

IMPROVING SPEAKING SKILLS. AN EXAMPLE OF ENGLISH AS A FOREIGN LANGUAGE AT A UNIVERSITY IN NORTHERN FRANCE / DÉVELOPPER L'INTERACTION ORALE DANS LE SECTEUR LANSAD. UN EXEMPLE EN ANGLAIS À L'UNIVERSITÉ DU LITTORAL CÔTE D'OPALE / ÎMBUNĂȚIREA ABILITĂȚILOR DE COMUNICARE ÎN ENGLEZĂ LA O UNIVERSITATE FRANCEZĂ DIN NORDUL ȚĂRII - UNIVERSITÉ DU LITTORAL CÔTE D'OPALE (SECTORUL LASAD)¹

Abstract: *This practice report focuses on the development of oral interactions in EFL classes at Dunkirk University. Its aim is to show how role-plays in English used as social games can become part of a broader teaching and pre-professional scheme involving a task-based process recommended by the CEFRL (Common Framework of Reference for languages).*

Keywords: *action-oriented approach, didactics in English, EFL university student, oral interaction.*

Résumé: *Dans cette fiche, nous allons expliquer comment nous avons développé l'interaction orale en cours d'anglais en licence, à l'université de Dunkerque (secteur LANSAD), par la mise en place d'exercices systématiques, de type CLES2 et une tâche finale appliquée au domaine professionnel des étudiants, dans le cadre d'une approche communicative à visée actionnelle. Les scénarios proposés ont favorisé un apprentissage par l'action et la création d'automatismes indispensables aux étudiants les plus fragiles en langues vivantes.*

Mots-clés: *approche communicative actionnelle, didactique de l'anglais, interaction orale, secteur LANSAD*

Introduction

This paper aims at presenting a two-year class teaching experiment set among EFL² students in Economics at the French university of Dunkirk in northern France. In these course units we decided that spoken production and more precisely oral interaction in English would be prominent and that it would be reached through role playing. This objective of second language learning by playing oral games is part of the Common European Framework of References for Languages³ (CEFRL) which is a comprehensive project related to a very general view of using a language as a broad social task overcoming linguistic barriers. Communication is thus seen as an integral part of university education where participants engage in interaction as an action performance. Teaching English is no longer focused on the document to be studied but on the task to be achieved. This action-oriented approach has been wide spread among secondary education in France for many years but it has not necessarily developed among university teachers and among decision-makers practices.

In what ways can the students carry out activities, tasks and processes to build up the abilities needed for communication based upon a task-based method? How can higher education in France adapt to the students' professional training ambitions by improving interactive activities?

I am going to describe my experiment as a teacher in the EFL sector of Dunkirk University in northern France for two years (2013-2015) in the department of Economics

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² EFL or English as a foreign language and ESL or English as a Second Language.

³ Common European Framework of References for Languages or CEFRL. Put together by the Council of Europe in the 1990s, this reference document is meant to provide a method of learning, teaching and assessing which applies to all languages in Europe.

and more precisely among a group of 25 undergraduate, third-year students. Each English class lasted two hours spread over 12-week project cycles. No particular material was required except a video projector. The ten-minute oral activity occurred at the very end of the sessions and was included in the pedagogical planning scheme of the sequence.

This paper will fall into four sections. First a didactic background will be provided to allow the reader to contextualise the experiment. Then we will expose our personal pedagogical aims and implementations. The third part will principally deal with the presentation of precise examples while the last one will provide the didactic results of this study.

1. Observation

When I first arrived at the university, I was given classes of English for non-specialists ranging from undergraduate to postgraduate, from Law studies to French Literature, for example. So I decided to follow the tracks of the other teachers giving it a personal didactic orientation. The whole schemata was to use sets of genuine documents either spoken or written with a level proficiency required of CEFRL B2 (vantage or upper intermediate [appendix 1]) so as to train for their final assessment and for the CLES¹. The group of teachers was supposed to write and supervise testing and evaluation within classes and handle diverse learner types and abilities. They were also asked to react to students' remarks in adapting their syllabuses and studying *ad hoc* documents. For example, gap-filling exercises were given to A2 students to help them carry out the B1 comprehension activities.

