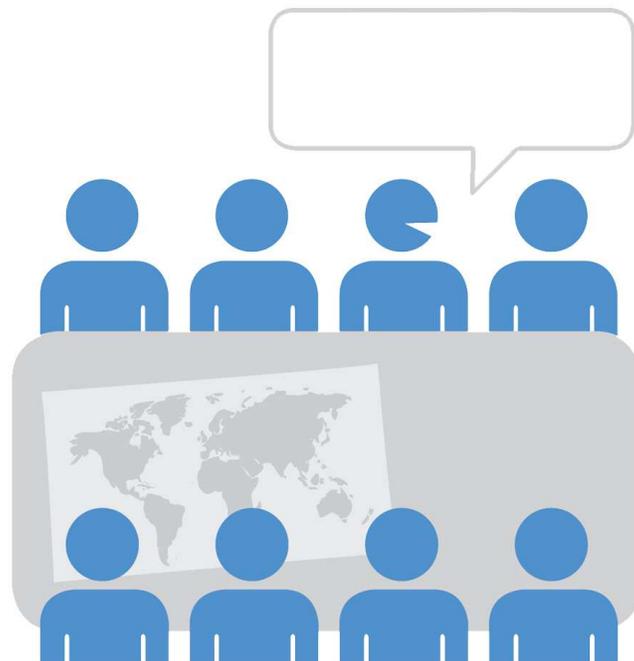


United Nations



Nations Unies

**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

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.

List of official language learning institutions located in many UN duty stations		
	Language	Institution
Six UN official languages	Arabic	None
	Chinese	Confucius Institute
	English	The British Council
	French	L'Alliance française
	Russian	None ²
	Spanish	Instituto Cervantes
Local languages ³ or other official languages	German (UNOV)	Goethe-Institut
	Portuguese (ECLAC)	Instituto Camões/ Centro de Estudos Brasileiros
	Swahili (UNON)	To verify locally
	Thai (UNESCAP)	To verify locally

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):

Minimum requirements	
Language proficiency	Native speaker in the target language OR official examination certificate at C2 level.
Language teacher qualifications	Master degree in language teaching, languages, linguistics or related field OR advanced degree in language related field.
Teaching experience	A minimum of three years (or 2,400 hours) documented teaching experience teaching the language as a second language within the last eight years.
	Has taught all levels except C2, developed examinations and specialized courses
	Has taught adults in a professional training setting .
Complementary skills	Fluency in a working language of the duty station where the courses are to be offered.
	Word-processing skills
Desirable requirements	
Complementary skills	Experience using video, computer and/or multimedia to teach language
	Experience working in a multicultural environment as a team member
	Knowledge of other official UN languages

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 qualifications⁵
- 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).

⁵ An example of a job announcement for the English section at UNOG can be found online: <http://englishcoursesdls.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)⁶.

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.

⁶ Full text in pdf version (free of charge) available online (in English): http://www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf

Table 1. Common Reference Levels: global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

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

Arabic	ALPT (Arabic Language Proficiency Test) created by the Arabic Academy and endorsed by the Islamic Chamber of Commerce and Industry
Chinese	New HSK (Hanyu Shuiping Kaoshi) managed by the Office of Chinese Language. Council International Confucius Institute Headquarters
English	TOEIC (The Test of English for International Communication) managed by Educational Testing Service (ETS), an American non-profit organization
	IELTS (International English Language Testing System) managed by an international partnership of nonprofit organizations - the British Council, Cambridge ESOL and IDP Education
French	TEF (Test d'évaluation du français) managed by CCIP (Paris Chamber of Commerce and Industry)
	TCF (Test de connaissance du français) managed by CIEP (Centre international d'études pédagogiques), a public institution under the French Ministry of Education
	DELF – DALF (Diplôme élémentaire/approfondi de langue française) managed by CIEP
Russian	TORFL (Test of Russian as a Foreign Language) managed by the Russian Ministry of Education and Science, Moscow State University Center for International Education
Spanish	DELE (Diplomas de Español como Lengua Extranjera) managed by the Instituto Cervantes on behalf of the Spanish Ministry of Education

Table 3: Equivalence of levels among selected standardized examinations

Common European Framework of Reference for Languages CEFR		English ¹			French ²					Spanish	Chinese	Russian	Arabic
		TOEIC		IELTS	TCF		TEF		DELTA - DALF	DELE	HSK	TORFL ³	ALPT ⁴
		List +Read	Speak +Writ		Level	Score	Level	Score					
Breakthrough or beginner	A1	120-215	80-150		1	100-199	0+ - 1	0-203	DELTA A1	DELE A1	HSK level I	Elementary level	No information found linking to the CEFR
Way stage or elementary	A2	225-540	160-230		2	200-299	2	204-360	DELTA A2	DELE A2	HSK level II	Basic level	
Threshold or intermediate	B1	550-775	240-300	4-5	3	300-399	3	361-540	DELTA B1	DELE B1	HSK level III	TORFL-1	
Vantage or upper intermediate	B2	785-935	310-390	5.5 - 6	4	400-499	4	541-698	DELTA B2	DELE B2	HSK level IV	TORFL-2	
Effective operational proficiency or advanced	C1	945-990	400	6.5-8	5	500-599	5	699-833	DALF C1	DELE C1	HSK level V	TORFL-3	
Mastery or proficiency	C2			8.5 -9	6	600-699	6	834-900	DALF C2	DELE C2	HSK level VI	TORFL-4	

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 footnote⁷). 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 ImmersionTM.

