12-1:30, 1:30-3 Evening: After 5:15pm (or 5:45pm during GA) | 9:00 am to 9:50 am, 10:00 am to 10:50 am, 11:00 am to 11:50 am, 12:00 pm to 12:50 pm, 1:00 pm to 1:50 pm, 2:00 pm to 2:50 pm (4 times a week). 4:30pm to 6:10pm (twice a week). Lunch: 1 - 2.30 | Monday and Wednesday: 8:30-15.00 Tuesday and Thursday: 7:30-17.30 Friday: 7:30-9.00 | Arabic: 15:00-17:00 and 17:00-19:00 English: 15:00-17:00, 17:15-19:15, 19:30-21:30, 14:30-17:30 and 18:00-21:00 French: 16:00-18:30, 18:30-21:00, 15:30-18:00, 18:00-20:30 Spanish: 16:00-18:30 and 18:30-21:00 | Courses are mainly scheduled during lunch hours and some lessons take place in the morning/afternoon (due to flex time policy change) | Morning: 8:00-9:00am (4 times a week) or 8:00-10:00am (twice a week) Lunch: 11:30-12:30 or 12:30-13:30 or 13:30-14:30 (4 times a week) or 11:30-13:30 or 12:30-14:30 (twice a week) Evening: No evening classes |

### Location of the language programme

| In two buildings: Secretariat and DC2 | In 2 separate locations: Administrative part in W block and language classrooms in central area. | ECLAC compound ESCAP Learning Centre, UNCC Building (shared amongst all learning programmes) | In language centres for 3 languages and at ESCWA building for Arabic | Vienna International Center | Staff Development and Learning Section, Annex Bocage 2 (UNOG premises) |

No resource center

1 (Career & Language Resource Center) Project starting in last quarter of 2013. Language: Magazines, videos, Rosetta Stone and computers Placement test is done in the CLRC

No resource center

Resource center open 8.00-17.00. Facilities provide books, 4 PCs audio CDs, TV, DVD players and internet access. ESCAP Library also language-related books and study guides.

Career Resource Center. Some language material (especially French) are available at ESCWA Library.

1 (Career Resource and Learning Center) 2 computers

1 (Language Resource Centre) Opening hours: 12:30-15:00 Books, magazines, reference materials (i.e. manuals, tapes, videos, etc.) and computers (i.e. internet, videos, audio and written exercises, tests, etc.) in all languages. For English, the written part of the placement tests is done in the computers of the LRC.
<table>
<thead>
<tr>
<th>UNHQ - New York</th>
<th>UNON-Nairobi</th>
<th>ECLAC - Santiago</th>
<th>ESCAP - Bangkok</th>
<th>ESCWA - Beirut</th>
<th>UNOV-Vienna</th>
<th>UNOG - Geneva</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students: Eligibility and tuition</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Free for UN staff, accredited diplomats and retirees</td>
<td>Paying for non-accredited diplomats and Funds and Agencies. Spouses, Interns, Consultants non eligible</td>
<td>Free for ECLAC staff. Spouses must pay US$ 100 per year. Agencies and Embassies must pay US$ 200 per semester. Consultants, Interns and retirees non eligible.</td>
<td>Free: ESCAP, retirees</td>
<td>Tuition charged: UN agency staff, staff member spouses, interns, consultants, retirees, diplomats; Thai language courses are self-financed by participants</td>
<td>Free for ESCWA staff members. For Arabic courses, we welcome staff members from other UN agencies and programmes, especially that the number of participants in courses is small.</td>
<td>Free for UNOG staff. Paying for other Organizations, Funds and Agencies, Mission personnel, including observer Missions, staff of service organizations in the Palais des Nations, employees of NGOs accredited to the UN, press corps, consultants, spouses</td>
</tr>
<tr>
<td>$100 no-show fee</td>
<td>$100 incomplete attendance fee</td>
<td>Full fee for no show and repeating a course</td>
<td>$100 no-show fee</td>
<td>$100 incomplete attendance fee</td>
<td>THB 1,400.00</td>
<td>None</td>
</tr>
<tr>
<td>$100 no-show fee</td>
<td>$100 incomplete attendance fee</td>
<td>THB 1,400.00</td>
<td>No penalty fees, but if a staff member fails a level, he/she will pay for the re-take.</td>
<td>No penalty fee as such, but there is a repetition fee (280 EUR for a regular course &amp; 110 EUR for a workshop)</td>
<td>None</td>
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<tr>
<td><strong>Minimum number of students per class</strong></td>
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</tr>
<tr>
<td>8 in English, French, Spanish</td>
<td>7 in English, French, Spanish</td>
<td>5 ECLAC staff</td>
<td>4-8 for Arabic courses. For other languages, given at the centres, around 1-3 per language per level.</td>
<td>7 (generally more than half should be UNOV/UNODC staff), exceptions can be made to ensure continuity</td>
<td>8 in English, French, Spanish</td>
<td></td>
</tr>
<tr>
<td>5 in Arabic, Chinese, Russian</td>
<td>5 in Arabic, Chinese, Russian and Kiswahili. 5 in English allowed for 24 hours courses.</td>
<td></td>
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<tr>
<td>5 in Arabic, Chinese, Russian and Kiswahili. 5 in English allowed for 24 hours courses.</td>
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<tr>
<td>7 (generally more than half should be UNOV/UNODC staff), exceptions can be made to ensure continuity</td>
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<tr>
<td><strong>Maximum number of students per class</strong></td>
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</tr>
<tr>
<td>12 for some special courses</td>
<td>12 for all language classes. Classrooms are too small for more students.</td>
<td>15</td>
<td>15</td>
<td>15 for most of the courses</td>
<td>14-16 for English, French and Spanish (depending on the demand, we can go up to 16 people per class)</td>
<td></td>
</tr>
<tr>
<td>15 for most of the courses</td>
<td></td>
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<td></td>
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<tr>
<td>18 for French regular courses</td>
<td></td>
<td></td>
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<tr>
<td>12 for some special courses</td>
<td>12 to 13 for all language classes. Classrooms are too small for more students.</td>
<td>15</td>
<td>15</td>
<td></td>
<td></td>
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<tr>
<td>15 for most of the courses</td>
<td></td>
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<tr>
<td>14-16 for English, French and Spanish (depending on the demand, we can go up to 16 people per class)</td>
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<tr>
<td>11-12 for Arabic, Chinese and Russian (classrooms are smaller)</td>
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</tr>
</tbody>
</table>
## Language and Communications Programme

### UNHQ

<table>
<thead>
<tr>
<th>Language</th>
<th>Textbooks used:</th>
<th>Methodology:</th>
<th>Assessment:</th>
<th>Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>Alif-Baa’ and Al-Kitaab series</td>
<td>Communicative Approach</td>
<td>50% Final 50% tests, homework and performance in class</td>
<td>Mr. Riadh Bounatirou, <a href="mailto:bounatirou@un.org">bounatirou@un.org</a></td>
</tr>
<tr>
<td>Chinese</td>
<td>Road to Success</td>
<td>Communicative Approach</td>
<td>Final exams</td>
<td>Mr. Yong Ho, <a href="mailto:ho@un.org">ho@un.org</a></td>
</tr>
<tr>
<td>English</td>
<td>World Link, World Pass, Northstar 5 and programme-specific texts developed in-house</td>
<td>Communicative Approach</td>
<td>50% Final 50% tests, homework and performance in class</td>
<td>Ms. Jodi Nooyen, <a href="mailto:nooyen@un.org">nooyen@un.org</a></td>
</tr>
<tr>
<td>French</td>
<td>No textbook used. Reference: CEFR</td>
<td>Action-based approach</td>
<td>Continuous evaluation for levels 1, 3 and 4. Final exams for other levels.</td>
<td>Mr. Pascal Schaller, <a href="mailto:schaller@un.org">schaller@un.org</a></td>
</tr>
<tr>
<td>Russian</td>
<td>GOLOSA(lev 1-6); V PUTI(lev 7-8); In-House Mtls (lev 9)</td>
<td>Communicative Approach</td>
<td>Final Exams</td>
<td>Ms. Alla Padalka, <a href="mailto:padalka@un.org">padalka@un.org</a></td>
</tr>
<tr>
<td>Spanish</td>
<td>Gente 1, 2 &amp; 3 (piloting new textbooks soon)</td>
<td>Communicative Approach</td>
<td>End of levels tests</td>
<td>Mr Felipe Martin-Sarachaga, <a href="mailto:martinsarachaga@un.org">martinsarachaga@un.org</a></td>
</tr>
<tr>
<td>Arabic</td>
<td>Alif-Baa’ and Al-Kitaab fi taalum Alarabiyya with DVDs. Linguaphone for the 4 skills.</td>
<td>Communicative approach.</td>
<td>50% class work and 50 % end of term examination.</td>
<td>Mr Ehab Metwaly, <a href="mailto:Ehab.Metwaly@unon.org">Ehab.Metwaly@unon.org</a></td>
</tr>
<tr>
<td>English</td>
<td>Headway for Elementary, Intermediate, Masterclass FLE cutting Edge Advanced.</td>
<td>Communicative approach.</td>
<td>End of terms tests. Teachers: Mary Roveda (<a href="mailto:Mary.Roveda@unon.org">Mary.Roveda@unon.org</a>) and Sue Ball (<a href="mailto:Sue.Ball@unon.org">Sue.Ball@unon.org</a>)</td>
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</tr>
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</table>