This framework was part of a larger strategy unanimously voted by all the French university decision-makers to lead to the modification and reinforcement of language learning and teaching in the universities meeting the students' academic needs and unifying the diverse teaching practices displayed in the various places. It was adopted by Dunkirk University in 2013.

In September 2014 the teaching scheme had become more demanding because based on the aforementioned blueprint. During the semesters, we had to exercise four language competences out of five in class, using either spoken or written documents. For the undergraduate and postgraduate students, studying a foreign language had become compulsory either in face-to-face interaction or in self-access learning via a virtual language center tending to promote their autonomy through diverse activities. The learner groups were limited to 25 members according to their CEFRL L2 level established after a test taken in September. Their semester results were composed of a 5-mark-score out of a 20-point scale i.e. one for each language ability plus a fifth one representing their management of self-access learning. What is more, continuous monitoring evaluation had become the rule giving more credit to the work done in classes.

Passing the CLES² 1 or 2 certification was made mandatory in the third university year, the result being included in the students' global attainment giving an accurate representation of the proficiency of the candidates. The procedures stipulated that 50% of the final mark should be composed of continuous assessment while the other 50% should be made up of validated CLES competences (marked out of 20³). This mark depended on the

¹ In France, the Ministry for Education has created a government-mandated certificate called CLES (Certification en langues de l'enseignement supérieur) which formalizes the use of the CEFR in teaching programmes in higher education.

² Higher education performance assessment or certification based on a scenario involving 4 language domains and evaluated by descriptors providing a profile grid defining the relevant levels for certain categories.

³ ECTS were devoted to L2 attainments representing a 75-to-90-hour personal work charge for a sum of 18 ECTS for an undergraduate degree in France. The CLES assessment is validated when all 4 categories are passed.

number of CEFRL language L2 competences¹ validated (B1: intermediate or B2: upper intermediate) which are summarized in the following table:

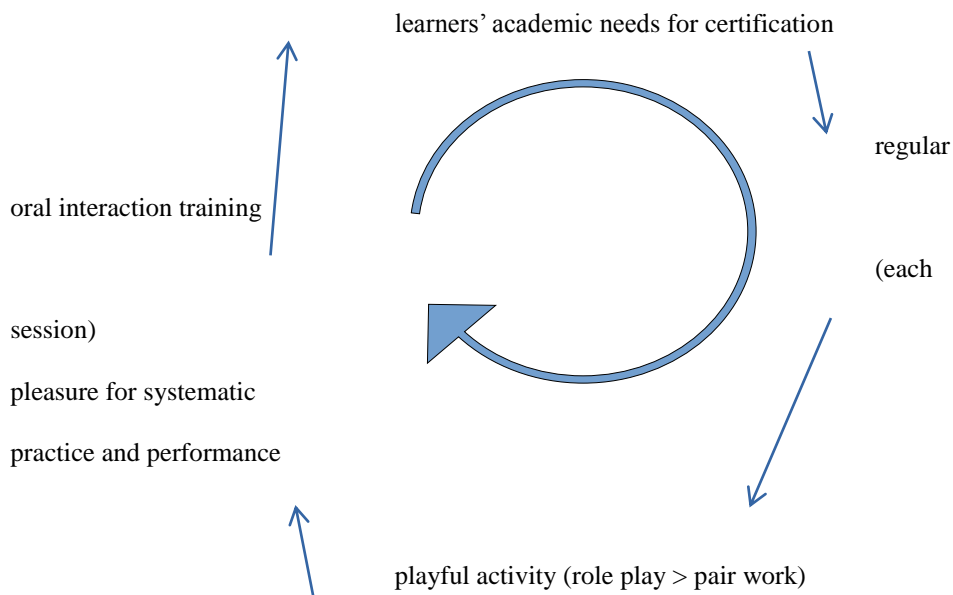
	B1	B2
4 credited CLES competences	16	20
3 credited CLES competences	11	15
2 credited CLES competences	8	12
1 credited CLES competence	5	7
0 credited CLES competence	0	0

Table 1: marking **CLES** levels correspondences to be credited to the students' attainment results in year 3.

