



Erasmus+



Best 4 Languages Handbook for Teachers and Institutional Development Strategies for Language Schools



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Introduction to the Handbook

In the Best for Languages project six language schools teamed up to exchange best practices on how to enhance their courses through creative and innovative activities as well as how to improve management of their institutions. The findings of the two-year project are presented in this publication which covers both the aspects of the exchange: inspirational materials and exercises for a foreign language classroom (Part I: Handbook for Teachers - Exercises and learning activities) and managerial aspects (Part II: Institutional Development Strategies for Language Schools).

From the very beginning the project was an exciting and fruitful learning experience for us having been given the chance by Erasmus+ to share pedagogies and management strategies with colleagues working in different cultural, educational and organisational contexts. After almost two years into the B4L project, we feel we are now at a point where we can share some of our methods with other teachers and staff in charge of managing foreign language schools. This is the purpose of the publication.

Please join us on [Facebook](#) to get a broader view on the project development and meet the people involved in it.

We would be glad to continue and enlarge our partnership so please also visit our websites and get in touch for more information and further networking opportunities.

B4L project partners

[Bridge Language Study House](#) - Coordinator
Cluj-Napoca, Romania



[Carl Duisberg Centren](#)
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[Education Centre EST](#)
Wadowice, Poland



[EUROPASS](#)
Florence, Italy



[IBERIKA](#)
Berlin, Germany



[NISTA](#)
Koper, Slovenia





Part I: Handbook for Teachers

Introduction

The exercises and learning activities presented here are very diverse as contributed by the project partners working with different groups of learners and using different pedagogical methods. Still we have made an effort to maintain a certain uniformity of the presentation following a template agreed at the beginning. Accordingly, in the case of each learning activity we outline the following:

- Topic
- Short description of the method
- Sample exercise with this method
- Relevant pictures from authentic activities in our project or schools

The exercises provided excellent material for the training courses that we organised in the framework of the project: in Berlin, Cluj and Florence. Unfortunately, due to the coronavirus crisis, we could not organise the planned training events in Koper and Wadowice - instead, we delivered them online. Still all the exercises presented in this chapter have been peer-reviewed by the language teachers representing all the partner schools.

Exercises and learning activities

1. Vocabulary - the days of the week

Description of the programme

<https://lyricstraining.com/>

LyricsTraining is an excellent way to learn English and other languages through music and the lyrics of different and popular songs. Thanks to this programme students can improve and practise their listening skills with the best music videos.

As a teacher you can use existing exercises or create your own with any movie which can be found on YouTube. Your students will get a task to fill in the gaps as they listen and or sing Karaoke of their favourite hits just for fun. For educational purposes you can choose or create exercises on four levels from “Beginner” to “Expert”.

The programme is available online, it is user friendly, available in several languages and constantly developing. It is free only for personal use and educational purposes. In order to get access to all the features, you need to register and create your own account.

Description of the activity

The aim of the activity is to teach or help to memorise the English names of the weekdays. It is designed for beginners and can be used to teach students of all ages. We have chosen the song Friday I’m in love performed by The Cure. To easily use this exercise in your lessons, please follow the simple tutorial below.

Here’s the link to the song:

<https://lyricstraining.com/play/the-cure/friday-im-in-love/UYNA9pBOAY>

And here are the steps to follow:

Friday I'm In Love
The Cure

#ENG 8 years | 43731 plays | nachodb

Edit Exercise

Title*
The days of the week.

Level*
Beginner

Input Modes:
 Write Choice

Save Preview

name of the exercise

Select the words to be filled
Press on a word to select it. To select multiple words at once just hold and drag the adjacent words.

I don't care if Monday's blue
Tuesday's gray and Wednesday too
Thursday I don't care about you

choose the missing words

Customized Exercise /
The days of the week.