### UNON-Nairobi

<table>
<thead>
<tr>
<th>Language</th>
<th>Textbooks used:</th>
<th>Methodology:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portuguese</td>
<td>Falar... Ler... Escrever...</td>
<td>Communicative and Action based</td>
<td>50% assistance 50% final test</td>
</tr>
<tr>
<td>Chinese</td>
<td>El Nuevo Libro de Chino Práctico</td>
<td>Communicative and Action based</td>
<td>50% assistance 50% final test</td>
</tr>
<tr>
<td>English</td>
<td>New American Inside Out</td>
<td>Final test</td>
<td>50% assistance 50% final test</td>
</tr>
<tr>
<td>Russian</td>
<td>ЖИЛИ-БЫЛИ</td>
<td>Final test</td>
<td>50% assistance 50% final test</td>
</tr>
<tr>
<td>Spanish</td>
<td>Gramatica del español lengua extrajera</td>
<td>Final test</td>
<td>50% assistance 50% final test</td>
</tr>
</tbody>
</table>

### ECLAC - Santiago

<table>
<thead>
<tr>
<th>Language</th>
<th>Textbooks used:</th>
<th>Methodology:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portuguese</td>
<td>Falar... Ler... Escrever...</td>
<td>Communicative and Action based</td>
<td>50% assistance 50% final test</td>
</tr>
<tr>
<td>Chinese</td>
<td>El Nuevo Libro de Chino Práctico</td>
<td>Communicative and Action based</td>
<td>50% assistance 50% final test</td>
</tr>
<tr>
<td>English</td>
<td>New American Inside Out</td>
<td>Final test</td>
<td>50% assistance 50% final test</td>
</tr>
<tr>
<td>Russian</td>
<td>ЖИЛИ-БЫЛИ</td>
<td>Final test</td>
<td>50% assistance 50% final test</td>
</tr>
<tr>
<td>Spanish</td>
<td>Gramatica del español lengua extrajera</td>
<td>Final test</td>
<td>50% assistance 50% final test</td>
</tr>
</tbody>
</table>
### ESCAP - Bangkok

<table>
<thead>
<tr>
<th>Language</th>
<th>Textbooks used</th>
<th>Methodology</th>
<th>Assessment</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic:</td>
<td>&quot;Textbooks used: Al- Kitaab and Ahlan Wa Sahlan Series&quot;</td>
<td>Communicative Approach</td>
<td>End of term test</td>
<td>Ms. Lana Le Blanc: <a href="mailto:lenaadnanessa@yahoo.com">lenaadnanessa@yahoo.com</a></td>
</tr>
<tr>
<td>English:</td>
<td>Textbooks used: Interchange 1-2, New Headway Intermediate/Advanced, UN Course Book i.e. Writing Letters &amp; Memo, Report Writing Principles.</td>
<td>Communicative Approach</td>
<td>End of term test</td>
<td>Mr Bruce Avas: <a href="mailto:avas_bruce@yahoo.com">avas_bruce@yahoo.com</a></td>
</tr>
<tr>
<td>Russian:</td>
<td>Textbooks used: Colloquial Russian; PUTI, in house materials (all levels)</td>
<td>Communicative Approach</td>
<td>End of term test</td>
<td>Ms Svetlana Cherkasova: <a href="mailto:sqlana@yahoo.com">sqlana@yahoo.com</a></td>
</tr>
<tr>
<td>Spanish:</td>
<td>Textbook: Gente 1-2, Aula 1, Abanico - Espanol 2000, DVD-Gente, Socios</td>
<td>Communicative Approach</td>
<td>End of term test</td>
<td>Mr Rafael Domingo: <a href="mailto:rafaeldomingo@hotmail.com">rafaeldomingo@hotmail.com</a></td>
</tr>
<tr>
<td>Arabic:</td>
<td>Mostly spoken (colloquial) Arabic is taught with some material from Al-Kitaab for traditional Arabic</td>
<td></td>
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<tr>
<td>Chinese:</td>
<td>Textbooks used: Level 1 - NEW PRACTICAL CHINESE READER WORKBOOK 1, 2, 3, 4, (CD) 新实用汉语课本1至4册; Level 2 - NEW PRACTICAL CHINESE READER TEXTBOOK 1, 2, 3, 4, (DVD) 新实用汉语课本1至4册; level 3 - CONTEMPORARY CHINESE TEXT BOOK 1, 2, 3, 当代中文 课本: level 4 - CO</td>
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### ESCWA - Beirut

<table>
<thead>
<tr>
<th>Language</th>
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<th>Methodology</th>
<th>Assessment</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic:</td>
<td>Textbook used: Alif- Baa’ and Al-Kitaab series.</td>
<td>Communicative Approach</td>
<td>Final exams</td>
<td>Ms. Hiam Wadie, <a href="mailto:hiam.wadie@unodc.org">hiam.wadie@unodc.org</a></td>
</tr>
<tr>
<td>English:</td>
<td>Language material used at the British Council</td>
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<tr>
<td>French:</td>
<td>Language material used at the Institut Français</td>
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<tr>
<td>Spanish:</td>
<td>Language material used at Instituto Cervantes</td>
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</table>

### UNOV - Vienna

<table>
<thead>
<tr>
<th>Language</th>
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<th>Assessment</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic:</td>
<td>Textbook used: Alif- Baa’ and Al-Kitaab series.</td>
<td>Communicative Approach</td>
<td>Final exams</td>
<td>Ms. Augusta Cooper/ maternity leave replacement: Ms. Senj Temple, <a href="mailto:augusta.cooper@unodc.org">augusta.cooper@unodc.org</a>/ <a href="mailto:senj.temple@unodc.org">senj.temple@unodc.org</a></td>
</tr>
<tr>
<td>Chinese:</td>
<td>Textbooks used: Level 1 - NEW PRACTICAL CHINESE READER WORKBOOK 1, 2, 3, 4, (CD) 新实用汉语课本1至4册; Level 2 - NEW PRACTICAL CHINESE READER TEXTBOOK 1, 2, 3, 4, (DVD) 新实用汉语课本1至4册; level 3 - CONTEMPORARY CHINESE TEXT BOOK 1, 2, 3, 当代中文 课本: level 4 - CO</td>
<td></td>
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<tr>
<td>English:</td>
<td>Programme-specific texts developed in-house</td>
<td>Communicative Approach</td>
<td>Final exams for other levels</td>
<td>Claude Renaud, <a href="mailto:claude.renard.dos.santos@unodc.org">claude.renard.dos.santos@unodc.org</a> and Stephanie Gamsjaeger, <a href="mailto:stephanie.gamsjaeger@unodc.org">stephanie.gamsjaeger@unodc.org</a></td>
</tr>
<tr>
<td>French:</td>
<td>No textbook used</td>
<td>Communicative Approach</td>
<td>Continuous evaluation for levels 1, 3 and 4. Final exams for other levels.</td>
<td>Claude Renaud, <a href="mailto:claude.renard.dos.santos@unodc.org">claude.renard.dos.santos@unodc.org</a> and Stephanie Gamsjaeger, <a href="mailto:stephanie.gamsjaeger@unodc.org">stephanie.gamsjaeger@unodc.org</a></td>
</tr>
<tr>
<td>Russian:</td>
<td>Textbooks: Zhili-Byli Vols. 1 &amp; 2, Poehali 1 and 2, plus In house materials,</td>
<td>Communicative Approach</td>
<td></td>
<td>Ms. Zara Mueller - Tariverdi, <a href="mailto:zara.mueller.tariverdi@unodc.org">zara.mueller.tariverdi@unodc.org</a></td>
</tr>
<tr>
<td>Spanish:</td>
<td>Textbook: Gente 1,2 &amp;3</td>
<td>Action-based approach</td>
<td></td>
<td>Ms. Rossy Idarraga, <a href="mailto:rossy.idarraga@unodc.org">rossy.idarraga@unodc.org</a> and Mr. Guillermo Fernandez, <a href="mailto:guillermo.fernandez@unodc.org">guillermo.fernandez@unodc.org</a></td>
</tr>
</tbody>
</table>

