

Welcome to the
Future!



School of Languages

Since 2004



CONTENTS

Welcome to New Age School	2
Founding Principles	3
Educational Philosophy	4
Teaching Staff	5
Teaching Approach	6
Teaching Premises and Equipment	6
Texts	7
Learning Stages	8
Courses	9
Social Activities	12
Corporate Clients	13
Advantages of New Age School	14
Levels of CEFR	14

CONTACT

RR. AGIM RAMADANI , NR.30, PRISHTINE, KOSOVE
 WWW.NEWAGESCHOOL.NET
 INFO@NEWAGESCHOOL.NET
 NAS_PRISHTINA@YAHOO.COM
 TEL: + 381 (0) 38 246 100
 CELL: +377 (0) 44 584 895 / +386 (0) 49 584 895

WELCOME TO NEW AGE SCHOOL

Knowing foreign languages nowadays is not a luxury of a particular group; it is a necessity of a society like ours, which is persistently aiming western standards. Considering this need and aspiration, and the poor state of public schools in our country, as well as being astonished by the beauty and the greatness of foreign languages and their cultures, we as New Age School have made it our mission to spread foreign languages in Kosovo by offering the best methodology, quality and premises. Established in 2004, New Age School is a privately owned school of languages, specializing in teaching general and specific purposes language courses in English, German, Italian, Spanish, French and Albanian to adults and young learners, as well. It is located right in the heart of Prishtina, within walking distance from all important institutions of the city. It has front and back access, and there is ample parking space. Its 10 classrooms are purpose-built with a capacity of up to 17 students and equipped with up-to-date audio-visual devices. There is a spacious computer area for students and teachers, as well as free WI-FI internet. The entire school is climate controlled, with central heating and air conditioning. A powerful generator provides round-the-clock power. Our teaching program is based on the Common European Framework of Reference for Languages (CEFR), according to which we teach six levels: A1, A2, B1, B2, C1 and C2. In addition, the entire activity of the School is regulated by a Code of Conduct, which fully complies with the EAQUALS Code of Practice (a pan-European accreditation institution, an accredited member of which New Age School has been since 2010).



FOUNDING PRICIPLES

Being aware of the importance of the school mission as an institution, which aspires to be an excellent school, "New Age School" has defined following basic principles as its foundation.

ACADEMIC EXCELLENCE

The leading principle and aspiration of our school is the incomparable teaching competency and program quality.

MORAL VALUES

Though simply a language school where students spend but a few hours a week, we are oriented towards helping our students grow a sense of critical thinking and importance of moral values.

OUTSTANDING STAFF

We consider our staff as the spinal cord of our school, and, therefore, we hire professional, gifted, passionate, and highly-committed individuals,

STATE-OF-THE-ART EQUIPMENT

Our premises are equipped with the most up-to-date equipment in order to facilitate a contemporary teaching methodology.

SOCIAL AWARENESS

We are an active part of the community and as such we try hard to aid this community. Being well aware of the specific conditions the people in Kosova live in, we consider it a constant concern to help financially disadvantaged people achieve a better linguistic education.

DIVERSITY AWARENESS

We recognize the importance of accepting cultural diversities and pledge to respect ethnic, religious and gender diversities of our community.



EDUCATIONAL PHILOSOPHY

In our school students have the opportunity to develop the knowledge, skills and understandings to communicate effectively and appropriately in languages other than their mother tongue. Such knowledge, skills and understandings can be achieved through the learning of any language other their mother tongues.

LANGUAGE IS THE FOUNDATION OF ALL HUMAN RELATIONSHIPS

All human relationships are founded on the ability of people to communicate effectively with each other. Our thoughts, values and understandings are developed and expressed through language. Learning a foreign language involves communicating with people whose linguistic frame of reference may be quite different. This process allows students to understand better the world in which they live and contributes to the development of their personal perspectives of the global community.

FOREIGN LANGUAGE LEARNING PROVIDES INSIGHTS INTO OTHER CULTURES

The study of foreign languages provides a unique window for gaining insights into other cultures. Language use is socially and culturally bound and the ability to communicate effectively requires understanding of the cultural concepts within which language is used.

EVERYONE CAN LEARN FOREIGN LANGUAGES

All interested individuals coming to New Age School can achieve meaningful outcomes in the process of learning foreign languages. The outcomes are inclusive of all students and provide opportunities for intellectual challenge and enjoyment.