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

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):

Version 3 Course	TOTALE	# of licenses
\$185.00	\$295.00	50-249
\$165.00	\$240.00	250-999
\$125.00	\$190.00	1,000-2,499
\$105.00	\$165.00	2,500+

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						
UNHQ - New York	UNON-Nairobi	ECLAC - Santiago	ESCAP - Bangkok	ESCWA - Beirut	UNOV-Vienna	UNOG - Geneva
Javier Zanon LCP, Head, zanon@un.org	Jean-Luc Wasse, Language Programme Coordinator, Jean-Luc.Wasse@unon.org	Karin Orantes, Associate Training Officer, karin.orantes@cepal.org Paula Saenz, Training Assistant paula.saenz@cepal.org	Katarina Grozdanovic, Associate Human Resources Officer, ODSU, grozdanovic@un.org / Woranan Thoophorn, Common Learning Assistant, ODSU, thoophorn@un.org	Souad Azar, Senior HR Assistant, azars@un.org	Ruth Sembajwe, Chief, ruth.sembajwe@unodc.org/ Wanda Muellner-Plenteda, Training Assistant, wanda.muellner@unodc.org	Jesús Guerrero Buitrago, Chief, jguerrero@unog.ch / Albine Van de Plasse, Training Assistant, avandeplasse@unog.ch / Daniel Powell, Team Assistant, dpowell@unog.ch
20 full time teachers	0 full time teachers	0 full time teachers	0 full time teachers	0 full time teachers	full time teachers N/A	15 full time teachers (14 posts, 1 post filled by 2 people on a 50% basis)
between 25 and 35 SSAs (part-time teachers)	10 SSAs (part-time teachers)	12 SSAs (part-time teachers)	8 SSAs (part-time teachers)	1 SSA (part-time teacher) for Arabic only	11 SSAs (part-time teachers Individual contractors)	19 SSAs (part-time teachers) Individual Contractors)
ST/IC/2013/2 http://www.un.org/staffdevelopment/cp One common website in 6 languages + 6 different websites for each programme	Information circular each term	Information circular each term	UNESCO Language Training Programme Guidelines	broadcasts through email for announcing each language session	http://157.150.210.22/intranet_hrms/staff_dev/lan_index.html	ST/IC/Geneva/2013/19 http://learning.unog.ch
\$69 Net salary per hour (in US\$)	3,310.10 Ksh = 38.50 US\$	20,000 CLP/hour (38.17 USD)	1,000 THB	\$35 per hour	€ 44 gross teaching hours/€ 22 gross per admin hour	80.80 CHF
Part time teachers: qualifications						
Equivalent to US Master degree + at least 5 years of teaching language experience	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	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
Terms						
3 terms per year <u>Duration:</u> 12 weeks <u>Exam:</u> 1 week	3 terms per year <u>Duration:</u> 12 weeks <u>Exam:</u> 1 day end of the 12 week term	2 terms per year <u>Duration:</u> 16 weeks <u>Exam:</u> 1 week	3 terms per year <u>Duration:</u> 12 weeks <u>Exam:</u> 1 week	Average 3 + 2-3 summer intensive sessions <u>Duration:</u> Average 8 weeks <u>Exam:</u> Depending on language centre.	2 terms per year <u>Duration:</u> 17 weeks <u>Exam:</u> 1 week	3 terms per year <u>Duration:</u> 12 weeks <u>Exam:</u> 1 week
Average total number of courses per term in 2011						

163	55	96 (+ 10 hours for preparation of each course/per semester)	31	9	39	86
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, Spanish and Kiswahili. Not enough students to start Russian classes)	6 (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 hours 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 hours 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 (24 hours 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

UNHQ - New York	UNON-Nairobi	ECLAC - Santiago	ESCAP - Bangkok	ESCWA - Beirut	UNOV-Vienna	UNOG - Geneva
Students: Eligibility and tuition						
Free for UN staff, accredited diplomats and retirees Paying for non-accredited diplomats and Funds and Agencies. Spouses, Interns, Consultants non eligible See details at http://www.un.org/Depts/OHRM/sds/lcp/UNLCP/english/eligibility.html	UNON, UNHABITAT and UNEP (secretariat) pay for their Staff members fees from RB and XB. Regional organizations pay sometimes for staff members who participate in the programme. Sometimes staff members pay for their own fee. Programme open to UN staff	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.	Free: ESCAP, retirees Tuition charged: UN agency staff, staff member spouses, interns, consultants, retirees, diplomats; Thai language courses are self-financed by participants	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.	• Staff members of the United Nations Office at Vienna and the United Nations Office on Drugs and Crime • Personnel of VIC-based organizations, including consultants, interns and tour guides, in conformity with the respective participation policies	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
\$100 no-show fee \$100 incomplete attendance fee	Full fee for no show and repeating a course	\$100 no-show fee \$100 incomplete attendance fee	THB 1,400.00	No penalty fees, but if a staff member fails a level, he/she will pay for the re-take.	no penalty fee as such, but there is a repetition fee (280 EUR for a regular course & 110 EUR for a workshop)	None
Minimum number of students per class						
8 in English, French, Spanish 5 in Arabic, Chinese, Russian	7 in English, French, Spanish 5 in Arabic, Chinese, Russian and Kiswahili. 5 in English allowed for 24 hours courses.	5 ECLAC staff	4	4-8 for Arabic courses. For other languages, given at the centres, around 1-3 per language per level.	7 (generally more than half should be UNOV/UNODC staff), exceptions can be made to ensure continuity	8 in English, French, Spanish 5 in Arabic*, Chinese, Russian *In Arabic, some times courses are open with less than 5 people in higher levels (to encourage students to take the LPE). When this happens, we offer 24-hour courses (half of a course)
Maximum number of students per class						
12 for some special courses 15 for most of the courses 18 for French regular courses	12 to 13 for all language classes. Classrooms are too small for more students.	15	15		15 for most of the courses	14-16 for English, French and Spanish (depending on the demand, we can go up to 16 people per class) 11-12 for Arabic, Chinese and Russian (classrooms are smaller)