Guidelines for the Organization of Language Learning Courses in the UN Global Secretariat. November 2014 25
<table>
<thead>
<tr>
<th>Language</th>
<th>Textbooks used:</th>
<th>Methodology:</th>
<th>Assessment:</th>
<th>Teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>Alif-Baa' and Al-Kitaab series + specific materials developed in-house</td>
<td>Communicative Approach</td>
<td>Final exams</td>
<td>Ms. Jilan Nada (<a href="mailto:jnada@unog.ch">jnada@unog.ch</a>)</td>
</tr>
<tr>
<td>Chinese</td>
<td>Manuals (and materials) developed by the UNOG Chinese language section, Level 6 and above: New Practical Chinese Reader (Upper Elementary, Vols. 3 &amp; 4), Road to Success (Listening &amp; Speaking) and programme-specific materials developed in-house.</td>
<td>Communicative Approach</td>
<td>Final exams</td>
<td>Ms. Li Bourrit (<a href="mailto:lbourrit@unog.ch">lbourrit@unog.ch</a>)</td>
</tr>
<tr>
<td>English</td>
<td>Series used: Language Leader; Headway; Global; New English File; Premium; Destinations (B1, B2, C1 &amp; C2) and programme-specific materials developed in-house.</td>
<td>Communicative Approach</td>
<td>Continuous evaluation for levels 1, 2, 4, 5, 7 and 9. Final exams for other levels (3, 6 &amp; 8).</td>
<td>Ms. Carol Waites (<a href="mailto:cwaites@unog.ch">cwaites@unog.ch</a>), Ms. Sarah Jordan (<a href="mailto:sjordan@unog.ch">sjordan@unog.ch</a>), Ms. Anne O’Brien (<a href="mailto:aoebrien@unog.ch">aoebrien@unog.ch</a>), Ms. Pam Schaffner (<a href="mailto:pschaffner@unog.ch">pschaffner@unog.ch</a>), Ms. Elizabeth Majoul-Hunter (<a href="mailto:emajoul-hunter@unog.ch">emajoul-hunter@unog.ch</a>)</td>
</tr>
<tr>
<td>French</td>
<td>Alter Ego 1 (A1); Alter Ego 3 (B1); Alter Ego 4 (B2); Ici 2 (A2); Objectif Diplomatie (A1/A2); Objectif Diplomatie 2 (B1/B2); Grammaire progressive du français (débutant, intermédiaire); Exercices de grammaire en contexte (niveau avancé) and programme-specific materials developed in-house.</td>
<td>Action-based and task-based communicative approach.</td>
<td>Continuous evaluation for levels 1, 2, 4, 5, 7 and 8. Final exams for other levels.</td>
<td>Ms. Marie-Josée Astre (<a href="mailto:mastre@unog.ch">mastre@unog.ch</a>), Ms. Sylviane Jailleau-Boberg (<a href="mailto:sjailleau-boberg@unog.ch">sjailleau-boberg@unog.ch</a>), Ms. Véronique Magnin (<a href="mailto:vmagnin@unog.ch">vmagnin@unog.ch</a>), Ms. Michelle Puygrenier (<a href="mailto:mpuygrenier@unog.ch">mpuygrenier@unog.ch</a>), Ms. Bénédicte Saouter (<a href="mailto:bsaouter@unog.ch">bsaouter@unog.ch</a>)</td>
</tr>
<tr>
<td>Russian</td>
<td>Zhili-Byli Vols. 1 &amp; 2 (Once upon a time), Le russe à votre rythme! (grammaire avec les commandaires en français), Poehali – 1 and 2 (Allons-y – 1 and 2), Doroga v Rossiyu 3 (The way to Russia 3), Russkiy Exspress (part 1 &amp; 2) and programme-specific materials developed in-house.</td>
<td>Communicative Approach</td>
<td>Final Exams</td>
<td>Ms. Natasha Raskalei (<a href="mailto:nraskalei@unog.ch">nraskalei@unog.ch</a>), Ms. Elena Goukaeva (<a href="mailto:egoukaeva@unog.ch">egoukaeva@unog.ch</a>)</td>
</tr>
<tr>
<td>Spanish</td>
<td>Pasaporte Compilado A (A1+A2); Pasaporte level 1, 2 and 4 (A1, A2, B2); Gramática Anaya (A1/A2); Aula Internacional 3; Competencia gramatical en USO B1; Competencia gramatical en USO B2 and programme-specific materials developed in-house.</td>
<td>Action-based approach</td>
<td>Action-based approach</td>
<td>Mr. Paco Calvete (<a href="mailto:pcalvete@unog.ch">pcalvete@unog.ch</a>), Mr. Juan Garcia-Araez (<a href="mailto:jgarcia-araez@unog.ch">jgarcia-araez@unog.ch</a>) and Ms. Almudena Rueda (<a href="mailto:arueda@unog.ch">arueda@unog.ch</a>)</td>
</tr>
</tbody>
</table>
Annex 2. Needs Analysis for Language Learning at UNOG (1)

Please select your current employment status (Geneva only)

- I am a UN staff member and I work at the UN Secretariat [Skip to 2]
- I am a UN staff member and I do not work at the UN Secretariat [Skip to 3]
- I am part of another International Organization [Skip to 4]
- I am an employee of a permanent mission to the UN [Skip to 7]
- I am not part of the above [Skip to 8]

Please select the UN Secretariat Service you are currently working for

- Security and Safety Service
- Information Service
- Human Resources Management Service
- Financial Resources Management Service
- Central Support Services
- Information and Communication Technology Service
- Central Planning and Coordination Service
- Interpretation Service
- Languages Service
- Publishing Service
- Library Cultural Activities Committee
- Other, please specify

Please select the UN entity you are currently working for.

- Economic Commission for Europe (ECE)
- Food and Agriculture Organization of the United Nations (FAO)
- International Atomic Energy Agency (IAEA)
- International Bureau of Education (IBE)
- International Computing Centre (ICC)
- International Monetary Fund (IMF)
International Labor Organization (ILO)
International Trade Center (ITC)
International Telecommunication Union (ITU)
International Criminal Tribunal for the former Yugoslavia (ICTY)
Joint Inspection Unit (JIU)
Joint United Nations Programme on HIV/AIDS (UNAIDS)
Office for the Coordination of Humanitarian Affairs (OCHA)
United Nations Compensation Commission (UNCC)
United Nations Conference on Trade and Development (UNCTAD)
United Nations Development Programme (UNDP)
United Nations Environment Programme (UNEP)
United Nations Educational, Scientific and Cultural Organization (UNESCO)
Office of the United Nations High Commissioner for Human Rights (UNHCHR)
Office of the United Nations High Commissioner for Refugees (UNHCR)
United Nations Children’s Fund (UNICEF)
United Nations Human Settlements Programme (UN-HABITAT)
United Nations Institute for Disarmament Research (UNIDIR)
United Nations Industrial Development Organization (UNIDO)
United Nations Institute for Training and Research (UNITAR)
United Nations Non-Governmental Liaison Service (NGLS)
United Nations Office for Project Services (UNOPS)
United Nations Population Fund (UNFPA)
United Nations Relief and Works Agency for Palestine Refugees in the Near-East (UNRWA)
United Nations Research for Social Development (UNRISD)
United Nations Office on Sport for Development and Peace (UNOSDP)
United Nations System Chief Executives Board for Coordination (CEB)
United Nations Volunteers Programme (UNV)
Universal Post Union (UPU)
World Bank
World Food Programme (WFP)
World Health Organization (WHO)
World Intellectual Property Organization (WIPO)
World Meteorological Organization (WMO)
World Trade Organization (WTO)

European Free Trade Association (EFTA)
International Committee of the Red Cross (ICRC)
International Committee of Red Cross and Red Crescent Societies (IFRC)
International Organization for Migration (IOM)
International Electrotechnical Commission (IEC)
Parliamentary Union (IPU)
International Organization for Standardization (ISO)
European Organization for Nuclear Research (CERN)
European Commission (EC)
The Global Fund to fight Aids, Tuberculosis and Malaria (TGF)
Guidelines for the Organization of Language Learning Courses in the UN Global Secretariat. November 2014

Page 5 - Question 5 - Choice - Multiple Answers [Bullets] [Mandatory]

Please select your current occupational group.

- Administration
- Civilian Police
- Civil Affairs
- Conference Services
- Drug Control and Crime Prevention
- Engineering
- Economic Affairs
- Finance
- Human Resources
- Human Rights
- Humanitarian Affairs
- Information Management
- Information Systems and Technology
- Jurists
- Legal Affairs
- Logistics
- Medical Service
- Political Affairs
- Population Affairs
- Procurement
- Production, Service and Transport Work
- Programme Management
- Public Administration
- Public Information
- Security
- Social Affairs
- Statistics

Page 6 - Question 6 - Choice - One Answer [Bullets] [Mandatory]

Please select your current staff category.