Write Mode Choice Mode

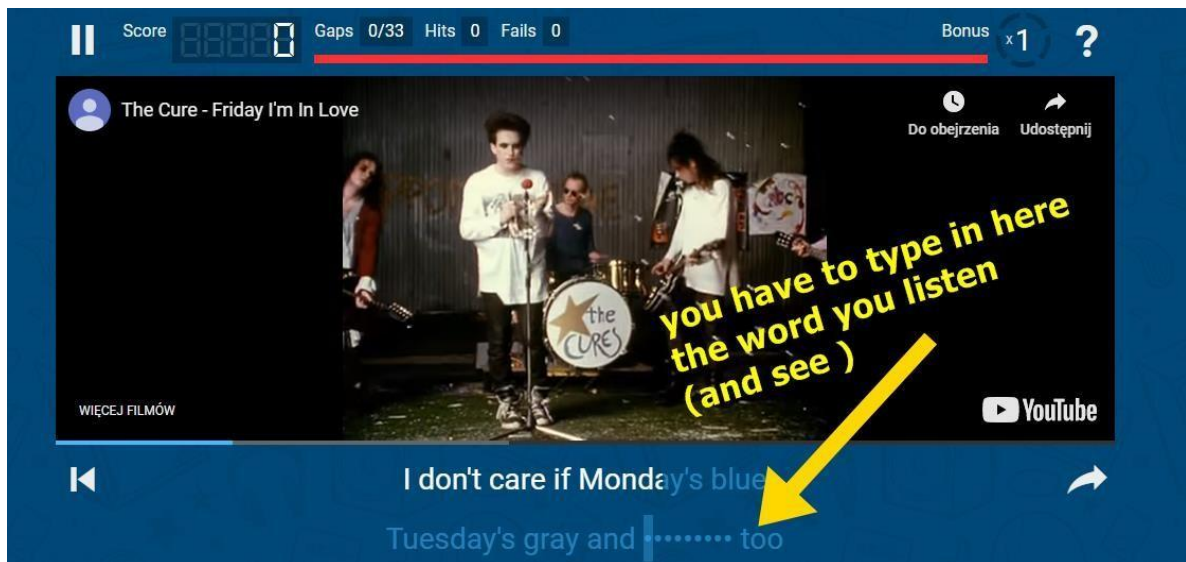
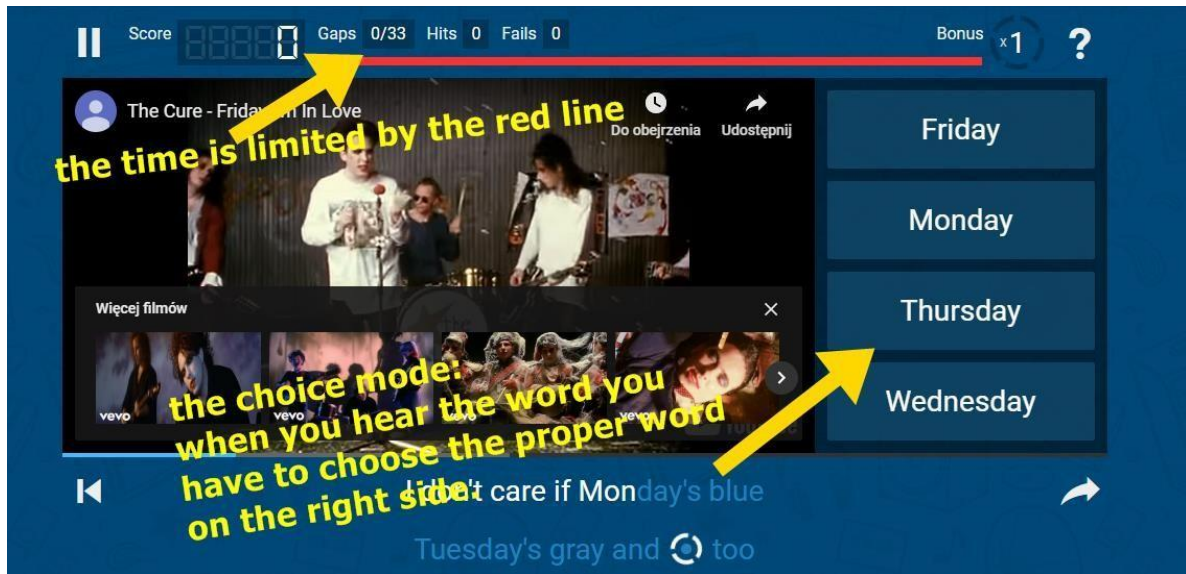
choose the writing or the choice mode