Language and Communications Programme	
UNHQ	
<p>Arabic: Textbooks used: Alif- Baa' and Al-Kitaab series Methodology: Communicative Approach Assessment: 50% Final 50% tests, homework and performance in class Arabic coordinator: Mr. Riadh Bounatirou, bounatirou@un.org</p>	<p>Chinese: Textbook used: Road to Success Methodology: Communicative Approach Assessment: Final exams Summer study programme in China: see http://unclp.org Chinese Head Teacher: Mr. Yong Ho, ho@un.org</p>
<p>English: Textbook used: World Link, World Pass, Northstar 5 and programme-specific texts developed in-house Methodology: Communicative Approach Assessment: Final exams English coordinator: Ms. Jodi Nooyen, nooyen@un.org</p>	<p>French: No textbook used. Reference: CEFR Methodology: Action-based approach Assessment: Continuous evaluation for levels 1, 3 and 4. Final exams for other levels. French coordinator: Mr. Pascal Schaller, schaller@un.org</p>
<p>Russian: Textbooks: GOLOSA(lev 1-6); V PUTI(lev 7-8); In-House Mtrls (lev 9) Assessment: Final Exams Methodology: Communicative Approach Russian Head Teacher: Ms. Alla Padalka, padalka@un.org</p>	<p>Spanish: Textbook: Gente 1, 2 & 3 (piloting new textbooks soon) Methodology: Action-based approach Spanish coordinator: Mr Felipe Martin-Sarachaga, martinsarachaga@un.org</p>
UNON-Nairobi	
<p>Arabic: Textbook used: Alif-Baa' and Al-Kitaab fi taalum Alarabiyya with DVDs. Linguaphone for the 4 skills. Communicative approach. Assessment 50% class work and 50 % end of term examination. Teacher: Mr Ehab Metwaly (Ehab.Metwaly@unon.org)</p>	<p>Chinese: Textbooks used: 10 level Chinese, Pimselour Chinese Mandarin, Chinese Conversation 345, and other materials from Internet. Communicative approach. Assessment: End of levels tests. Chinese teacher to be replaced soon.</p>
<p>English: Text book: Headway for Elementary, Intermediate. Masterclass FLE cutting Edge Advanced. Methodology: communicative approach. Assessment: end of terms tests. Teachers: Mary Roveda (Mary.Roveda@unon.org) and Sue Ball (Sue.Ball@unon.org)</p>	<p>French: Text books used: Version Originale until end level 8 (Diffusion), Latitudes (cle international), Français.com(cle international), Grammaire en dialogues(cle international). Exercices de grammaire et vocabulaires (grammaire progressive, etc...). Task and co</p>
<p>Spanish: textbooks used: Aula internacional until level 8. El ventilador for level 9. Communicative and Action based approach. Assessment: Continuous evaluation for levels 1,2,4,5,7 and 8. Exams levels 3,6,9. Teachers: Javier Serrano and Patricia Cuber</p>	
ECLAC - Santiago	
<p>Portuguese: Textbook used: Falar... Ler... Escrever... Português Assessment: 50% assistance 50% final test</p>	<p>Chinese: Textbook used: El Nuevo Libro de Chino Práctico Assessment: 50% assistance 50% final test</p>
<p>English: Textbook used: New American Inside Out Assessment: Final test</p>	<p>French: Alter Ego Assessment: 50% assistance 50% final test</p>
<p>Russian: Textbooks: ЖИЛИ-БЫЛИ Assessment: final test</p>	<p>Spanish: Textbook: Gramatica del español lengua extranjera Assessment: 50% assistance 50% final test</p>