- G or related
- P or related
- D
- Other, please specify

Page 6 - Question 7 - Choice - One Answer [Bullets] [Mandatory]

Please select your current level.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- Other, please specify

[Skip Unconditionally to 9]
Page 7 - Question 8 - Choice - One Answer (Bullets) [Mandatory]
Please select your current status at the Permanent mission to the UN.

- UN Accredited Mission Staff
- UN Unaccredited Mission Staff

[Skip Unconditionally to 9]

Page 8 - Question 9 - Choice - One Answer (Bullets) [Mandatory]
Please select your current category.

- Consultant
- Spouse
- Retiree
- Intern
- NGO’s member
- Other, please specify

Page 9 - Question 10 - Choice - Multiple Answers (Bullets) [Mandatory]
Please select your location.

- Palais des Nations site
- Ariana
- Palais Wilson
- Avenue de la Paix
- Sècheron
- Montbrillant
- Route de Ferney
- Motta
- Varembé
- Vermont
- Morillons
- Appia
- Cointrin
- Petit Saconnex
- Grand Saconnex
- Châtelaine
- Other, please specify

Page 10 - Heading
Languages in the work place

Page 10 - Question 11 - Choice - One Answer (Bullets) [Mandatory]
Please indicate if you use Arabic at work.

- Yes
- No [Skip to 12]
Using Arabic at work
Please select all the activities you perform on a weekly basis at work.

Please select the appropriate listening activities:
- Listening to conferences, lectures, training sessions
- Listening to public announcements
- Listening to instructions
- Listening to meetings
- Listening to social conversations
- Listening to professional conversations
- Watching TV shows and movies
- Listening to radio broadcasts
- Listening to audio/video podcasts

Please select the appropriate reading activities:
- Reading informal fax, letters, emails
- Reading formal fax, letters, emails
- Reading newspapers, magazines
- Reading instructions, catalogues, manuals
- Reading official rules and regulations
- Reading reports, summaries
- Reading documents, articles specific to your field
- Reading invitations, thank you notes
- Reading booklets, brochures, leaflets
- Compiling information from various sources (to create press releases, reports)
- Browsing the Internet

Please select the appropriate speaking activities:
- Welcoming visitors, friends, clients, etc
- Debriefing
- Making public announcements
- Giving oral instructions
- Giving presentations, speeches (to large groups)
- Advising, guiding
- Negotiating
- Participating in formal discussions, meetings, debates, training sessions (in small groups)
- Participating in informal discussions in a professional context (with colleagues, clients...)
- Interviewing and being interviewed
- Participating in telephone conversations

Please select the appropriate writing activities:
- Writing informal letters
- Writing formal letters
- Writing informal emails
- Writing formal emails
- Writing minutes
- Writing instant messages
- Writing invitations
- Completing applications, institutional forms
- Taking notes
- Writing a note
- Writing reports
- Writing memoranda
- Writing speeches
- Writing resumes

Page 12 - Question 16 - Choice - One Answer (Bullets) [Mandatory]

Please indicate if you use Chinese at work.

- Yes
- No [Skip to 14]

Page 13 - Heading
Using Chinese at work
Please select all the activities you perform on a weekly basis at work.

Page 13 - Question 17 - Choice - Multiple Answers (Bullets)

Please select the appropriate listening activities

- Listening to conferences, lectures, training sessions
- Listening to public announcements
- Listening to instructions
- Listening to meetings
- Listening to social conversations
- Listening to professional conversations
- Watching TV shows and movies
- Listening to radio broadcasts
- Listening to audio/video podcasts

Page 13 - Question 18 - Choice - Multiple Answers (Bullets)

Please select the appropriate reading activities.

- Reading informal fax, letters, emails
- Reading formal fax, letters, emails
- Reading newspapers, magazines
- Reading instructions, catalogues, manuals
- Reading official rules and regulations
- Reading reports, summaries
- Reading documents, articles specific to your field
- Reading invitations, thank you notes
- Reading booklets, brochures, leaflets
- Compiling information from various sources (to create press releases, reports)
- Browsing the Internet

Page 13 - Question 19 - Choice - Multiple Answers (Bullets)

Please select the appropriate speaking activities.

- Welcoming visitors, friends, clients, etc
- Debriefing
Making public announcements
Giving oral instructions
Giving presentations, speeches (to large groups)
Advising, guiding
Negotiating
Participating in formal discussions, meetings, debates, training sessions (in small groups)
Participating in informal discussions in a professional context (with colleagues, clients...)
Interviewing and being interviewed
Participating in telephone conversations

Please select the appropriate writing activities.

Writing informal letters
Writing formal letters
Writing informal emails
Writing formal emails
Writing minutes
Writing instant messages
Writing invitations
Completing applications, institutional forms
Taking notes
Writing a note
Writing reports
Writing memoranda
Writing speeches
Writing resumes

Please indicate if you use English at work.

Yes
No [Skip to 16]

Using English at work
Please select all the activities you perform on a weekly basis at work.

Please select the appropriate listening activities

Listening to conferences, lectures, training sessions
Listening to public announcements
Listening to instructions
Listening to meetings
Listening to social conversations
Listening to professional conversations
Watching TV shows and movies
Listening to radio broadcasts
Listening to audio/video podcasts
Please select the appropriate reading activities.

- Reading informal fax, letters, emails
- Reading formal fax, letters, emails
- Reading newspapers, magazines
- Reading instructions, catalogues, manuals
- Reading official rules and regulations
- Reading reports, summaries
- Reading documents, articles specific to your field
- Reading invitations, thank you notes
- Reading booklets, brochures, leaflets
- Compiling information from various sources (to create press releases, reports)
- Browsing the Internet

Please select the appropriate speaking activities.

- Welcoming visitors, friends, clients, etc
- Debriefing
- Making public announcements
- Giving oral instructions
- Giving presentations, speeches (to large groups)
- Advising, guiding
- Negotiating
- Participating in formal discussions, meetings, debates, training sessions (in small groups)
- Participating in informal discussions in a professional context (with colleagues, clients...)
- Interviewing and being interviewed
- Participating in telephone conversations

Please select the appropriate writing activities.

- Writing informal letters
- Writing formal letters
- Writing informal emails
- Writing formal emails
- Writing minutes
- Writing instant messages
- Writing invitations
- Completing applications, institutional forms
- Taking notes
- Writing a note
- Writing reports
- Writing memoranda
- Writing speeches
- Writing resumes

Please indicate if you use French at work.

- Yes
- No [Skip to 18]
Using French at work
Please select all the activities you perform on a weekly basis at work.

Please select the appropriate listening activities

- Listening to conferences, lectures, training sessions
- Listening to public announcements
- Listening to instructions
- Listening to meetings
- Listening to social conversations
- Listening to professional conversations
- Watching TV shows and movies
- Listening to radio broadcasts
- Listening to audio/video podcasts

Please select the appropriate reading activities.

- Reading informal fax, letters, emails
- Reading formal fax, letters, emails
- Reading newspapers, magazines
- Reading instructions, catalogues, manuals
- Reading official rules and regulations
- Reading reports, summaries
- Reading documents, articles specific to your field
- Reading invitations, thank you notes
- Reading booklets, brochures, leaflets
- Compiling information from various sources (to create press releases, reports)
- Browsing the Internet

Please select the appropriate speaking activities.

- Welcoming visitors, friends, clients, etc
- Debriefing
- Making public announcements
- Giving oral instructions
- Giving presentations, speeches (to large groups)
- Advising, guiding
- Negotiating
- Participating in formal discussions, meetings, debates, training sessions (in small groups)
- Participating in informal discussions in a professional context (with colleagues, clients...)
- Interviewing and being interviewed
- Participating in telephone conversations

Please select the appropriate writing activities.

- Writing informal letters
- Writing formal letters
- Writing informal emails
- Writing formal emails
- Writing minutes
- Writing instant messages
- Writing invitations
- Completing applications, institutional forms
- Taking notes
- Writing a note
- Writing reports
- Writing memoranda
- Writing speeches
- Writing resumes

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Page 18 - Question 31 - Choice - One Answer (Bullets) [Mandatory]

Please indicate if you use Russian at work.

- [ ] Yes
- [ ] No [Skip to 20]

---

Page 19 - Heading

Using Russian at work

Please select all the activities you perform on a weekly basis at work.

---

Page 19 - Question 32 - Choice - Multiple Answers (Bullets)

Please select the appropriate listening activities

- Listening to conferences, lectures, training sessions
- Listening to public announcements
- Listening to instructions
- Listening to meetings
- Listening to social conversations
- Listening to professional conversations
- Watching TV shows and movies
- Listening to radio broadcasts
- Listening to audio/video podcasts

---

Page 19 - Question 33 - Choice - Multiple Answers (Bullets)

Please select the appropriate reading activities.

