

## Cours de vacances course description

The Cours de Vacances has adopted the task based perspective which is defined in the European Language Portfolio (ELP, [www.coe.int/portfolio](http://www.coe.int/portfolio)). Accordingly, the students learn French by using the language in different activities (such as conversing, describing, explaining a choice, summarising an article, taking notes, etc.) For each level of the Common European Framework of Reference there are language activities which have to be mastered by the student in order for him/her to reach the next competency level. Learning these language skills is fundamental to the teaching in the Cours de Vacances. In order to teach the students how to speak French the Cours de Vacances divides the tasks according to the student's level and to the different 3 week sessions in the summer. The classes do not have titles because they are intensive language learning courses.

The morning classes are therefore organised according to two criteria:

**1. The student's level** (according to the Common European Framework of Reference (A1, etc.))

On arrival the students complete an assessment test which defines their level of language competency in order for them to attend classes adapted to their needs. The classes are divided into 3 levels: Complete beginner, beginner (A1-A2), intermediate or advanced (B1-C2). These levels are subdivided (B1, B1-B2, etc.) In this way each student will take part in language activities which are adapted to his/her language competency level and which will allow him/her to progress in his/her learning of the language. Regular assessments will enable the student to place himself/herself on the scale of the Common European Framework of Reference which will enable him/her to see what he/she has learned and what he/she needs to learn.

**2. The 3 week session**

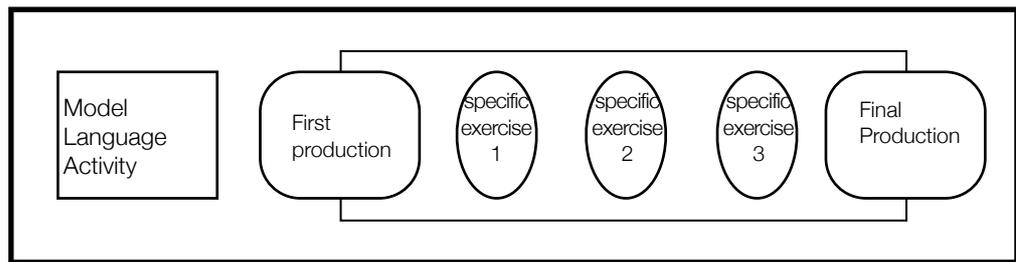
In order to avoid repetition for the students who attend more than one session of the Cours de Vacances during the summer, the different language skills have been spread out as follows:

- a) session 1: interacting (expressing a wish, refusing), conversing
- b) session 2: choosing, describing, telling (a story)
- c) session 3: explaining justifying
- d) winter session : arguing



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The learning process will follow an educational framework the basis of which is quite simple: you learn how to speak French by speaking French. This results in the following didactical sequence:



A model language activity is presented to the class in the form of a text, a soundtrack or a video. The students follow this model to create their first activity.

The teacher presents exercises based on this first production in order to address the difficulties encountered by the students. They learn new French language skills that they will be able to use in the final production. At the end of the sequence, the teacher and the students assess their performance by placing themselves on the scale of the Common European Framework of Reference.

A three week session allows the students to complete 3 different didactical sequences.