ESCAP - Bangkok	
<p>Arabic: "Textbooks used: Al- Kitaab and Ahlan Wa Sahlan Series Methodology: Communicative Approach Assessment: End of term test Arabic Teacher: Ms. Lana Le Blanc: lenaadnanessa@yahoo.com</p>	<p>Chinese: Textbooks used: New Practical Chinese Reader Textbook 1-6, New Practical Chinese Reader Workbook 1-6. Methodology: Communicative Approach. Assessment: Formative and summative assessment and End of term test Chinese Teachers: Ms Yangping Skaria</p>
<p>English: Textbooks used: Interchange 1-2. New Headway Intermediate/Advanced, UN Course Book i.e. Writing Letters & Memo, Report Writing Principles. Methodology: Communicative Approach Assessment: End of term test English Teachers: Mr Bruce Avas: avas_bruce@yahoo.com</p>	<p>French: Textbooks used: Connexions 1-3 Methodology: Action-based approach Assessment: Continuous evaluation and End of term test French Teacher: Mr Olivier Obentajou: obentajou@yahoo.fr</p>
<p>Russian: Textbooks used: Colloquial Russian, PUTI, in house materials (all levels) Assessment: End of term test Methodology: Communicative Approach Russian Teacher: Ms Svetlana Cherkasova: sqlana@yahoo.com</p>	<p>Spanish: Textbook: Gente 1-2, Aula 1, Abanico - Espanol 2000, DVD-Gente, Socios Assessment: End of term test Methodology: Action-based Approach Spanish Teacher: Mr Rafael Domingo: rafaeldomingo@hotmail.com</p>
ESCWA - Beirut	
<p>Arabic: Mostly spoken (colloquial) Arabic is taught with some material from Al-Kitaab for traditional Arabic</p>	<p>English: Language material used at the British Council</p>
<p>French: Language material used at the Institut Français</p>	<p>Spanish: Language material used at Instituto Cervantes</p>
UNOV-Vienna	
<p>Arabic: Textbook used: Alif- Baa' and Al-Kitaab series. Methodology: Communicative Approach Assessment: Final exams Arabic Teacher Ms. Hiam Wadie, hiam.wadie@unodc.org</p>	<p>Chinese: 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</p>
<p>English: Textbook used: Programme-specific texts developed in-house Methodology: Communicative Approach Assessment: Final exams English Teacher: Ms. Augusta Cooper/ maternity leave replacement: Ms. Senj Temple, augusta.cooper@unodc.org/senj.temple@unodc.org"</p>	<p>French: No textbook used Methodology: Communicative Approach Assessment: Continuous evaluation for levels 1, 3 and 4. Final exams for other levels. French teachers: Claude Renaud, clauderenaud@unodc.org and Stephanie Gamsjaeger, stephanie.gamsjaeger@unodc.org</p>
<p>Russian: Textbooks: Zhili-Byli Vols. 1 & 2, Poehali 1 and 2, plus In house materials, Assessment: Final Exams Methodology: Communicative Approach Russian Teacher: Ms. Zara Mueller - Tariverdi, zara.mueller.tariverdi@unodc.org</p>	<p>Spanish: Textbook: Gente 1,2 &3 Currently piloting new book for Spanish 1 called "Aula 1 Internacional" Methodology: Action-based approach Spanish Teacher Ms. Rössy Idarraga, rossy.idarraga@unodc.org and Mr. Guillermo Fernandez, guillermo.fernandez@unodc.org</p>

UNOG - Geneva

<p>Arabic: Textbook used: Alif- Baa' and Al-Kitaab series + specific materials developed in-house Methodology: Communicative Approach Assesment: Final exams Arabic Teacher: Ms. Jilan Nada (inada@unog.ch)</p>	<p>Chinese: Textbooks used: Level 1 - 5 Advanced: Manuals (and materials) developed by the UNOG Chinese language section. Level 6 and above: New Practical Chinese Reader (Upper Elementary, Vols. 3 & 4), Road to Success (Listening & Speaking) and programme-specific materials developed in-house. Methodolgy: Communicative Approach Assessment: Final exams Chinese Teacher: Ms. Li Bourrit (lbourrit@unog.ch)</p>
<p>English: Textbook used: Series used: Language Leader; Headway; Global; New English File; Premium; Destinations (B1, B2, C1 & C2) and programme-specific materials developed in-house. Methodology: Communicative Approach Assessment: Continuous evaluation for levels 1, 2, 4, 5, 7 and 9. Final exams for other levels (3, 6 & 8). English Teachers: Ms. Carol Waites (cwaites@unog.ch), Ms. Sarah Jordan (sjordan@unog.ch), Ms. Anne O'Brien (aobrien@unog.ch), Ms. Pam Schaffner (pschaffner@unog.ch), Ms. Elizabeth Majoul-Hunter (emajoul-hunter@unog.ch)</p>	<p>French: Textbook used: 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. Methodology: Action-based and task-based communicative approach. Assessment: Continuous evaluation for levels 1, 2, 4, 5, 7 and 8. Final exams for other levels. French Teachers: Ms. Marie-Josée Astre (mastre@unog.ch), Ms. Sylviane Jaillet-Boberg (sjailletboberg@unog.ch), Ms. Véronique Magnin (vmagnin@unog.ch), Ms. Michelle Puygrenier (mpuygrenier@unog.ch), Ms. Bénédicte Saouter (bsaouter@unog.ch)</p>
<p>Russian: Textbooks: Zhili-Byli Vols. 1 & 2 (Once upon a time), Le russe à votre rythmes! (grammaire avec les commentaires en français), Poehali – 1 and 2 (Allons-y – 1 and 2), Doroga v Rossiyu 3 (The way to Russia 3), Russkiy Express (part 1 & 2) and programme-specific materials developed in-house. Assessment: Final Exams Methodology: Communicative Approach Russian Teachers: Ms. Natasha Raskalei (nraskalei@unog.ch), Ms. Elena Gougkaeva (egougkaeva@unog.ch)</p>	<p>Spanish: Textbook: 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. Methodology: Action-based approach Spanish Teachers: Mr Paco Calvete (pcalvete@unog.ch), Mr. Juan Garcia-Araez (jgarcia-araez@unog.ch) and Ms. Almudena Rueda (arueda@unog.ch)</p>