2. A personal methodology

At the beginning of year two (2014) I adopted additional didactic targets. The comprehension documents used would all be context-bound and economics-relevant copying the strategy set by the department of Law studies. I also decided that each 2-hour session would systematically end with a role-play to practise spoken interaction with flashcards to support the exercise adapted from the CLES 2 oral assessments sheets (see an example of this in appendix 2). Indeed, the whole group of learners was asked to take part in pair work to train for the certification which had become compulsory at the beginning of 2013. It meant adding the fifth language domain to the four already required by the university to complete the overall teaching scheme of the learners. It soon became a playful time, each student playing a part which was written according to the text situation and following the sequence preparation. The activity was considered a game by the students or even a challenge driving them to more training and performance and fixing the skills, a process that could be described by the following circle:

¹“*Communicative language competences* are those which empower a person to act using specifically linguistic means.” CECFR: 118.



The cycle means that the students' interest and engagement are reinforced by the sense that their efforts are being rewarded by a higher proficiency in English.

Their pair work performance was not necessarily evaluated as it was considered as training, so they felt more comfortable about it making it a relaxed time for acquiring L2 competences.

I started this focalisation work on spoken interaction by using drills not out of any Skinnerian behaviorist psychology strategy but to reassure the students who, even in year 3, still needed basic language knowledge and still strongly thought that English learning is a matter of acquiring verbal habits. They soon realized that there is no need for habits if no explicit treatment of linguistic, sociolinguistic and pragmatic forms is provided. They also realized that if considered and treated as a task, any language teaching may reach outcomes involving specific competences related to occupational needs. I am here referring to the task-based approach which has been developed in education in France since 2005 (see Bourguignon 2014 and 2015) and licensed by the CEFRL as explained in our introduction.

Repeating and using context-bound prompts was part of the training imposed at the end of each class in pair works. The students were asked to:

- repeat what had just been said
- plan another argument to confirm or invalidate what had just been said but not a new one without any link to the context
- develop more fluent communication using spoken language markers¹

To reach this aim I gave students language « modules » or slides on which spoken communication situations were matched with model answers they had to note and try and memorize because according to Kalyaniwala-Thapliyal (2014: 172): “appropriation needs to be studied as a process and not as something acquired at a certain moment in time”.

Setting a collaborative structured teaching of L2 adapted to the learners' academic and occupational needs via built-up and hierarchical drills played a metacognitive role since the students had to work with 2 or 3 modules at a time according to the background provided. It proved to:

- help acquire necessary skills
- put these skills into action

¹ We will not develop this aspect of action-research here.

- help memorize the skills
- make the skills sustainable

I also noticed that teaching L2 spoken communication using role-plays also enhanced a spontaneous and rather authentic English language through pleasure and fun (see part 3 below).

During the first end of class role plays I asked each pair of students to reformulate what the tandem partner had just said by repeating the argument using 1 out of the 5 prompts suggested on the slides, for example:

To check you have understood what your partner means, you will say:

- So ...
- Does that mean ...?
- If *I'* understand right ...
- *I'm* not sure *I* understand. Does that mean ...?

It can be noticed that the prompts range from elementary to intermediate according to the students' abilities and knowledge. As the time session passed they could pick out other prompts and enrich their speeches. What was aimed at was a CEFRL B2 level accuracy coupled with a B2 level fluency even if the prompts involved were B1 giving an overall impression of rather spontaneous and goal-oriented mastered spoken interactions. Some students always zeroed in on the first prompts on the slides whereas others progressively "scrolled down" the list. Then they went on practising the role-play using the next materials to introduce the following topic argument:

To add another argument, you will say:

- *I'd* also like to say ...
- *I'd* like to make another point ...