- Reading informal fax, letters, emails
- Reading formal fax, letters, emails
- Reading newspapers, magazines
- Reading instructions, catalogues, manuals
- Reading official rules and regulations
- Reading reports, summaries
- Reading documents, articles specific to your field
- Reading invitations, thank you notes
- Reading booklets, brochures, leaflets
- Compiling information from various sources (to create press releases, reports)
- Browsing the Internet

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Page 19 - Question 34 - Choice - Multiple Answers (Bullets)

Please select the appropriate speaking activities.

- Welcoming visitors, friends, clients, etc
- Debriefing
Making public announcements
Giving oral instructions
Giving presentations, speeches (to large groups)
Advising, guiding
Negotiating
Participating in formal discussions, meetings, debates, training sessions (in small groups)
Participating in informal discussions in a professional context (with colleagues, clients...)
Interviewing and being interviewed
Participating in telephone conversations

Please select the appropriate writing activities.

Writing informal letters
Writing formal letters
Writing informal emails
Writing formal emails
Writing minutes
Writing instant messages
Writing invitations
Completing applications, institutional forms
Taking notes
Writing a note
Writing reports
Writing memoranda
Writing speeches
Writing resumes

Please indicate if you use Spanish at work.

☐ Yes
☐ No [Skip to 22]

Using Spanish at work
Please select all the activities you perform on a weekly basis at work.

Please select the appropriate listening activities

Listening to conferences, lectures, training sessions
Listening to public announcements
Listening to instructions
Listening to meetings
Listening to social conversations
Listening to professional conversations
Watching TV shows and movies
Listening to radio broadcasts
Listening to audio/ video podcasts
Please select the appropriate reading activities.

- Reading informal fax, letters, emails
- Reading formal fax, letters, emails
- Reading newspapers, magazines
- Reading instructions, catalogues, manuals
- Reading official rules and regulations
- Reading reports, summaries
- Reading documents, articles specific to your field
- Reading invitations, thank you notes
- Reading booklets, brochures, leaflets
- Compiling information from various sources (to create press releases, reports)
- Browsing the Internet

Please select the appropriate speaking activities.

- Welcoming visitors, friends, clients, etc
- Debriefing
- Making public announcements
- Giving oral instructions
- Giving presentations, speeches (to large groups)
- Advising, guiding
- Negotiating
- Participating in formal discussions, meetings, debates, training sessions (in small groups)
- Participating in informal discussions in a professional context (with colleagues, clients...)
- Interviewing and being interviewed
- Participating in telephone conversations

Please select the appropriate writing activities.

- Writing informal letters
- Writing formal letters
- Writing informal emails
- Writing formal emails
- Writing minutes
- Writing instant messages
- Writing invitations
- Completing applications, institutional forms
- Taking notes
- Writing a note
- Writing reports
- Writing memoranda
- Writing speeches
- Writing resumes
Please indicate whether you are currently learning or intend to learn Arabic at the UN.

- Yes
- No [Skip to 27]

Please indicate your main objective(s) for studying Arabic (check all that apply).

- To pass the Language Proficiency Exam
- To use the language for professional purposes
- To socialize with my colleagues
- To use the language outside work in my daily life
- To network with people in class
- To address touristic needs
- To learn about the language and cultures
- Other, please specify

Please specify the type of language course in Arabic you would be interested in.

- General language course [Skip to 26]
- Specific course (legal language, professional writing...)

Please specify the type of specific course in Arabic you would be interested in. Check all that apply.

- Legal Language
- Writing skills (correspondence, reports, minutes, memos...)
- Diplomacy
- Security
- Presentation skills
- Phonetics
- Other, please specify
Please select below what you would like to improve in Arabic (professional and personal life).

Please select the appropriate listening activities.

- Listening to conferences, lectures, training sessions
- Listening to public announcements
- Listening to instructions
- Listening to meetings
- Listening to social conversations
- Listening to professional conversations
- Watching TV shows and movies
- Listening to radio broadcasts
- Listening to audio/video podcasts

Please select the appropriate reading activities.

- Reading informal fax, letters, emails
- Reading professional fax, letters, emails
- Reading newspapers, magazines
- Reading instructions, catalogues, manuals
- Reading official rules and regulations
- Reading reports, summaries
- Reading documents, articles specific to your field
- Reading invitations, thank you notes
- Reading booklets, brochures, leaflets
- Compiling information from various sources (to create press releases, reports)
- Browsing the Internet

Please select the appropriate speaking activities.

- Welcoming visitors, friends, clients, etc.
- Debriefing
- Making public announcements
- Giving oral instructions
- Giving presentations, speeches (to large groups)
- Advising, guiding
- Negotiating
- Participating in formal discussions, meetings, debates, training sessions (in small groups)
- Participating in informal discussions in a professional context (with colleagues, clients...)
- Participating in informal discussions in a non professional context (with friends, family...)
- Interviewing and being interviewed
- Participating in telephone conversations

Please select the appropriate writing activities.

- Writing informal letters
Page 28 - Question 50 - Choice - One Answer (Bullets) [Mandatory]

Please indicate whether you are currently learning or intend to learn Chinese at the UN.

- Yes
- No [Skip to 31]

Page 28 - Question 51 - Choice - Multiple Answers (Bullets) [Mandatory]

Please indicate your main objective(s) for studying Chinese (check all that apply).

- To pass the Language Proficiency Exam
- To use the language for professional purposes
- To socialize with my colleagues
- To use the language outside work in my daily life
- To network with people in class
- To address touristic needs
- To learn about the language and cultures
- Other, please specify

Page 28 - Question 52 - Choice - Multiple Answers (Bullets) [Mandatory]

Please check the option corresponding to your priority for learning Chinese.

- General language course [Skip to 30]
- Specific course (legal language, professional writing…)

Page 29 - Question 53 - Choice - Multiple Answers (Bullets)

Please specify the type of specific course in Chinese you would be interested in. Check all that apply.

- Legal Language
- Writing skills (correspondence, reports, minutes, memos…)
- Diplomacy
- Security
- Presentation skills
- Phonetics
- Other, please specify
Please select below what you would like to improve in Chinese (professional and personal life).

Please select the appropriate listening activities.

- Listening to conferences, lectures, training sessions
- Listening to public announcements
- Listening to instructions
- Listening to meetings
- Listening to social conversations
- Listening to professional conversations
- Watching TV shows and movies
- Listening to radio broadcasts
- Listening to audio/video podcasts

Please select the appropriate reading activities.

- Reading informal fax, letters, emails
- Reading professional fax, letters, emails
- Reading newspapers, magazines
- Reading instructions, catalogues, manuals
- Reading official rules and regulations
- Reading reports, summaries
- Reading documents, articles specific to your field
- Reading invitations, thank you notes
- Reading booklets, brochures, leaflets
- Compiling information from various sources (to create press releases, reports)
- Browsing the Internet

Please select the appropriate speaking activities.

- Welcoming visitors, friends, clients, etc.
- Debriefing
- Making public announcements
- Giving oral instructions
- Giving presentations, speeches (to large groups)
- Advising, guiding
- Negotiating
- Participating in formal discussions, meetings, debates, training sessions (in small groups)
- Participating in informal discussions in a professional context (with colleagues, clients...)
- Participating in informal discussions in a non professional context (with friends, family...)
- Interviewing and being interviewed
- Participating in telephone conversations

Please select the appropriate writing activities.

- Writing informal letters
Please indicate your main objective(s) for studying English (check all that apply).

- To pass the Language Proficiency Exam
- To use the language for professional purposes
- To socialize with my colleagues
- To use the language outside work in my daily life
- To network with people in class
- To address touristic needs
- To learn about the language and cultures
- Other, please specify

Please check the option corresponding to your priority for learning English.

- General language course [Skip to 34]
- Specific course (legal language, professional writing…)

Please specify the type of specific course in English you would be interested in. Check all that apply.

- Legal Language
- Writing skills (correspondence, reports, minutes, memos…)
- Diplomacy
- Security
- Presentation skills
- Phonetics
- Other, please specify
Please select below what you would like to improve in English (professional and personal life).

Please select the appropriate listening activities.

- Listening to conferences, lectures, training sessions
- Listening to public announcements
- Listening to instructions
- Listening to meetings
- Listening to social conversations
- Listening to professional conversations
- Watching TV shows and movies
- Listening to radio broadcasts
- Listening to audio/video podcasts

Please select the appropriate reading activities.

- Reading informal fax, letters, emails
- Reading professional fax, letters, emails
- Reading newspapers, magazines
- Reading instructions, catalogues, manuals
- Reading official rules and regulations
- Reading reports, summaries
- Reading documents, articles specific to your field
- Reading invitations, thank you notes
- Reading booklets, brochures, leaflets
- Compiling information from various sources (to create press releases, reports)
- Browsing the Internet

Please select the appropriate speaking activities.