FOREIGN LANGUAGE LEARNING PROVIDES OPPORTUNITIES TO CONSTRUCT NEW KNOWLEDGE AND TO DEVELOP THINKING SKILLS

Foreign language learning is a challenging learning context which enhances students' cognitive development by encouraging analytical, creative and lateral thinking styles. In addition, language learning provides a context for critical thinking, negotiation, problem solving and decision making.

INTERACTION AND COLLABORATION ARE ENCOURAGED THROUGH FOREIGN LANGUAGE LEARNING

Language use is a social activity which gives students opportunities to enhance social skills, such as working in groups and working collaboratively. These same skills can be applied in different contexts in other learning areas.

FOREIGN LANGUAGE LEARNING ENABLES A HIGHER LEVEL OF UNDERSTANDING WITH OTHER EUROPEAN NATIONS

As stated by the Council of Europe multilingualism (and therefore plurilingualism) promote mutual understanding and tolerance, and respect for cultural identities through more effective international communication.

FOREIGN LANGUAGE LEARNING BUILDS FOUNDATIONS FOR THE FUTURE

The study of foreign languages builds a solid foundation for students to pursue language learning after they leave school, through further study, employment, travel, in family contexts or for personal enjoyment.

TEACHING STAFF

There is no doubt that teacher qualification is crucial for students' success. At New Age School, mainly all teachers have a BA degree in language teaching and most of them are attending master studies in Education. A good number of them have received advanced qualifications and degrees in teaching or related fields through different trainings in Kosovo and abroad.

The teaching staff are relatively young but have positive teaching experience, distinguished academic record, pride and passion in working with students, unblemished work ethics and integrity and a high capacity for professional advancement. Strong professional skills combined with a warm and caring attitude set this faculty apart from others. Convinced that it is in our responsibility to offer the students the best conditions and methodology in foreign language teaching/learning, New Age School has structured a staff development program which starts from the first day of employment and continues all year round. New staff go through a probation period and pre-service training, followed by observations, evaluation and identification of needs. Based on the staff needs, training and coaching are organized all year round enabling the improvement of teaching quality and updating the methodological knowledge of teachers. In order to help the teachers and make sure that the teaching process complies with our set standards, the teachers are regularly monitored by the Director of Studies and/or the Principal. Our teachers' regular peer observation and lesson study sessions play a very important part in experience exchange and quality improvement.



TEACHING APPROACH

Though the CEFR - based on which our curriculum is planned - doesn't promote a particular language teaching methodology, the CEFR principles encourage learner-centered, task-based approaches to the teaching and learning of foreign languages. It also suggests that the methods teachers use should be appropriate to the teaching context and the social context. Accordingly, we have adopted a balanced approach with emphasis on speaking and listening, reading and writing with the main stress on communicative competence rather than on 'knowing language'. During these years since the School was founded we have successfully applied different teaching methods (i.e. principles and techniques) and approaches, such as: the Audio-Lingual method, Total Physical Response Method, the Natural Approach, the Direct Method, the Communicative Language Teaching, the PPP Approach (Presentation, Practice, Production), the SIOP (Sheltered Instruction, Observation Protocol), etc. Whatever method our teachers use, they are very careful to include in it a great number of techniques and exercises, such as: warm-ups and icebreakers, brainstorming, role playing and skits, group discussions and interviews, poster making, power point presentations, chain drills, word games and puzzles, picture stories, collages, etc. By applying all these methods and techniques the teachers have the opportunity to select the one or the ones that better suit their students' or classes' needs and learning profiles.



TEACHING PREMISES AND EQUIPMENT

In New Age School classes are taught in 10 rooms. All rooms comply with Kosovar Standards for Education Premises. The building has front and back entrances and offers ample parking space. Each room is designed so as to provide each student with no less than 2m². They all have excellent daylighting as well as more than sufficient electric lighting. The entire school is climate-controlled with central heating and air conditioning, and it is totally weather and noise proof. In the center of the School there is a considerably roomy lobby so that overcrowding is avoided where the students have free access to the Internet through the computers placed there or their own laptops and where teachers and other staff also have access to a modern copier. There are two toilet facilities with round-the-clock water and proper ventilation. There is also a staff room, bookshelves with books for students and teachers, and a storage room. The premises are fitted with burglar and fire radio wave alarm which is monitored 24/7 and makes it possible for a prompt and simultaneous response from the security firm, the police and the fire department. The building is also equipped with appropriate fire extinguishers and two emergency exits. In cases of power shortages, a generator provides the School with electricity. The rooms are designed for a maximum of 17 students and all of them are fitted with an appropriate sound system, DVD player, TV and computer. When needed the teachers and students are provided with video projectors and scanners. Currently, we have started a project of providing the classrooms with interactive whiteboard technology, which we hope will have a great impact on the teaching and learning process.