Micro systems are shaped that turn out to be sustainable and available in diverse communicative situations. They can be combined to others to provide fluent occupational or personal-related conversations, the strategy supporting the development of language learners' autonomy. They are also useful to practise and pass the CLES 1 and 2 certifications.

It should be noted that students were told from the very beginning of the session cycle what kind of oral test they would be given as semester 6 final examination. So they knew the criteria used and the scales and grids adopted to assess their spoken work. They were told they would have a scenario to enact, that it would be related to their occupational field and that they would have to use as many prompts as possible to make it as fluent and authentic as possible. They would be evaluated according to the descriptors used in the CLES 2 oral certification (see appendix 4). They were handed out the grid so that they could use it as self-evaluation throughout the whole session cycle.

¹ The italics illustrate a focussing prosody not quite familiar to the French students.

3. The example of a whole sequence cycle in the department of Economics¹

The first document studied that semester was entitled *Slow is Beautiful* (see the whole-cycle's documents list in appendix 3). It dealt with a new form of holiday that stressed executives undertake to escape corporate pressure. Students first got involved in an oral brainstorming followed by a written comprehension sheet and were eventually asked to play the following pair work scenario:

Pair work tandem partner A: *The best way to de-stress is to have a hectic holiday.*

Pair work tandem partner B: *The most relaxing holidays are always the slowest ones.*

Learners practised the prompts given and performed conversations such as:

A. *For me the best way to relax during the holidays is to go parachuting.*

B. *Parachuting! Does that mean you spend your time playing sports during your holidays?*

A. *Yes. I'd also like to say that my girlfriend/boyfriend is a real fan too.*

B. *A fan! A fan of what? If I understand you right ...*

This example is one of the best interactions heard. Most students improved their oral competences throughout the course cycle.

To carry out pair work, the students were asked to talk to each other but all together at the same time in the same place. This situation was adapted from the CLES 1 spoken assessment when candidates are gathered in a language lab and record their voicemail-like messages via headphones and microphones. Even if it sounds counter-productive, it is very effective if used in a university EFL class when no lab is available. The pairs are focused on their conversations imposed on them and ignore the other tandem pairs. They are concentrated on their interlocutor's speech and cannot interfere with others' chats. They admit they are less self-conscious or stressed and feel free to make real efforts in English. When speaking together the classroom sound level is regulated because if the students speak too loudly, they can no longer communicate, making the role-play useless. Out of this cacophony stands out some kind of pleasure to exercise in a foreign language. Oral pair work lifts barriers and gives the training a playful and convenient dimension.

The context-bound topic that year was "*The employee within his/her firm*". It was divided into sub-themes that matched the texts under study. The full range of activities processed in the learning session will not be developed in this article as a limited corpus of examples will be representative of the plan elaborated throughout the cycle. Three templates will be detailed indicating:

- the source of the document
- the tackled sub-theme
- the developed lexical pattern
- the suggested role plays or spoken interaction scenarios

Here are the three examples:

A. The first one is number 2 on the list (appendix 3):

Help your workers

(plus a vocabulary sheet about corporate relationship issue)

document source: *New Starting Up* book

sub-theme: *should your company help you run your life?*

lexical pattern: *can your company interfere with your life? Up to where and when?*

role-play/scenario:

A. *You spend so much time at work. You may find it necessary for your company to help you in case of hardship.*

B. *No way! In case you should have a problem you should never ask your company for help but your family, for example.*

B. The second one is number 5 on the list:

Perks that work

¹ University year 3 / semester 5.

document source: *Business English* book

sub-theme: *getting life comfort from your company*

lexical pattern: *perks [holidays; days off; sick leave; health insurance ...]* (+ voc. studied in *The case against self-employment* list doc. 4

role-play/scenario:

A. *Sick leave is definitely a company perk.*

B. *What you are allowed to is part of a country's legal code. There's no need to negotiate it with the Department of Human Resources.*

C. *The third one is number 9 on the list:*

Yahoo and Google furious over reports NSA secretly intercepts data links.