- Welcoming visitors, friends, clients, etc.
- Debriefing
- Making public announcements
- Giving oral instructions
- Giving presentations, speeches (to large groups)
- Advising, guiding
- Negotiating
- Participating in formal discussions, meetings, debates, training sessions (in small groups)
- Participating in informal discussions in a professional context (with colleagues, clients...)
- Participating in informal discussions in a non professional context (with friends, family...)
- Interviewing and being interviewed
- Participating in telephone conversations

Please select the appropriate writing activities.

- Writing informal letters
Learning French

Please indicate your main objective(s) for studying French (check all that apply).

- To pass the Language Proficiency Exam
- To use the language for professional purposes
- To socialize with my colleagues
- To use the language outside work in my daily life
- To network with people in class
- To address touristic needs
- To learn about the language and cultures
- Other, please specify

Please check the option corresponding to your priority for learning French.

- General language course
- Specific course (legal language, professional writing...)

Please specify the type of specific course in French you would be interested in. Check all that apply.

- Legal Language
- Writing skills (correspondence, reports, minutes, memos...)
- Diplomacy
- Security
- Presentation skills
- Phonetics
- Other, please specify
Please select below what you would like to improve in French (professional and personal life).

Please select the appropriate listening activities.

- Listening to conferences, lectures, training sessions
- Listening to public announcements
- Listening to instructions
- Listening to meetings
- Listening to social conversations
- Listening to professional conversations
- Watching TV shows and movies
- Listening to radio broadcasts
- Listening to audio/video podcasts

Please select the appropriate reading activities.

- Reading informal fax, letters, emails
- Reading professional fax, letters, emails
- Reading newspapers, magazines
- Reading instructions, catalogues, manuals
- Reading official rules and regulations
- Reading reports, summaries
- Reading documents, articles specific to your field
- Reading invitations, thank you notes
- Reading booklets, brochures, leaflets
- Compiling information from various sources (to create press releases, reports)
- Browsing the Internet

Please select the appropriate speaking activities.

- Welcoming visitors, friends, clients, etc.
- Debriefing
- Making public announcements
- Giving oral instructions
- Giving presentations, speeches (to large groups)
- Advising, guiding
- Negotiating
- Participating in formal discussions, meetings, debates, training sessions (in small groups)
- Participating in informal discussions in a professional context (with colleagues, clients...)
- Participating in informal discussions in a non-professional context (with friends, family...)
- Interviewing and being interviewed
- Participating in telephone conversations

Please select the appropriate writing activities.

- Writing informal letters
Please indicate whether you are currently learning or intend to learn Russian at the UN.

- Yes
- No [Skip to 43]

Please indicate your main objective(s) for studying Russian (check all that apply).

- To pass the Language Proficiency Exam
- To use the language for professional purposes
- To socialize with my colleagues
- To use the language outside work in my daily life
- To network with people in class
- To address touristic needs
- To learn about the language and cultures
- Other, please specify

Please check the option corresponding to your priority for learning Russian.

- General language course [Skip to 42]
- Specific course (legal language, professional writing…)

Please specify the type of specific course in Russian you would be interested in. Check all that apply.

- Legal Language
- Writing skills (correspondence, reports, minutes, memos…)
- Diplomacy
- Security
- Presentation skills
- Phonetics
- Other, please specify
Please select the appropriate listening activities:

- Listening to conferences, lectures, training sessions
- Listening to public announcements
- Listening to instructions
- Listening to meetings
- Listening to social conversations
- Listening to professional conversations
- Watching TV shows and movies
- Listening to radio broadcasts
- Listening to audio/video podcasts

Please select the appropriate reading activities:

- Reading informal fax, letters, emails
- Reading professional fax, letters, emails
- Reading newspapers, magazines
- Reading instructions, catalogues, manuals
- Reading official rules and regulations
- Reading reports, summaries
- Reading documents, articles specific to your field
- Reading invitations, thank you notes
- Reading booklets, brochures, leaflets
- Compiling information from various sources (to create press releases, reports)
- Browsing the Internet

Please select the appropriate speaking activities:

- Welcoming visitors, friends, clients, etc.
- Debriefing
- Making public announcements
- Giving oral instructions
- Giving presentations, speeches (to large groups)
- Advising, guiding
- Negotiating
- Participating in formal discussions, meetings, debates, training sessions (in small groups)
- Participating in informal discussions in a professional context (with colleagues, clients...)
- Participating in informal discussions in a non professional context (with friends, family...)
- Interviewing and being interviewed
- Participating in telephone conversations

Please select the appropriate writing activities:

- Writing informal letters
Page 43 - Question 82 - Choice - One Answer (Bullets) [Mandatory]

Please indicate whether you are currently learning or intend to learn Spanish at the UN.

☐ Yes
☐ No [Skip to 47]

Page 44 - Heading

Learning Spanish

Page 44 - Question 83 - Choice - Multiple Answers (Bullets) [Mandatory]

Please indicate your main objective(s) for studying Spanish (check all that apply).

☐ To pass the Language Proficiency Exam
☐ To use the language for professional purposes
☐ To socialize with my colleagues
☐ To use the language outside work in my daily life
☐ To network with people in class
☐ To address touristic needs
☐ To learn about the language and cultures
☐ Other, please specify

Page 44 - Question 84 - Choice - Multiple Answers (Bullets) [Mandatory]

Please check the option corresponding to your priority for learning Spanish.

☐ General language course [Skip to 46]
☐ Specific course (legal language, professional writing…)

Page 45 - Question 85 - Choice - Multiple Answers (Bullets)

Please specify the type of specific course in Spanish you would be interested in. Check all that apply.

☐ Legal Language
☐ Writing skills (correspondence, reports, minutes, memos…)
☐ Diplomacy
☐ Security
☐ Presentation skills
☐ Phonetics
☐ Other, please specify
Please select below what you would like to improve in Spanish (professional and personal life).

Please select the appropriate listening activities:

- Listening to conferences, lectures, training sessions
- Listening to public announcements
- Listening to instructions
- Listening to meetings
- Listening to social conversations
- Listening to professional conversations
- Watching TV shows and movies
- Listening to radio broadcasts
- Listening to audio/video podcasts

Please select the appropriate reading activities:

- Reading informal fax, letters, emails
- Reading professional fax, letters, emails
- Reading newspapers, magazines
- Reading instructions, catalogues, manuals
- Reading official rules and regulations
- Reading reports, summaries
- Reading documents, articles specific to your field
- Reading invitations, thank you notes
- Reading booklets, brochures, leaflets
- Compiling information from various sources (to create press releases, reports)
- Browsing the Internet

Please select the appropriate speaking activities:

- Welcoming visitors, friends, clients, etc.
- Debriefing
- Making public announcements
- Giving oral instructions
- Giving presentations, speeches (to large groups)
- Advising, guiding
- Negotiating
- Participating in formal discussions, meetings, debates, training sessions (in small groups)
- Participating in informal discussions in a professional context (with colleagues, clients...)
- Participating in informal discussions in a non professional context (with friends, family...)
- Interviewing and being interviewed
- Participating in telephone conversations

Please select the appropriate writing activities:

- Writing informal letters
- Writing formal letters
- Writing informal emails
- Writing formal emails
- Writing minutes
- Writing instant messages
- Writing invitations
- Completing applications, institutional forms
- Taking notes
- Writing a note
- Writing reports
- Writing memoranda
- Writing speeches
- Writing resumes

Page 47 - Heading

Additional questions

Page 47 - Question 90 - Choice - One Answer (Bullets) [Mandatory]

Please select one option

- I am a current language student at the UN [Skip to 49]
- I am a former language student at the UN
- I have never studied a language at the UN

Page 48 - Question 91 - Choice - Multiple Answers (Bullets) [Mandatory]

Please indicate the reason(s) why you are not currently enrolled on a language course at the UN. Check all that apply.

- I have already passed the Language Proficiency Exam in the language(s) I use/need
- I have a very busy schedule
- My supervisor would not authorize it
- I am often away from my duty station
- The format (term duration, schedule...) of actual UN language courses is not appropriate
- I see no use in learning a new language
- I do not need it for work
- It is better to learn the language naturally
- I have never heard about the Language Training Programme at the UN
- I had a bad experience with the Language Training Programme at the UN
- Classes take place too far from my office
- I recently joined the UN
- I took a placement test but I was not offered a place in a class
- Other, please specify

Page 49 - Question 92 - Choice - Multiple Answers (Bullets)

Please indicate the time(s) you would prefer language courses start if given the option to choose. Check all that apply.

- 7:30am
- 8:00am
- 8:30am
- 9:00am
Please indicate what you think the ideal length of a language class is.

- 1 hour
- 1 hour and 30 minutes
- 2 hours
- 2 hours and 30 minutes
- 3 hours
- Other, please specify

Please indicate what you think the ideal class frequency would be for the same language course.

- Once a week
- Twice a week
- 3 times a week
- 4 times a week
- 5 times a week
- Other, please specify

Currently, most of our courses last for a 12-week term. Ideally, how many continuous weeks could you dedicate to attending a language course. Check all that apply.