Press here to start the game

writing mode: you have to type the words

choice mode: you have to click the right word

Back Practice Highscores



Benefits

LyricsTraining helps the students to learn new vocabulary and expressions, and reinforce grammar concepts through continuous exercise of writing the missing words. It helps also train their ear to dramatically improve their capacity to recognize sounds and words of a foreign language in a very short time, to train their brains almost unconsciously whether or not they know the meaning of all the words.

As the tasks are engaging and entertaining, the students' motivation in learning and practising is highly increased. They can practise through listening to the songs which they like, watch on YouTube and often sing along.

2. Teaching English through TED-Ed application

Description of the Program

Ed.ted <https://ed.ted.com/on/Lgjili8Q> is a very useful application to add a visual and interactive element into the classroom. The primary benefits over other programs, such as flipgrid, are that it is capable of allowing the teacher to input much more data for the students experience. These features include an integrated quiz, attachments, additional information and a discussion area for the associated video. You can use this application with your students to provide them with visual stimuli and to allow them to interact in the classroom. One of its largest benefits is that ed.ted makes the environment fun and makes learning and teaching easier.



Description of the Activity

Our activity involves an informational video about San Francisco by Lonely Planet using ed.ted. We decided to use this video and program to have our students gain skills and knowledge related to vocabulary, listening, writing and speaking. Grammar is not possible to be applied in our example. In the beginning of this activity, we will first introduce the topic of San Francisco to the students. Next, we will show the video and instruct the students to only watch it for listening comprehension. After, we will show the students the 10 questions and instruct them to answer the questions as the video plays again. Following this, we will go over the questions with the students and clarify any misunderstandings related to vocabulary and information clarification. Next, we will introduce the discussion topics to the students and put them into groups and instruct them to answer the questions in both an oral and written form.

Then, we will have a class discussion about the topic with all of the students. Finally, we will instruct the students to find a recipe for clam chowder at home and find two different songs about San Francisco to be discussed in the next lesson. We will also provide them an additional trailer for 'Escape from Alcatraz' and instruct them to watch the complete movie at home and write a short summary for the following class.