document source: *The Guardian*

sub-theme: *being spied on by the Internet (even at work)*

lexical pattern: *the web/Internet/mega companies*

role-play/scenario:

A. *Being spied on by big web companies is the price for staying connected with the rest of the world.*

B. *Privacy is privacy whatever the situation, wherever the place.*

At the end of the teaching session learners were asked to activate the many strategies developed during the semester pair work to carry out the final assessed interaction which, in fact, was the assessing completed one. In the CEFRL (59), it is explained that "The user or learner naturally adapts, adjusts and filters task inputs, goals, conditions and constraints to fit his or her own resources, purposes and (in a language learning context) particular learning style." So they were asked to perform the following task:

You represent your colleagues during an interview with the director of human resources at your company.

Report on working conditions by stressing:

- *those that are favorable to the employees;*

- *those that are not.*

You will then make suggestions to improve the situation.

I acted the part of the director and I intervened during the second part of the scenario, contradicting students to make them react, using the prompts studied throughout the class programme cycle. In carrying out this specific task, they had to select, balance and coordinate the appropriate elements called "interactional schemata" (CEFRL: 169) in a rather fluent English labelled B2 by the CEFRL oral production grids.

4. Final remarks

The students became more confident in English. Those prompts-based drills, inserted in competence-related norm-referenced spoken tasks allowed the learners:

- to mitigate the stress associated with oral conversations

- to dramatize the activity in a sense that they play a part

At the end of the session cycle I even witnessed a shift in the notion of affect, which is favorable to L2 learning.

I would label those oral pair work "social games" because they soon became the way to copy real life or more precisely occupational life experiences and proved profitable for the learners' acquisition of L2 English. Their training was realistic and useful and hence met with their expectations. The role-plays I elaborated could be used as elements of reference and relevant models, especially for those who would apply for a Master's degree. The playful side of the performance came as an unexpected criterion and was considered a positive strategy by the students.

Conclusion

Due to its complexity, a specialized language cannot be mastered without properly planned out prior training. In this research paper, three examples of teaching activities are proposed and described in detail. They illustrate how the action-oriented approach matches professional activities and requirements in a foreign language course.


In this reflective account of my experience as a teacher, I have reviewed the major steps of class teaching practice based upon oral conversations which took place in the department of Economics in the northern France university of Dunkirk between 2013 and 2015. The article describes how a third year group of 25 university students practising oral pair work can progressively develop CEFLR B2-labelled language skills. Not only do oral interactions prove to be enjoyable, they are also extremely useful as they meet learners' future specific professional needs. In fact "nous avons besoin de vivre les choses pour qu'elles modifient notre structure mentale ou affective, et lorsque le travail est fait à notre place, il ne nous touche pas réellement¹" (Julié and Perrot, 2014: 200). This quotation illustrates what we meant by "social gaming" in EFL undergraduate L2 English classes.

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¹ "We need to live things through to make them improve our mental or affective structures, and when the work is done by someone else we don't really feel affected." (our translation)

Appendix 1: Common Framework of Reference for Languages levels



Proficient user	C2 Mastery
	C1 Effective Operational Proficiency
Independent user	B2 Vantage
	B1 Threshold
Basic user	A2 Waystage
	A1 Breakthrough

Table 2: CEFRL levels (adapted from CEFRL: 23)

Breakthrough > beginner

Waystage > elementary

Threshold > intermediate

Vantage > upper intermediate

EOP > advanced

Mastery > proficiency

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.

CEFRL: 24

Common European Framework of Reference for Languages: learning, teaching, assessment

	OVERALL SPOKEN INTERACTION
C2	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
B1	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
A2	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

CEFRL: 74

Appendix 2:




**CERTIFICAT DE COMPÉTENCES EN LANGUES
DE L'ENSEIGNEMENT SUPÉRIEUR
CLES**

Langue : ANGLAIS

Niveau : CLES 2

INTERACTION ORALE

 You will participate in a contradictory debate with another candidate. You will be asked to defend a given position. Use the information in the documents you have been studying to support your point of view and then negotiate an intermediary position to reach a compromise.