Annex 2. Needs Analysis for Language Learning at UNOG (1)

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Needs Analysis for Language Learning at UNOG



Page 1 - Heading

Employment Status

Page 1 - Question 1 - Choice - One Answer (Bullets) [Mandatory]

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]

Page 2 - Question 2 - Choice - One Answer (Bullets) [Mandatory]

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

[Skip Unconditionally to 5]

Page 3 - Question 3 - Choice - One Answer (Drop Down) [Mandatory]

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 Postal 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)

[Skip Unconditionally to 5]

Page 4 - Question 4 - Choice - One Answer (Drop Down) [Mandatory]

Please select the Organization you are currently working for.

- 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)

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

Please select your current staff category.

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

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
- Varembeé
- 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]

Page 11 - Heading

Using Arabic at work

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

Page 11 - Question 12 - 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 11 - Question 13 - 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 11 - Question 14 - 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

Page 11 - Question 15 - Choice - Multiple Answers (Bullets)

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

Page 13 - Question 20 - Choice - Multiple Answers (Bullets)

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 14 - Question 21 - Choice - One Answer (Bullets) [Mandatory]

Please indicate if you use English at work.

- Yes
- No [Skip to 16]

Page 15 - Heading

Using English at work

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

Page 15 - Question 22 - 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

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]**

Page 17 - Heading

Using French at work

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

Page 17 - Question 27 - 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 17 - Question 28 - 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 17 - Question 29 - 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

Page 17 - Question 30 - Choice - Multiple Answers (Bullets)

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 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

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

Page 19 - Question 35 - Choice - Multiple Answers (Bullets)

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 20 - Question 36 - Choice - One Answer (Bullets) [Mandatory]

Please indicate if you use Spanish at work.

- Yes
- No [\[Skip to 22\]](#)

Page 21 - Heading

Using Spanish at work

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

Page 21 - Question 37 - 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

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 22 - Heading

Learning languages

Page 22 - Question 41 - Choice - One Answer (Bullets) [Mandatory]

Please indicate whether you are currently learning or intend to learn a language at the UN (Arabic, Chinese, English, French, Russian and/or Spanish).

- Yes
- No [\[Skip to 47\]](#)

Page 23 - Question 42 - Choice - One Answer (Bullets) [Mandatory]

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

- Yes
- No [\[Skip to 27\]](#)

Page 24 - Heading

Learning Arabic

Page 24 - Question 43 - Choice - Multiple Answers (Bullets) [Mandatory]

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
-

Page 24 - Question 44 - Choice - Multiple Answers (Bullets) [Mandatory]

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...)

Page 25 - Question 45 - Choice - Multiple Answers (Bullets)

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
-

Page 26 - Heading

Please select below what you would like to improve in Arabic (professional and personal life).

Page 26 - Question 46 - 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 26 - Question 47 - Choice - Multiple Answers (Bullets)

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

Page 26 - Question 48 - 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...)
- Participating in informal discussions in a non professional context (with friends, family...)
- Interviewing and being interviewed
- Participating in telephone conversations

Page 26 - Question 49 - Choice - Multiple Answers (Bullets)

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 27 - 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 - Heading

Learning Chinese

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

Page 30 - Heading

Please select below what you would like to improve in Chinese (professional and personal life).

Page 30 - Question 54 - 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 30 - Question 55 - Choice - Multiple Answers (Bullets)

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

Page 30 - Question 56 - 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...)
- Participating in informal discussions in a non professional context (with friends, family...)
- Interviewing and being interviewed
- Participating in telephone conversations

Page 30 - Question 57 - Choice - Multiple Answers (Bullets)

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 31 - Question 58 - Choice - One Answer (Bullets) [Mandatory]

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

- Yes
- No [Skip to 35]

Page 32 - Heading

Learning English

Page 32 - Question 59 - Choice - Multiple Answers (Bullets) [Mandatory]

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

Page 32 - Question 60 - Choice - Multiple Answers (Bullets) [Mandatory]

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

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

Page 33 - Question 61 - Choice - Multiple Answers (Bullets)

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

Page 34 - Heading

Please select below what you would like to improve in English (professional and personal life).

Page 34 - Question 62 - 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 34 - Question 63 - Choice - Multiple Answers (Bullets)

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

Page 34 - Question 64 - 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...)
- Participating in informal discussions in a non professional context (with friends, family...)
- Interviewing and being interviewed
- Participating in telephone conversations

Page 34 - Question 65 - Choice - Multiple Answers (Bullets)

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 35 - Question 66 - Choice - One Answer (Bullets) [Mandatory]

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

- Yes
- No [Skip to 39]

Page 36 - Heading

Learning French

Page 36 - Question 67 - Choice - Multiple Answers (Bullets) [Mandatory]

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

Page 36 - Question 68 - Choice - Multiple Answers (Bullets) [Mandatory]

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

- General language course [Skip to 38]
- Specific course (legal language, professional writing...)