3. Are the Oceans becoming our big dump?

Proficiency level: B2/C1

Authors: Darja Dobrila, Juliane Park, Tatiana Speri

Target audience: adults 18+



Description of the program

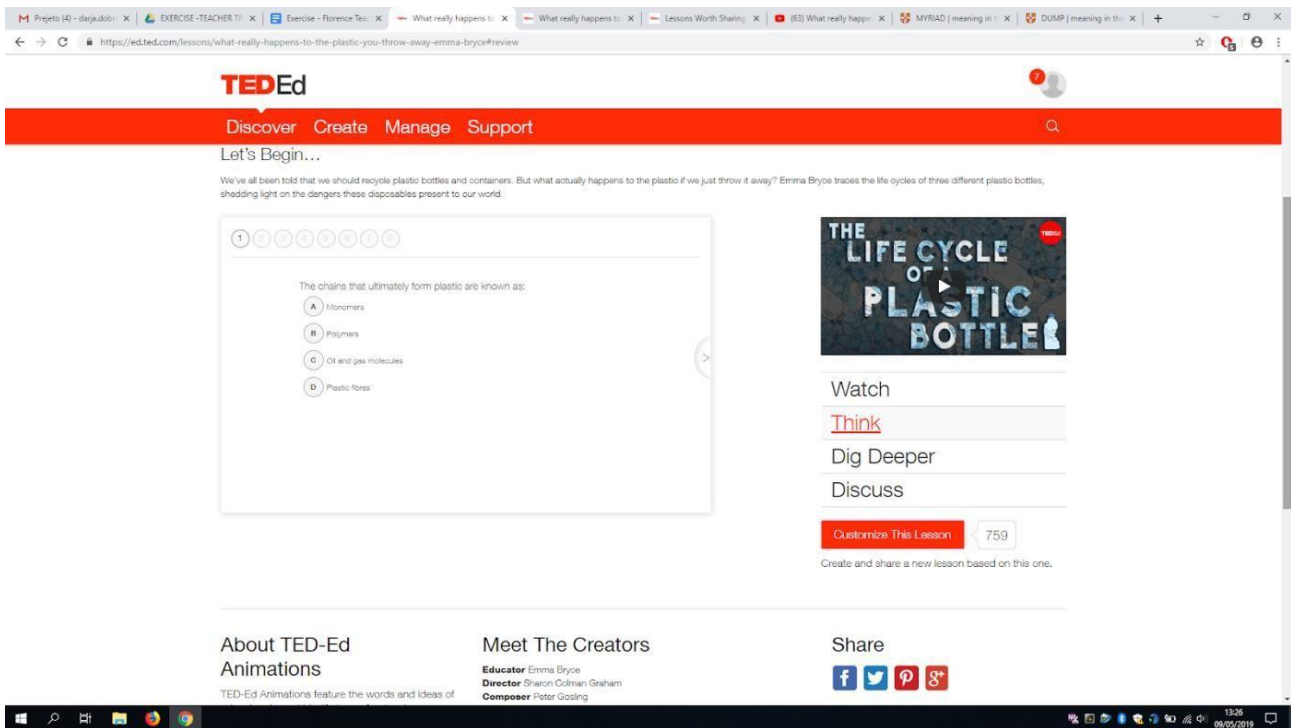
TED-Ed is a platform designed for teachers and students around the world in order to spark ideas that can improve their knowledge, creativity and critical thinking. It offers plenty of options for teachers who want to create their own materials that can be used in an interactive way or they can choose from a myriad of video based lessons organized by subjects or themes. For more than 250,000 teachers it serves as a tool to engage, motivate and celebrate students generating ideas on a weekly basis.

Description of the activity

This activity can be used in two different ways.

1. IN CLASS

Before using a video at the Ted.ed platform, teachers need to introduce the topic. To be more precise, the teacher would divide the class into small groups by giving them a list of questions to discuss (e.g. What do you know about disposing plastic in the environment?, What do you do in your daily life to contribute to be more environmentally conscious?,...).