TEXTS

The course books that we use in the School are all carefully picked taking into account the proposals included in the Common European Framework. They are all updated editions of well-known publishers such as Cambridge University Press, Oxford University Press, MacMillan, Baron's, Hueber, Mondadori, Hachette, etc. All the books and other written material that we use are written based on and comply with the Common Reference Levels of the CEFR. The language syllabus of each of them has been carefully selected and graded to suit the age and the level of the students.

At the same time, the books are accompanied by the Language Portfolio which is designed as a compendium of skills acquired and work done incorporating the 'can do' checklists for self-assessment. This is very important for student motivation, and in the case of young learners can be shown to parents to inform them of the syllabus and objectives set for their children. No matter what the level or the course is, the course materials have the following components:

Student's Book

The book is divided into units which provide enough material for lively and attractive lessons.

The stories and articles included are up-to-date and very interesting. After some units there are revision exercises. Each lesson includes a variety of interesting and motivating activities, such as pair work, role plays, guessing games, stories, etc, and in adult in kids and teenager courses also songs, chants and craft activities. Some of the course books have a very practical grammar reference section which can be used by the students and teachers at their discretion.

Work or Activity Book

It provides the students with further practice with the new language and grammar and helps them consolidate their understanding. All the materials are designed to be integrated into the lesson and they offer great revision chances done as homework.

Audio CD's

The CD contains all the listening material the teachers and students need for the Student's Book and the Workbook.

Teacher's Resource Pack

The Teacher's Resource Pack can be either hard copy or CD and it contains a wealth of extra activities. There are a lot of revision exercises and extra worksheets and sometimes word cards to reinforce the target vocabulary.

Language Portfolio

Most of our books have the Language Portfolio in accordance with CEFR guidelines. It helps the students self-evaluate and record their learning experience.

DVD

A great number of our books, especially the ones for young learners, have video documentaries or comic episodes. Some of them have their own Activity Book with exercises that help to consolidate the language presented in the Student's Book.

Teacher's Book

This book provides teaching notes for each lesson, which include recording scripts for all listening activities and answer keys for all exercises, an overview of the syllabus for each level, extra activities and evaluation and assessment activities. There are also a lot of photocopiable pages that provide the teachers with supplementary activities.

Other Materials

In addition to the above-mentioned texts most of the books also have Interactive DVD's, Progress Tests, Flashcards and Stickers. They also encourage students to find information and do extra exercises on web pages housed at the publishers' websites and specially designed to reinforce the language of each unit.

Taking into consideration the fact that our teaching approach focuses on the communicative competence of the students, it means that we must prepare them to cope with real linguistic situations they will face once they are outside the "safe" and controlled language learning environment of the classroom. One way we try to do this is by introducing authentic materials in our lessons. The use of such materials, taken mostly from the Internet but also from recent magazines and newspapers, exposes the students to the real language being used in real contexts.



LEARNING STAGES

We are well-aware students learn in different ways and there are many factors influencing the language learning progress, such as age, gender, culture, motivation, linguistic background and learning style. To ensure that our students achieve their learning goals we have modeled the following stages in the learning process.

Level Assessment

When coming for the first time the students will be tested in order to identify their language knowledge level in grammar, vocabulary, pronunciation, reading, writing, listening and speaking. If the student already has a certificate from another institution, we only take it into consideration if that institution's curriculum complies with CEFR standards.

Course and Level Selection

Although after the assessment test the student has been placed in a certain level, the course teacher will monitor the student during the first week and discuss in details what the student would like to achieve. Once the teacher has identified the student's goals, learning profile and linguistic background, he recommends a definite level and course for the student.

