

DIAGNOSTIC TUTORIAL [1] – SEMESTER 1 FISE 1 – 2022

ADDITIONAL CONSIDERATIONS

Tutorial teachers are invited to incorporate other descriptors to refine their appreciations. Among which are the followings:

SUSTAINED MONOLOGUE: GIVING INFORMATION. Students should “give a clear, detailed descriptions; communicate detailed information reliably” [B2 level].

SUSTAINED MONOLOGUE: PUTTING A CASE. Students should “explain a viewpoint on a topical issue giving the advantages and disadvantages of various options; construct a chain of reasoned argument; develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples; develop an argument systematically with appropriate highlighting of significant points, and relevant support detail” [B2 level].

COMPENSATING (*strategy for maintaining conversation when students cannot think of the appropriate expression*). Students should “address most communication problems by using circumlocutions, or by avoiding difficult expressions; use circumlocution and paraphrase to cover gaps in vocabulary and structure” [B2 level].

MONITORING AND REPAIR (*the spontaneous realisation that the students have made a slip or run into a problem*). Students should “correct slips and errors if they become conscious of them or if they have led to misunderstandings; make a note of “favourite mistakes” and consciously monitor speech for it/them; often retrospectively self-correct their occasional “slips” or non-systematic errors and minor flaws in sentence structure” [B2 level].

In addition, the following descriptors can be taken into account:

OVERALL SPOKEN PRODUCTION. At the end of the diagnostic tutorial, students should “[have given] clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary and relevant examples; [have given] clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail” [B2 level].

OVERALL SPOKEN INTERACTION. At the end of the diagnostic tutorial, students should “[have been able to] interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with [the tutorial teachers] [...] quite possible without imposing [any] strain [...]; [have been able to] highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments; [have been able to] use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas; [have been able to] communicate spontaneously with good grammatical control without much sign of having to restrict what they [wanted] to say, adopting a level of formality appropriate to the circumstances” [B2 level].

FORMAL DISCUSSION (MEETINGS). At the end of the diagnostic tutorial, students should “contribute, account for and sustain their opinion, evaluate alternative proposals and make and respond to hypotheses; follow the discussion on matters related to their field; understand in detail the points given prominence by the [tutorial teacher]; participate actively in routine and non-routine formal discussion; express their ideas and opinions with precision, present and respond to complex lines of argument convincingly; [...] keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view” [B2 level].

Finally, tutorial teachers will obviously focus on the communicative languages competences of the students and provide them with links and exercises to improve potential difficulties or improve their current level. These competences can refer to (in terms of range and control) vocabulary, grammar or phonology (or any others as stated in the CEFR Companion Volume with New Descriptors (2018)).