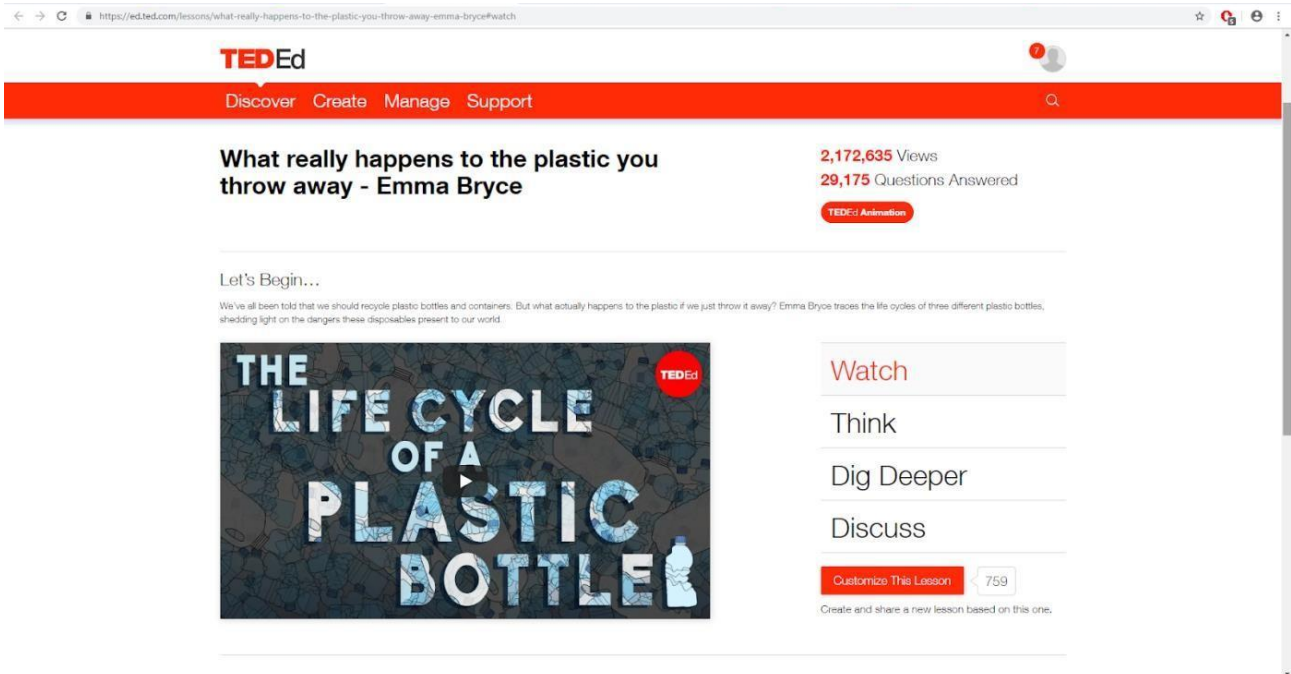


The screenshot shows a web browser displaying a TED-Ed lesson page. The URL is <https://ed.ted.com/lessons/what-really-happens-to-the-plastic-you-throw-away-emma-bryce#review>. The page features a navigation bar with 'Discover', 'Create', 'Manage', and 'Support'. Below the navigation bar, there is a 'Let's Begin...' section with a video player and a quiz. The quiz question is: 'The chains that ultimately form plastic are known as:'. The options are: A) Monomers, B) Polymers, C) Oil and gas molecules, and D) Plastic fossils. To the right of the video player, there is a video thumbnail titled 'THE LIFE CYCLE OF A PLASTIC BOTTLE' and a 'Watch' button. Below the video player, there are buttons for 'Think', 'Dig Deeper', and 'Discuss'. At the bottom of the page, there is a 'Share' section with social media icons for Facebook, Twitter, Pinterest, and Google+. The footer includes 'About TED-Ed Animations', 'Meet The Creators' (Educator Emma Bryce, Director Sharon Colman Graham, Composer Peter Gosling), and 'TED-Ed Animations feature the words and ideas of'.

Next step, would be students sharing their conclusions with the class. At this point the teacher can present the Ed.Ted activity. Students staying in the same groups, they are given a laptop to watch the video and answer the questions.

At this point, the students they have to organize and collect all the information they learnt from the video. A great way to do that is to create a poster by using pictures with the context. The pictures would be given by the teacher, but the text should be produced by the students.

The final step for the students would be providing a solution to the environmental problem of the plastic disposal.



https://ed.ted.com/lessons/what-really-happens-to-the-plastic-you-throw-away-emma-bryce#watch

TED-Ed

Discover Create Manage Support


What really happens to the plastic you throw away - Emma Bryce

2,172,635 Views
29,175 Questions Answered

TEDEd Animation

Let's Begin...

We've all been told that we should recycle plastic bottles and containers. But what actually happens to the plastic if we just throw it away? Emma Bryce traces the life cycles of three different plastic bottles, shedding light on the dangers these disposables present to our world.