Page 37 - Question 69 - Choice - Multiple Answers (Bullets)

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

Page 38 - Heading

Please select below what you would like to improve in French (professional and personal life).

Page 38 - Question 70 - 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 38 - Question 71 - Choice - Multiple Answers (Bullets)

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

Page 38 - Question 72 - 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...)
- Participating in informal discussions in a non professional context (with friends, family...)
- Interviewing and being interviewed
- Participating in telephone conversations

Page 38 - Question 73 - Choice - Multiple Answers (Bullets)

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 39 - Question 74 - Choice - One Answer (Bullets) [Mandatory]

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

- Yes
- No [Skip to 43]

Page 40 - Heading

Learning Russian

Page 40 - Question 75 - Choice - Multiple Answers (Bullets) [Mandatory]

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

Page 40 - Question 76 - Choice - Multiple Answers (Bullets) [Mandatory]

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

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

Page 41 - Question 77 - Choice - Multiple Answers (Bullets)

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

Page 42 - Heading

Please select below what you would like to improve in Russian (professional and personal life).

Page 42 - Question 78 - 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 42 - Question 79 - Choice - Multiple Answers (Bullets)

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

Page 42 - Question 80 - 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...)
- Participating in informal discussions in a non professional context (with friends, family...)
- Interviewing and being interviewed
- Participating in telephone conversations

Page 42 - Question 81 - Choice - Multiple Answers (Bullets)

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 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

Page 46 - Heading

Please select below what you would like to improve in Spanish (professional and personal life).

Page 46 - Question 86 - 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 46 - Question 87 - Choice - Multiple Answers (Bullets)

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

Page 46 - Question 88 - 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...)
- Participating in informal discussions in a non professional context (with friends, family...)
- Interviewing and being interviewed
- Participating in telephone conversations

Page 46 - Question 89 - Choice - Multiple Answers (Bullets)

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

- 9:30am
- 10:00am
- 10:30am
- 11:00am
- 11:30am
- 12:00pm
- 12:30pm
- 1:00pm
- 1:30pm
- 2:00pm
- 2:30pm
- 3:00pm
- 3:30pm
- 4:00pm
- 4:30pm
- 5:00pm
- 5:30pm
- 6:00pm

Page 49 - Question 93 - Choice - One Answer (Bullets)

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

Page 49 - Question 94 - Choice - One Answer (Bullets)

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

Page 49 - Question 95 - Choice - Multiple Answers (Bullets)

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

Page 49 - Question 96 - Choice - One Answer (Bullets) [Mandatory]

Please indicate whether you would be interested in taking an intensive language course (less than 2 weeks).

- Yes
- No [Skip to 51]

Page 50 - Question 97 - Choice - Multiple Answers (Bullets)

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

Page 50 - Question 98 - Choice - Multiple Answers (Bullets)

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

Page 51 - Question 99 - Choice - One Answer (Bullets) [Mandatory]

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

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

Page 51 - Heading

Additional questions for managers and supervisors

Page 51 - Question 100 - Choice - One Answer (Bullets) [Mandatory]

Do you manage or supervise other staff members?

- Yes
- No [Skip to 54]

Page 52 - Question 101 - Choice - One Answer (Bullets) [Mandatory]

How many staff members do you supervise?

- 1 to 5
- 6 to 10
- 11 to 20
- more than 20

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 Page

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/>

[<http://learning.unog.ch/>](http://learning.unog.ch/)



[<http://learning.unog.ch/>](http://learning.unog.ch/)



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)¹. 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 metalanguage 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-components². 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)