Progress

Our students are regularly assessed and tested in order to check their progress. After each test the students receive tutorials to discuss their progress and revision exercises to improve their knowledge. The teacher advises students on the extra study materials and how to practice and improve their language skills in and outside the classroom.

If for any reason the students are not meeting the course objectives, we work with them to review the study plan and if necessary change the level.

Achievement

On completion of each course the students receive a Certificate of Achievement, which details their language level in line with CEFR levels, stating the "can do" descriptors of the CEFR global scale for each level. The students can use this document as a record of their studies for school, higher education institutes and employers.

After-Course Development

Knowing and hoping that our students' language learning is never complete, before they leave our school we will provide guidance on how to continue improving their language skills in the future. The continuing development is one of the reasons we strongly encourage our students to keep record of their progress in a Language Portfolio (such as European Language Portfolio).

CERTIFICATES

Achievement Certificate, which is given after the successful completion of the course and the final exam, and it records the level of competence one has reached.

Attendance Certificate, which is given if the student does not complete the course entirely or does not take the final exam. It is also given at the end of the Exam Preparation Courses. It records the hours and the level attended.

For those who want to test their general linguistic knowledge without attending any of the levels and courses we offer, we administer a New Age School Proficiency Exam. After taking the exam and being graded according to the same grading system mentioned above, the applicant receives the **Proficiency Certificate** stating the CEFR level mastered by the applicant.



COURSES

At New Age School we offer language courses for adults and young learners with year-round enrolment and courses starting almost every week. We provide courses in several languages and for several purposes. This is the list of courses according to the language, type of course, and age of students.

LANGUAGE	COURSE						AGE			
	General	Business	Grammar	Specific Purposes	Academic Purposes	Exam Preparation	Children	Young	Teenagers	Adults
English	✓	✓	✓	✓	✓	✓	✓	✓		✓
German	✓					✓				✓
Italian	✓					✓				✓
French	✓					✓				✓
Spanish	✓					✓				✓
Albanian	✓									✓

The number of hours per week and therefore, the duration of each course depends on the timetable selected by the student at the time of enrolment. The schedules we offer are:

- Regular courses: 6 hours a week
- Intensive courses: 10 hours a week
- Super intensive courses: 20 hours a week
- Personalized courses: the timetable is personalized according to the student's needs.

The classes are taught in groups of preferably 10 to 12 students. Sometimes due to certain conditions, such as requests from students coming from private or public companies, this number can be higher, but never more than 17. We also provide classes for small groups (VIP groups), as well as on-to-one classes.

TEACHING HOURS

Although it is not possible to give a categorical answer to the question how many study hours are required to reach a certain examination level, at New Age School we have adopted the Cambridge ESOL approximate hours guideline:

CEFR	Guided Learning Hours
A2	approx. 180–200
B1	approx. 350–400
B2	approx. 500–600
C1	approx. 700–800
C2	approx. 1,000–1,200



ENGLISH COURSES FOR ADULTS

	CEFR Level	New Age School Level	Teaching Hours
GENERAL ENGLISH	A1	Beginner	84
	A1+	Elementary	120
	A2	Pre-intermediate	120
	B1	Intermediate	144
	B2	Upper-intermediate	144
	C1	Advanced	144
	C2	Proficiency	250

At New Age School, we understand that different students have different needs. The NAS 'learner-centred' approach to teaching English enables our teachers to meet your individual needs. Courses cover practice in all four main skills: reading, writing, speaking and listening. However, you will find the focus of our General English program is on communication.

	CEFR Level	New Age School Level	Teaching Hours
BUSINESS ENGLISH	A2	Elementary	120
	B1	Pre-intermediate	120
	B1+	Intermediate	144
	B2	Upper-Intermediate	144
	C1	Advanced	144
	C2	Proficiency	250

Nowadays it is crucial to communicate effectively in this modern competitive business world. With our Business English program we give you an excellent preparation for doing business internationally. Lessons integrate skills and incorporate vocabulary, discussions, case studies and role-plays. Communication skills include: meetings, negotiations, presentations, telephoning, and writing emails, letters and memos.

	CEFR Level	New Age School Level	Teaching Hours
ENGLISH GRAMMAR	A2	Pre-intermediate	120
	B1	Intermediate	144
	B2	Upper-intermediate	144
	C1	Advanced	144
	C2	Proficiency	250

This program is designed specifically to meet the needs of students and teachers-to-be in order to reinforce each concept previously learned. This program would be a perfect companion to the Business English, ESP, or English for Academic Purposes programs.