- 4 weeks
- 6 weeks
- 8 weeks
- 10 weeks
- 12 weeks
- More than 12 weeks
Please indicate whether you would be interested in taking an intensive language course (less than 2 weeks).

☐ Yes
☐ No [Skip to 51]

Please indicate the type(s) of intensive course schedule(s) you would be interested in. Check all that apply.

☐ 4 hours a day in a 1-week period (mornings or afternoons - 20 hours total)
☐ 4 hours a day in a 2-week period (mornings or afternoons - 40 hours total)
☐ 2 hours a day in a 4-week period (40 hours total)
☐ 2 hours a day in a 2-week period (20 hours total)
☐ Other, please specify

Please indicate which month(s) would be best for you to take an intensive course. Check all that apply.

☐ January
☐ February
☐ March
☐ April
☐ May
☐ June
☐ July
☐ August
☐ September
☐ October
☐ November
☐ December

Please indicate whether you would be interested in taking an on-line course.

☐ Yes
☐ No
☐ I might be interested if...

Additional questions for managers and supervisors

Do you manage or supervise other staff members?

☐ Yes
☐ No [Skip to 54]

How many staff members do you supervise?
Guidelines for the Organization of Language Learning Courses in the UN Global Secretariat. November 2014

Page 52 - Question 102 - Choice - One Answer (Bullets) [Mandatory]

Would you be interested in a work-related language course specifically tailored to your staff / unit?

- Yes
- No [Skip to 54]

Page 53 - Question 103 - Choice - Multiple Answers (Bullets)

Which language(s)? Check all that apply.

- Arabic
- Chinese
- English
- French
- Russian
- Spanish

Page 53 - Question 104 - Choice - Multiple Answers (Bullets)

Which topic?

- Legal language
- Writing skills
- Diplomacy
- Security
- Presentation skills
- Other, please specify

Page 54 - Question 105 - Open Ended - Comments Box

Open comments (please be as specific as possible!)
Thank you very much for your input.

It will be critical in determining how language training is delivered in the future in UNOG.

If you want to find out about the language courses offered by SDLS, visit our website at http://learning.unog.ch/
Annex 3. A Profiling Grid for Language Teaching Professionals

A Profiling Grid for Language Teaching Professionals

Background and Aims
The grid is inspired by the self-assessment grid in the Common European Framework of Reference (CEFR Table 2) and European Language Portfolio (ELP). A common European framework was first conceptualised in terms of categories for objectives, with lists of sub-components. A set of reference levels was in the proposal for the ELP, but was moved to the CEFR by the Symposium that recommended the CEFR and ELP. In the pilot editions the levels were in an Appendix, being moved into the main body for the published 2001 edition as a result of feedback.

The aim of the CEFR is to encourage reflection on current practice, use of a common metalinguage and, last but not least, agreement on common reference points: the six Common Reference Levels A1-C2. Moves towards a common European framework for teacher education (concerned with initial language teacher education for state school teachers) have also had an initial focus on categories for objectives, with lists of sub-components. The EAQUALS Profiling Grid introduces (a) the idea of a set of reference levels and (b) a one-page overview of competence (like CEFR Table 2).

Stages
The three broad stages “Basic,” “Independent” and “Proficient” reflect the three broad levels of the CEFR.
- At the Basic stage, teaching knowledge and competence is holistic and in the process of being acquired.
- Already by T4, specialization in a certain direction may be noticeable: there are many different ways to be an ‘independent’ or ‘proficient’ teacher. T5-6 teachers may in addition acquire specialized “expert” skills in certain supplementary areas.

Categories
The four broad categories “Language,” “Qualifications,” “Core Competencies” and “Complementary skills” are intended to reflect the main aspects of a language teaching professional’s profile. Some people may have high-level core competencies yet lack significant formal qualifications. Others may have high-level paper qualifications but be lacking in core competencies (including experience) at the equivalent level. Complementary skills may develop during a person’s career, or may reflect experience or latent talents that they bring with them to the profession.

Language proficiency relates primarily to non-native speakers, though many native-speaker teachers will not be at T6. Language awareness, however, relates to both native- and non-native speakers.

Qualifications relate to the norms for the sector and national context concerned. Many contexts have T4 as their minimum standard and this would be reflected in the relevant country notes for inspectors. For extensive teaching in some national contexts, the norm is lower and therefore the EAQUALS minimum standard for those specific contexts is T3.

Core competencies: Descriptors for different core competencies could be used for teacher self-assessment, as a reference point for developing teacher training curricula for different levels, for defining training tasks, for documenting the competencies demonstrated in training, and for the observation of teaching (by peers, trainers or managers). Areas for which descriptors could be further developed include:
- Language awareness and sensitivity to learner problems
- The nature of language learning
- Course design
- Setting learning objectives
- Classroom management
- Inter-cultural awareness and sensitivity
- Teaching techniques
- Assessment of progress
- Checking learning and giving feedback

Complementary skills could be a considerably longer list than those in the grid. Teacher Development and Digital Media have been included because, whilst not core classroom competencies, they are central to the professional life of a language teaching institution. Other complementary skills for which descriptors could be developed include:
- Learner counselling
- Managing people
- School administration
- Quality management
- Language testing

1 CEFR Tables 1-3 and descriptor scales were developed by Brian North
2 European Profile for Language Teacher Education (University of Southampton); European Portfolio for Student Teachers of Languages (David Newby)
<table>
<thead>
<tr>
<th>CORE COMPETENCIES</th>
<th>BASIC</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>T5</th>
<th>T6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Proficiency</strong></td>
<td>studying the language at tertiary level</td>
<td>studying the language at tertiary level</td>
<td>a B2 certificate in the language; oral competence at C1 level</td>
<td>a C1 examination certificate (e.g. CAE); oral competence at C2 level</td>
<td>degree in the language, or</td>
<td>native speaker, or</td>
<td></td>
</tr>
<tr>
<td><strong>Language Awareness</strong></td>
<td>answer simple queries with the help of reference works</td>
<td>answer simple queries with the help of reference works</td>
<td>give correct models of usage on occasions</td>
<td>answer most language queries satisfactorily at A1-A2 using reference sources as necessary</td>
<td>a C2 examination certificate (e.g. CPE)</td>
<td>language degree or C2 certificate plus a natural command of the language</td>
<td></td>
</tr>
<tr>
<td><strong>Language Teacher Qualifications</strong></td>
<td>taking a certificate in teaching the target language, or following an internal training course</td>
<td>a minimum of 240 hours of documented, formal training in teaching the target language</td>
<td>a minimum of 60 hours of documented, formal training in teaching the target language</td>
<td>give correct models of usage on most occasions</td>
<td>provide clear explanations and assess students at all levels</td>
<td>provide clear explanations and assess students at all levels</td>
<td></td>
</tr>
<tr>
<td><strong>Language Teaching Practice</strong></td>
<td>experience of teaching as a part-time teacher</td>
<td>experience of teaching as a part-time teacher</td>
<td>experience of teaching as a part-time teacher</td>
<td>answer language queries reliably</td>
<td>understand what is confusing students</td>
<td>understand what is confusing students</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Experience</strong></td>
<td>taught some lessons or parts of lessons at one or two levels</td>
<td>own class only</td>
<td>a minimum of 240 hours of documented teaching experience</td>
<td>taught all levels except C1 &amp; C2</td>
<td>matters degree or module in language teaching or applied linguistics</td>
<td>matters degree or module in language teaching or applied linguistics</td>
<td></td>
</tr>
<tr>
<td><strong>Methodology: knowledge and skills</strong></td>
<td>basic understanding of learning theories and features of language</td>
<td>a basic understanding of learning theories and features of language</td>
<td>familiarity with theories of learning and with learning styles</td>
<td>maintain an up-to-date syllabus for teaching contexts</td>
<td>provide theoretical rationale for teaching and for any wide range of techniques / materials</td>
<td>provide theoretical rationale for teaching and for any wide range of techniques / materials</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson and Course Planning</strong></td>
<td>work with lesson plans in teachers' notes to published materials</td>
<td>use published or in-house materials to plan for different types of lessons</td>
<td>plan clear and supplementary objectives for lessons</td>
<td>analyse individual learners' needs in detail, including learning to-learn</td>
<td>plan a balanced, varied scheme of work for a module based on detailed needs analysis</td>
<td>plan a balanced, varied scheme of work for a module based on detailed needs analysis</td>
<td></td>
</tr>
<tr>
<td><strong>Interaction Management and Monitoring</strong></td>
<td>alternate between whole class teaching and pair work following suggestions in a teacher's guide</td>
<td>manage teacher-class interaction effectively</td>
<td>set up and manage interactions among peers</td>
<td>write feedback on individual lesson objectives</td>
<td>design task-sets to exploit linguistic and communicative potential of materials</td>
<td>design task-sets to exploit linguistic and communicative potential of materials</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>supervise and mark quizzes and progress tests</td>
<td>write class quizzes and revision activity to revise recent work</td>
<td>use results and simple oral and written tasks to assess learners progress and things to work on</td>
<td>conduct tests and interviews if given material to do</td>
<td>design assessment and progress tests</td>
<td>design assessment and progress tests</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Development</strong></td>
<td>take part in training sessions</td>
<td>take an active part in group work during training</td>
<td>develop awareness and competence through professional reading</td>
<td>use CEFR standardisation sessions</td>
<td>use CEFR criteria reliably to assess spoken and written proficiency</td>
<td>use CEFR criteria reliably to assess spoken and written proficiency</td>
<td></td>
</tr>
<tr>
<td><strong>Digital Media</strong></td>
<td>write a worksheet following conventions</td>
<td>use digital tools and resources to enhance online learning</td>
<td>create lessons with downloadable texts, pictures, etc.</td>
<td>coordinate planning and project work with media</td>
<td>use PowerPoint for presentations, including animation</td>
<td>use PowerPoint for presentations, including animation</td>
<td></td>
</tr>
</tbody>
</table>