Brian North, Galya Mateva, Richard Rossner 2007- 2009 © EAQUALS

Profiling Grid for Teachers v 0 30

		BASIC		INDEPENDENT		PROFICIENT	
		T1	T2	T3	T4	T5	T6
LANGUAGE	Language Proficiency	<ul style="list-style-type: none"> studying the language at tertiary level B1 proficiency 	<ul style="list-style-type: none"> studying the language at tertiary level B2 proficiency 	a B2 certificate in the language; oral competence at C1 level	a C1 examination certificate (eg CAE); oral competence at C2 level	<ul style="list-style-type: none"> degree in the language, or, a C2 examination certificate (eg CPE) 	<ul style="list-style-type: none"> native speaker, or, language degree or C2 certificate plus a natural command of the language
	Language Awareness	<ul style="list-style-type: none"> answer simple queries with the help of reference works 	<ul style="list-style-type: none"> answer queries related to high frequency structures 	<ul style="list-style-type: none"> give correct models of usage on most occasions answer most language queries satisfactorily at A1-B1, using reference sources as necessary 	<ul style="list-style-type: none"> give correct models of usage on most occasions answer language queries adequately though not always comprehensively, using reference sources as necessary 	<ul style="list-style-type: none"> give correct examples of usage on all occasions answer language queries reliably 	<ul style="list-style-type: none"> provide clear explanations teach usage and register at all levels understand what is confusing learners give comprehensive, accurate answers to queries
QUALIFICATIONS	Language Teacher Qualifications	<ul style="list-style-type: none"> taking a certificate in teaching the target language, or: following an internal training course 	<ul style="list-style-type: none"> a minimum of 30 hours documented, structured training in language awareness and methodology of teaching the target language 	<ul style="list-style-type: none"> a minimum of 60 hours of documented, structured training in teaching the target language 	<ul style="list-style-type: none"> degree in the target language, or, internationally recognised (min. 100 hour) certificate in teaching the target language 	<ul style="list-style-type: none"> degree or degree module in teaching the target language, or, internationally recognised (min. 100 hour) certificate in teaching the target language 	<ul style="list-style-type: none"> masters degree or module in language teaching or applied linguistics or: postgraduate or professional diploma in teaching the language (min. 200 hours)
	Language Teaching Practice	<ul style="list-style-type: none"> experience of team-teaching or of acting as a teacher's assistant 	<ul style="list-style-type: none"> experience of supervision and assessment while teaching phases of lessons 	<ul style="list-style-type: none"> a minimum of 2 hours of documented, assessed teaching practice has been observed & had feedback on some actual teaching 	<ul style="list-style-type: none"> a minimum of 6 hours of documented, assessed teaching practice has been observed & had feedback on at least 5 hrs of real teaching 	<ul style="list-style-type: none"> a minimum of 12 hours of documented, assessed teaching practice has been observed & had feedback on at least 8 hours of teaching 	<ul style="list-style-type: none"> a minimum of 18 hours of documented, assessed teaching practice has been observed & had feedback on at least 12 hours of teaching
	Teaching Experience	<ul style="list-style-type: none"> taught some lessons or parts of lessons at one or two levels 	<ul style="list-style-type: none"> own class(es) but limited experience which only includes teaching at lower levels 	<ul style="list-style-type: none"> a minimum of 200 hours, documented teaching experience taught a range of levels up to B1 	<ul style="list-style-type: none"> a minimum of 800 hours, documented teaching experience taught all levels except C1 & C2 	<ul style="list-style-type: none"> a minimum of 2,400 hours, documented teaching experience taught all levels except C2, examination or specialised classes 	<ul style="list-style-type: none"> a minimum of 4,000 hours, documented teaching experience taught all levels successfully, general, exam and specialised
CORE COMPETENCIES	Methodology: knowledge and skills	<ul style="list-style-type: none"> sensitisation to learning theories and features of language familiarity with a limited range of techniques and materials for one or two levels 	<ul style="list-style-type: none"> basic understanding of learning theories and features of language familiarity with techniques and materials for 2+ levels select new techniques & materials with advice from colleagues 	<ul style="list-style-type: none"> familiarity with theories of language learning and with learning styles familiarity with an expanding range of techniques and materials choose which to apply based on the needs of a particular group evaluate usefulness of techniques and materials in teaching context 	<ul style="list-style-type: none"> familiarity with learning theory, learning styles and learning strategies identify the theoretical rationale behind a wide range of techniques and materials, with which familiar evaluate appropriateness of techniques and materials in different teaching situations 	<ul style="list-style-type: none"> good familiarity with teaching approaches, learning styles, strategies provide theoretical rationale for teaching approach and for a very wide range of techniques / materials evaluate materials effectively from practical and theoretical perspectives 	<ul style="list-style-type: none"> detailed knowledge of theories of language and learning select an optimum combination of techniques to suit each type of learner and learning situation & provide clear theoretical rationale for decisions
	Lesson and Course Planning	<ul style="list-style-type: none"> work with lesson plans in teachers' notes to published materials 	<ul style="list-style-type: none"> use published or in-house materials to develop plans for different types of lessons plan phases and timing of various lesson types 	<ul style="list-style-type: none"> use a syllabus and specified materials to prepare lesson plans that are well-balanced and meet the needs of the group; adjust these plans as required take account of lesson outcomes in planning next lesson 	<ul style="list-style-type: none"> analyse individual learners' needs in detail, including learning-to-learn plan clear main and supplementary objectives for lessons provide a rationale for lesson stages select/design supplementary activities ensure lesson-to-lesson coherence 	<ul style="list-style-type: none"> plan a balanced, varied scheme of work for a module based on detailed needs analysis design tasks to exploit linguistic and communicative potential of materials design multi-level tasks to meet individual needs and lesson objectives 	<ul style="list-style-type: none"> plan an entire course with recycling and revision create or select appropriate activities for balanced learning modules with communicative and linguistic content design multi-level tasks to meet individual needs and lesson objectives
	Interaction Management and Monitoring	<ul style="list-style-type: none"> alternate between whole class teaching and pair practice following suggestions in a teachers' guide 	<ul style="list-style-type: none"> manage teacher-class interaction effectively give clear instructions for pair and group work monitor the resulting activity give clear feedback 	<ul style="list-style-type: none"> set up pairs and groups efficiently ensure all learners are involved in productive pair and group work monitor performance at all times bring the class back together and manage feedback 	<ul style="list-style-type: none"> set up a varied and balanced sequence of class, group and pair work appropriate to the lesson objectives monitor individual and group work effectively providing or eliciting appropriate feedback 	<ul style="list-style-type: none"> set up group interaction focused on multiple learning objectives monitor individual and group performances accurately and thoroughly give various forms of relevant individual feedback 	<ul style="list-style-type: none"> facilitate task-based learning manage learner-centred, multi-level group work derive appropriate action points from monitoring and analysis of the interaction
	Assessment	<ul style="list-style-type: none"> supervise and mark class quizzes and progress tests 	<ul style="list-style-type: none"> supervise and mark tests write a class quiz or revision activity to revise recent work 	<ul style="list-style-type: none"> select suitable progress tests and set up and supervise them use the results and simple oral and written tasks to assess learners' progress and things to work on use a homework marking code to increase language awareness 	<ul style="list-style-type: none"> conduct tests and interviews if given material to do so train learners to code their errors to increase language awareness design or select appropriate quizzes, revision activities, and progress tests CEFR standardisation experience 	<ul style="list-style-type: none"> coordinate placement testing and progress assessment (oral & written) use video & hw codes to help learners recognise strengths / weaknesses use CEFR criteria reliably to assess spoken and written proficiency 	<ul style="list-style-type: none"> write progress tests develop assessment tasks run CEFR standardisation sessions use video & hw codes to help learners recognise strengths / weaknesses use CEFR criteria reliably to assess spoken and written proficiency
COMPLEMENTARY SKILLS	Teacher Development	<ul style="list-style-type: none"> take part in training sessions cooperate with colleagues with set tasks regularly observe real teaching 	<ul style="list-style-type: none"> take an active part in group work during training liaise well with other teachers observe & team-teach with teachers at restricted levels act on observation feedback 	<ul style="list-style-type: none"> take an active part in various kinds of in-service training/development actively seek advice from colleagues and relevant books observe colleagues at various levels act on colleagues' feedback on serial observations of own teaching 	<ul style="list-style-type: none"> develop awareness and competence through professional reading lead discussions sometimes and exchange ideas about materials and techniques seek opportunities to be observed and receive feedback on own teaching 	<ul style="list-style-type: none"> act as mentor to less experienced colleagues lead a training session or even series of sessions given materials to use and distance support from a colleague seek opportunities for peer-observation 	<ul style="list-style-type: none"> create a series of training modules for less experienced teachers run a teacher CPD programme take part in institutional or (inter) national projects observe colleagues and provide effective feedback
	Digital Media	<ul style="list-style-type: none"> write a worksheet following conventions follow menus to operate software download from resource sites 	<ul style="list-style-type: none"> search effectively for material on the internet select and download from resource sites organize materials in hierarchically structured folders 	<ul style="list-style-type: none"> use data projectors for class lessons with internet, DVD etc use software for handling images, DVDs, sound files use a camcorder to record tasks set a class an exercise with CALL materials 	<ul style="list-style-type: none"> create lessons with downloaded texts, pictures, graphics, etc. devise tasks using internet-based media such as wikis, blogs, webquests set & supervise individual CALL work coordinate project work with media (camcorder, internet downloads etc) 	<ul style="list-style-type: none"> use PowerPoint for presentations, including animation train students to select and use CALL exercises effectively use authoring program to create CALL troubleshoot with basic equipment (e.g. data projector, printer). 	<ul style="list-style-type: none"> show colleagues how to use new soft/hardware, incl. authoring programs design blended learning modules use any standard Windows software, including media, video editing troubleshoot hardware