	CEFR Level	New Age School Level	Teaching Hours
ENGLISH FOR SPECIFIC PURPOSES	A1	Beginner	84
	A1+	Elementary	120
	A2	Pre-intermediate	120
	B1	Intermediate	144
	B2	Upper-Intermediate	144
	C1	Advanced	144
	C2	Proficiency	250

English for Specific Purposes (ESP) has grown to become one of the most prominent areas of English as a Foreign Language teaching today. In this program we offer specialized courses in English for Work, Law English, English for Tourism, English for Marketing, English for Computer Science, etc. Our ESP courses are centered on appropriate language activities in terms of grammar, lexis, register, study skills and communication.

	CEFR Level	New Age School Level	Teaching Hours
ENGLISH FOR ACADEMIC PURPOSES	B1	First Level	144
	B2	Second Level	144
	C1	Third Level	144
	C2	Fourth Level	250

Our English for Academic Purposes (EAP) program helps students, who prepare for higher education, to use language appropriately for study. The EAP program focuses instruction on skills required to perform well in an English-speaking academic context across core subject areas generally encountered in a university setting.

ENGLISH COURSES FOR KIDS

	CEFR Level	New Age School Level	Teaching Hours
ENGLISH FOR YOUNG TEENAGERS 12-15 YRS. OLD	A1	First Level	96
	A2	Second Level	96
	A2+	Third Level	96
	B1	Fourth Level	96

It is very important for a child's first experiences of learning English to be positive. Teachers and parents should consider very carefully before choosing an English Language course for children and teenagers. New Age School runs courses starting from the age of 7. Children and teenagers up to the age of 15 can attend specially organized group courses with specialized teachers. There are textbooks, audio-visual aids and games specially designed and equipped for easy learning.

	CEFR Level	New Age School Level	Teaching Hours
ENGLISH FOR CHILDREN 7-11 YRS. OLD		First Level	96
		Second Level	96
	A1	Third Level	96
	A1+	Fourth Level	96
	A2	Fifth Level	96
	A2+	Sixth Level	96

SOCIAL ACTIVITIES

After-school activities benefit students in ways that might surprise you. According to a recent study learners who participate in after-school programs are more engaged in and have a better attitude about learning, perform better academically, and enjoy an increased sense of accomplishment, competence, and self-esteem. Stage performances, Author Chairs, Special Days' Celebrations, Spelling Bee Competitions, Movies Nights, Graduation Ceremonies, School Trips to other countries and many other activities find New Age School as great challenge to learn and have fun.

- **Stage Performances**

At New Age School students have a great opportunity to experience language through Drama and other on-stage performances. Very popular plays like "Cinderella", "Pinocchio", etc, are performed in English by our young learners at "Dodona" youth theater in Prishtina. The audience and the parents describe these as great achievements and unforgettable experience for them and the students.

- **Spelling Bee Contest**

Our young learners are given chances to compete in their spelling through Spelling Bee Contest. It has shown to be of a great interest for many students to participate in this contest where everyone wants to win.

- **Author's Chair**

A special time and place is allotted to young writers who wish to share their final products with an audience. Because the writing has already gone through revising and editing based on constructive criticism, Author's Chair is an opportunity for the writer to receive positive feedback from their classmates. The student in the author's chair reads aloud a selected piece of text or a piece of their own writing. Peers then have an opportunity to respond to what is read aloud. Besides practicing language, this activity provides a good chance for the students to develop a sense of authorship and creativity, as well as collective criticism and debate.

- **Celebrations at NAS**

Our teaching staff find celebrating the special days very beneficial for building healthy social skills at NAS. It has contributed positively in preventing students from turning off to or dropping out of school and finding our school a perfect place to learn, socialize and have fun. Each of these celebrations help to improve their language and socialize with their peers. These are some of the special days at NAS, Thanksgiving, Halloween, New Year Celebration, Teacher's Day, Flag Day, etc.



• Movie Nights

As progressive professionals in continual search for additional resources, approaches, techniques and methods for expanding our repertoire of language teaching tools, often, we need not look far beyond our immediate surroundings for inspiration. Movies are a commonly available resource of authentic language. Teaching through movies is a fast and efficient way to improve students' language skills. At NAS, movie nights are organized according to age and level and the movies are chosen to include as many topics as possible.