**Draft 0.30**

**Profiling Grid for Teachers v 0.30**

Brian North, Galina Mateva, Richard Rossner 2007-2009 © EQUALS
### Annex 4. Language Instructors’ CV Screening Template

For the complete information please refer to the “Language Teacher Selection Guidelines” document, prepared by the Language Learning Services Unit (LLSU).

Name of candidate: .................................................................  CV received on: .................................  Language of instruction: .................

<table>
<thead>
<tr>
<th>Minimum requirements</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language proficiency</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native speaker in the target language <strong>OR</strong> official examination certificate at C2 level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language teacher qualifications</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters degree in language teaching, languages, linguistic or related field <strong>OR</strong> degree in language related field</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Experience in teaching the language as a second language</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A minimum of 3 years (or 2,400 hours) documented experience teaching the language as a second language within the last 8 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience teaching <strong>all levels</strong> from A1-C2 and in developing <strong>examinations</strong> and <strong>specialized</strong> courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience in teaching <strong>adults</strong> in a <strong>professional training setting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Complementary skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency in a <strong>second official language</strong> of the United Nations (preferably a working language, English or French)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Word-processing</strong> (skills in both English and target language)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Desirable requirements</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complementary skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience using video, computer and/or multimedia to teach language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience working in a multicultural environment as a team member</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of other official U.N. languages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience in teaching adults in the workplace</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annex 5. Language Teacher Language Classroom Observation Form

For the complete information please refer to the “Language Teacher Selection Guidelines” document, prepared by the Language Learning Services Unit (LLSU).

Sample Guidelines for Candidate Preparation for a Language Demonstration Class

Information for the candidate

- The class is composed of adult students of different nationalities and different native languages.
- The students’ language levels (A1/A2/B1/B2/C1/C2) are defined according to the Common European Framework of Reference for Languages (CEFR).
- UN language courses encourage an interactive approach and are aligned with the competencies described by the CEFR.
- The class is composed of a minimum of five and a maximum of 18 students and lasts 45 to 60 minutes.
- The class will be attended by two to four observers.
- An interview will follow the demonstration class and will last 20-45 minutes.
  It is / it is not required to use in-house material. Share in-house material if necessary.
- Please bring multiple copies of the lesson plan, handouts and homework activities for the observers by (insert due date).
- Please note that the observers are not to be integrated as participants in the demonstration class.
- The classroom is composed of (describe the classroom conditions e.g., the size and makeup of the classroom (tables, desks, etc...) as well as available technology (computers, whiteboard, overhead, etc.).
- Please bring (insert number and type) of identification of the day of the demonstration class.

On the day of the demo class and interview

- Welcome the candidate.
- Introduce the panel members.
- Explain again the steps of the demonstration class and the interview to follow.
- Make sure that the candidate is provided with any materials (markers, paper…) needed.
<table>
<thead>
<tr>
<th>Name of candidate:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Language:</td>
<td></td>
</tr>
<tr>
<td>Date of Interview:</td>
<td></td>
</tr>
<tr>
<td>Names of Panel Members:</td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Criteria:**

1 = Below expectations, 2 = Meets expectations, 3 = Exceeds expectations, leave blank for N/A

### A. Objectives

<table>
<thead>
<tr>
<th></th>
<th>The candidate had clear objectives and a discernible lesson plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The activities/exercises targeted the objectives of the lessons.</td>
</tr>
<tr>
<td>2</td>
<td>The candidate provided effective assessment opportunities to determine student achievement.</td>
</tr>
<tr>
<td>3</td>
<td>The objectives were presented clearly to the students.</td>
</tr>
</tbody>
</table>

**Average** .../3

### B. Content

<table>
<thead>
<tr>
<th></th>
<th>There was an appropriate balance of structured and open-ended activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The candidate provided opportunities for real/authentic language use and input.</td>
</tr>
<tr>
<td>2</td>
<td>The exercises and activities were introduced in context.</td>
</tr>
<tr>
<td>3</td>
<td>Cultural instruction was integrated into class activities.</td>
</tr>
<tr>
<td>4</td>
<td>The candidate presented instructions for activities clearly.</td>
</tr>
</tbody>
</table>

**Average** .../3
### C. KNOWLEDGE AND EXPERTISE

<table>
<thead>
<tr>
<th></th>
<th>The candidate demonstrated thorough knowledge of the subject matter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The candidate answered questions about subject matter accurately and appropriately.</td>
</tr>
</tbody>
</table>

**Average**: .../3

### D. RHYTHM AND MANAGEMENT

<table>
<thead>
<tr>
<th></th>
<th>The time allotted for activities was appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>There was a smooth sequencing and transitioning between activities.</td>
</tr>
<tr>
<td>3</td>
<td>The candidate allowed time for clarification questions.</td>
</tr>
<tr>
<td>4</td>
<td>The candidate kept students on task.</td>
</tr>
<tr>
<td>5</td>
<td>The candidate helped create a warm, open and accepting class atmosphere.</td>
</tr>
</tbody>
</table>

**Average**: .../3

### E. INTERACTION WITH STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>The ratio of teacher talk time and student talk time was appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The type and amount of teacher feedback was clear and effective.</td>
</tr>
<tr>
<td>3</td>
<td>The candidate divided attention among students appropriately.</td>
</tr>
<tr>
<td>4</td>
<td>The candidate checked student understanding frequently.</td>
</tr>
<tr>
<td>5</td>
<td>The candidate addressed other language features as needed (e.g. pronunciation, vocabulary, spelling, etc.).</td>
</tr>
<tr>
<td>6</td>
<td>The use of pair work/small groups/whole class was appropriate to the learning activities.</td>
</tr>
<tr>
<td>7</td>
<td>The candidate differentiated instruction to meet the needs of the students (learning abilities and styles, etc.).</td>
</tr>
</tbody>
</table>

**Average**: .../3
### F. Sheltered Techniques

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The candidate modified the rate of oral language to adapt to the students' levels.</td>
</tr>
<tr>
<td>2</td>
<td>The candidate used words that the students could understand.</td>
</tr>
<tr>
<td>3</td>
<td>The candidate used sentence structures that the students could understand.</td>
</tr>
<tr>
<td>4</td>
<td>The candidate used materials (photos, gestures, organizers, etc.) to help exemplify concepts.</td>
</tr>
<tr>
<td></td>
<td>Average (.../3)</td>
</tr>
</tbody>
</table>

### G. USE OF TECHNOLOGICAL RESOURCES

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>The use of the black/white/smart board was effective.</td>
</tr>
<tr>
<td>2</td>
<td>The use of audio-visual material (text, video, audio, web materials) was appropriate and varied.</td>
</tr>
<tr>
<td>3</td>
<td>The use of technology had a purpose i.e., it accomplished something that could not have been done as easily with other media.</td>
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<tr>
<td></td>
<td>Average (.../3)</td>
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</tbody>
</table>

### TEACHER’S GLOBAL RATING

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Average (.../3)</td>
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</table>

### CANDIDATE’S GLOBAL RATING. ALL PANEL MEMBERS

<p>| | |</p>
<table>
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<tbody>
<tr>
<td></td>
<td>Final comments</td>
</tr>
<tr>
<td></td>
<td>Average (.../3)</td>
</tr>
</tbody>
</table>
Sample Interview Questionnaire after the Demonstration Class.

QUESTIONS FOR THE CANDIDATE

1. What were the learning objectives of the lesson?

2. How would you relate these class objectives to the overall goals of the course?

3. To what extent did you achieve your objectives?

0. Which aspects of the lesson are you the most proud of?

1. Is there anything that you would have done differently?

COMMENTS ABOUT THE CANDIDATE’S PERFORMANCE

Strengths / Weaknesses:

FINAL COMMENTS