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:

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

Desirable requirements		Yes	No	Comments
Complementary skills	Experience using video, computer and/or multimedia to teach language			
	Experience working in a multicultural environment as a team member			
	Knowledge of other official U.N. languages			
	Experience in teaching adults in the workplace			

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.

Name of candidate:

Language:

Date of Interview:

Names of Panel Members:

Scoring Criteria:

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

A. Objectives

1	The candidate had clear objectives and a discernible lesson plan.	
2	The activities/exercises targeted the objectives of the lessons.	
3	The candidate provided effective assessment opportunities to determine student achievement.	
4	The objectives were presented clearly to the students.	
Average		.../3

B. Content

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

C. KNOWLEDGE AND EXPERTISE

1	The candidate demonstrated thorough knowledge of the subject matter.	
2	The candidate answered questions about subject matter accurately and appropriately.	
Average		.../3

D. RHYTHM AND MANAGEMENT

1	The time allotted for activities was appropriate.	
2	There was a smooth sequencing and transitioning between activities.	
3	The candidate allowed time for clarification questions.	
4	The candidate kept students on task.	
5	The candidate helped create a warm, open and accepting class atmosphere.	
Average		... /3

E. INTERACTION WITH STUDENTS

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

F. Sheltered Techniques

1	The candidate modified the rate of oral language to adapt to the students' levels.	
2	The candidate used words that the students could understand.	
3	The candidate used sentence structures that the students could understand.	
4	The candidate used materials (photos, gestures, organizers, etc.) to help exemplify concepts.	
Average		.../3

G. USE OF TECHNOLOGICAL RESOURCES

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

TEACHER'S GLOBAL RATING

Average		.../3
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CANDIDATE'S GLOBAL RATING. ALL PANEL MEMEBERS

Final comments		
Average		.../3

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 you are the most proud of?
1. Is there anything that you would have done differently?

COMMENTS ABOUT THE CANDIDATE'S PERFORMANCE

Strengths / Weaknesses:

FINAL COMMENTS