• School Trips Abroad

New Age School Trips offer students the opportunity to experience a wide range of challenges and activities that go beyond the boundaries of the classroom. Through a range of NAS Adventurous Trip packages students broaden their horizons as they learn new skills, improve their ability to work as part of a team and conquer their fears, in a fun and safe environment.

We believe that staying away from home enables our students to get away from their immediate environment and open up to a variety of new learning opportunities, which cannot be accessed at home. The NAS Trips experience sends learners back to school with a new sense of confidence, self-awareness and with an increased willingness to try new experiences.



Corporate Clients

Our school's Institutional Clients include:

- Office of the President of Kosovo
- Ministry of Energy and Mines
- Ministry of Public Service
- Ministry of Transport
- Ministry of Finance
- Ministry of Defence
- Ministry for Community and Return
- Ombudsperson of Kosovo
- Central Bank
- Procredit Bank
- United Nations Development Programme - UNDP
- Handicap People of Kosovo
- Telecommunication Regulatory Authority - TRA
- Prishtina International Airport
- Statistical Office of Kosovo
- KFOR
- Public Administrative Institution of Kosovo
- European Agency for Reconstruction
- Kosovo Art Gallery
- Hope and Homes for Children
- IPKO
- Gender Studies Center of Kosovo
- UNICEF

ADVANTAGES OF NEW AGE SCHOOL

- an accredited member of European Association for Quality Language Services-EAQUALS
- a teaching program with courses and levels based on the Common European Framework for Languages;
- teachers trained to offer learner-centered teaching, focusing on your needs and your aims. NAS has a teacher development program and supports teachers to improve their teaching skills;
- school governed by a Code of Conduct, which incorporates quality and ensures standards and customer protection;
- high teaching standards - we only employ ambitious teachers who are carefully selected and extensively briefed;
- staff trained to focus on a friendly, flexible, and effective service;
- committed to the continuous monitoring and improvement of service. NAS has its own internal assessment scheme and quality management system;
- active social events and excursion programs;
- attractive location;
- competitive fees;
- modern and up-to-date equipment and resources - we offer free Wi-Fi internet access, computer hall, video projectors, audio-visual devices, school library for students and for teachers;
- purpose-built classrooms with a capacity of up to 17 students and equipped with up-to-date audio-visual devices;
- purpose-designed premises and state-of-the-art equipment;
- climate controlled premises, with central heating and air conditioning;
- around-the-clock power and water.

LEVELS OF COMMON EUROPEAN FRAMEWORK FOR LANGUAGES

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated as CEFR, is a guideline used to describe achievements of learners of foreign languages across Europe. It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996.

- | | |
|----|---|
| 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. |
| 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. |
| 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 & ambitions and briefly give reasons and explanations for opinions and plans. |
| B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. 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. |
| C1 | Can understand a wide range of demanding, longer texts, and recognize 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 organizational patterns, connectors and cohesive devices. |
| C2 | Can understand with ease virtually everything heard or read. Can summarize 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 the most complex situations. |

EAQUALS ACCREDITED MEMBERSHIP

From August 2010 New Age School is an accredited member of European Association for Quality Language Services -EAQUALS, which offers the only widely accepted European quality standard for language teaching provision. EAQUALS is an international association that promotes and guarantees quality in language teaching and learning. It grants its quality label to institutions that meet its high inspection standards. Accredited member institutions are committed to the continuous development of academic excellence which is verified by EAQUALS through regular inspections. EAQUALS has more than 100 accredited members in more than 20 countries. The list of its accredited and associated members includes: British Council, Cambridge ESOL, Goethe Institut, Trinity College, Bell Educational Trust, Eurocentres, etc. Being an accredited member of this agency is a tremendous privilege and responsibility.

CERTIFICATE OF ACCREDITATION

This is to certify that

New Age School

is accredited by



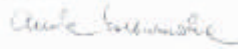
European Association for Quality Language Services,

and has become an Accredited Member of the Association, having demonstrated its full compliance with all the EAQUALS Quality Standards.

The EAQUALS inspection was carried out in October 2009 and accreditation and membership is valid until
30 September 2013.



Ludka Kotanska
Chair



Ania Kolbuszewska
Director of EAQUALS Accreditation and Consultancy Services