Situation 1

The “Committee on Health, Education, Labor & Pensions” of the US Government is about to issue official recommendations to improve children’s and teenagers’ health. Two “health awareness” organizations, “the American Academy of Pediatrics” and “Shape Up America!” advocate different kinds of approaches.

Role A

You are a member of “the American Academy of Pediatrics”, which advocates the gym class to increase physical activity for children and teenagers in schools.

You have to reach a compromise with a member of “Shape Up America!” on a joint list of recommendations.




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Role B

You are a member of “Shape Up America!”, a health awareness organization. You think that the traditional gym class has its limits and you advocate a global approach in order to improve children’s and teenagers’ health.

You have to reach a compromise with a member of “the American Academy of Pediatrics” on a joint list of recommendations.




**CERTIFICAT DE COMPÉTENCES EN LANGUES
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CLES**

Langue : ANGLAIS

Niveau : CLES 2

INTERACTION ORALE

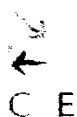
 You will participate in a contradictory debate with another candidate. You will be asked to defend a given position. Use the information in the documents you have been studying to support your point of view and then negotiate an intermediary position to reach a compromise.

Situation 2

An informal discussion is being held at the “Committee on Health, Education, Labor & Pensions” of the US Government to discuss if Physical Education should be made obligatory for all students in American schools. Your objective is to come up with recommendations which could become the official line of the committee.

Role A


Physical Education is a national priority. You advocate making it obligatory for all students in all American schools.



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Role B

Physical Education should remain optional in American schools. Health and well-being do not depend just on Physical Education classes for all.

Appendix 3:

1. Slow is beautiful
2. Help your workers (+ voc. « relationship problems [at work]»)
3. Only tourism can help our bankrupt land
4. The case against self-employment
5. Perks that work
6. Presenters in trouble over sexism row
7. Success
8. Blonde Beautician from Essex wins court battle
9. Yahoo and Google furious over reports NSA secretly intercepts data links
10. Keeping your client relationship afloat
11. Jack Dorsey

Appendix 4: CLES oral assessment grid

	CERTIFICATION NATIONALE CLES Grille d'évaluation de l'interaction orale CLES 2
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N° d'anonymat :

Critères	Niveau B2	Validé	Non validé
PRAGMATIQUES	1. Situation Joue de manière adéquate le rôle qui lui a été attribué dans le cadre de la situation donnée.	<input type="checkbox"/>	<input type="checkbox"/>
	2. Contenu Utilise des arguments variés et pertinents issus des documents en ajoutant éventuellement des idées personnelles.	<input type="checkbox"/>	<input type="checkbox"/>
	3. Interaction Sait interagir : prend son tour et l'initiative de la parole quand il convient, sait relancer l'échange si nécessaire.	<input type="checkbox"/>	<input type="checkbox"/>
	4. Aisance Exprime ses idées avec fluidité sans faire de longues pauses (hésitations tolérées).	<input type="checkbox"/>	<input type="checkbox"/>
	5. Phonologie A une prononciation et une intonation suffisamment claires pour être compris(e).	<input type="checkbox"/>	<input type="checkbox"/>
LINGUISTIQUES	6. Correction grammaticale Maîtrise suffisamment la grammaire pour ne pas commettre d'erreurs conduisant à des malentendus (erreurs non systématiques tolérées.)	<input type="checkbox"/>	<input type="checkbox"/>
	7. Cohérence Dispose d'outils linguistiques pour lier, nuancer et adapter son discours.	<input type="checkbox"/>	<input type="checkbox"/>
	8. Lexique Utilise un lexique juste et varié (quelques lacunes sont tolérées).	<input type="checkbox"/>	<input type="checkbox"/>

RÉSULTAT : B2 est validé <u>si et seulement si</u> chacun des critères est validé*	
OUI <input type="checkbox"/>	NON <input type="checkbox"/>

* En cas de non validation d'un des critères, le jury CLES appréciera