Watch

Think

Dig Deeper

Discuss

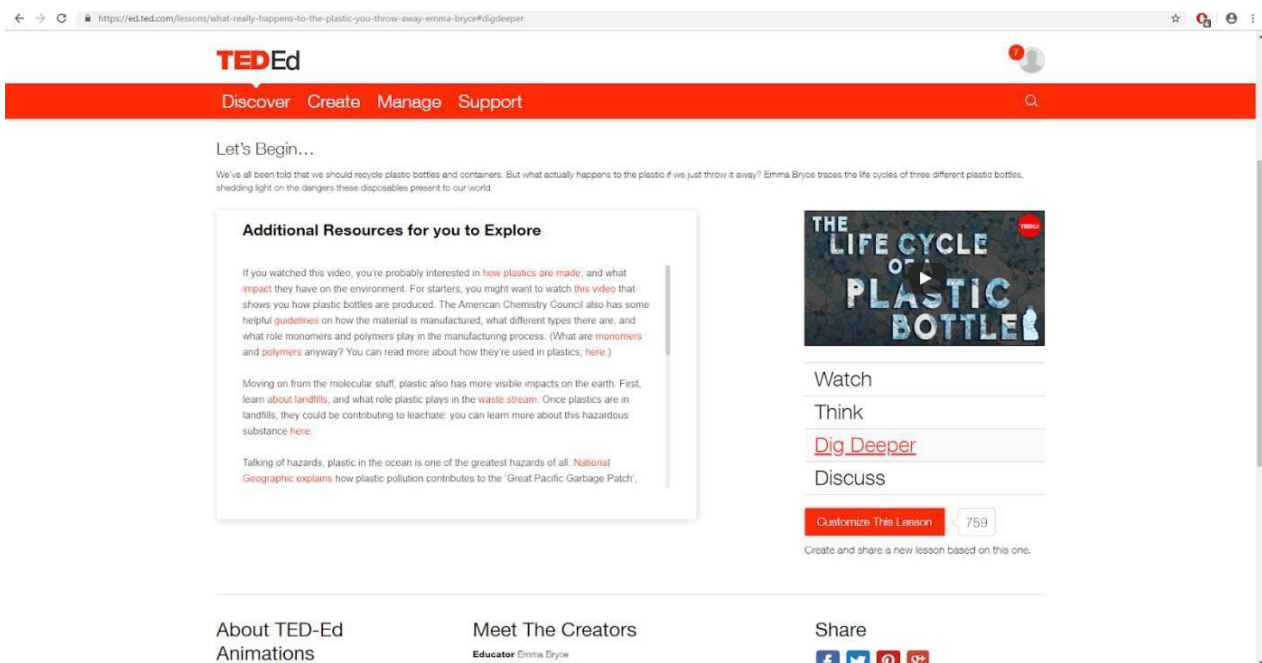
Customize This Lesson 759

Create and share a new lesson based on this one.

2. SELF-STUDY MATERIAL

The second way a teacher can use the Ed.Ted platform is as an assigned homework. Students can get a further insight into the topic by using the other sections included as the tasks: "dig deeper" where the teacher can add more materials such as links, articles, photographs, and the section "discuss" where the whole group can amplify the topic. Each student is required to provide at least two written comments, to improve their writing skills.

[Link to the exercise](#)



https://ed.ted.com/lessons/what-really-happens-to-the-plastic-you-throw-away-emma-bryce#digdeeper

TED-Ed

Discover Create Manage Support

Let's Begin...


We've all been told that we should recycle plastic bottles and containers. But what actually happens to the plastic if we just throw it away? Emma Bryce traces the life cycles of three different plastic bottles, shedding light on the dangers these disposables present to our world.

Additional Resources for you to Explore

If you watched this video, you're probably interested in [how plastics are made](#), and what [impact](#) they have on the environment. For starters, you might want to watch [this video](#) that shows you how plastic bottles are produced. The American Chemistry Council also has some helpful [guidelines](#) on how the material is manufactured, what different types there are, and what role [monomers](#) and [polymers](#) play in the manufacturing process. (What are [monomers](#) and [polymers](#) anyway? You can read more about how they're used in plastics, [here](#).)

Moving on from the molecular stuff, plastic also has more visible impacts on the earth. First, learn about [landfills](#), and what role plastic plays in the [waste stream](#). Once plastics are in landfills, they could be contributing to [leachate](#): you can learn more about this hazardous substance [here](#).

Talking of hazards, plastic in the ocean is one of the greatest hazards of all. [National Geographic](#) explains how plastic pollution contributes to the "Great Pacific Garbage Patch".



Watch

Think

[Dig Deeper](#)

Discuss

Customize This Lesson 759

Create and share a new lesson based on this one.

About TED-Ed Animations

Meet The Creators
Educator Emma Bryce
Director Susan Collins-Greaves

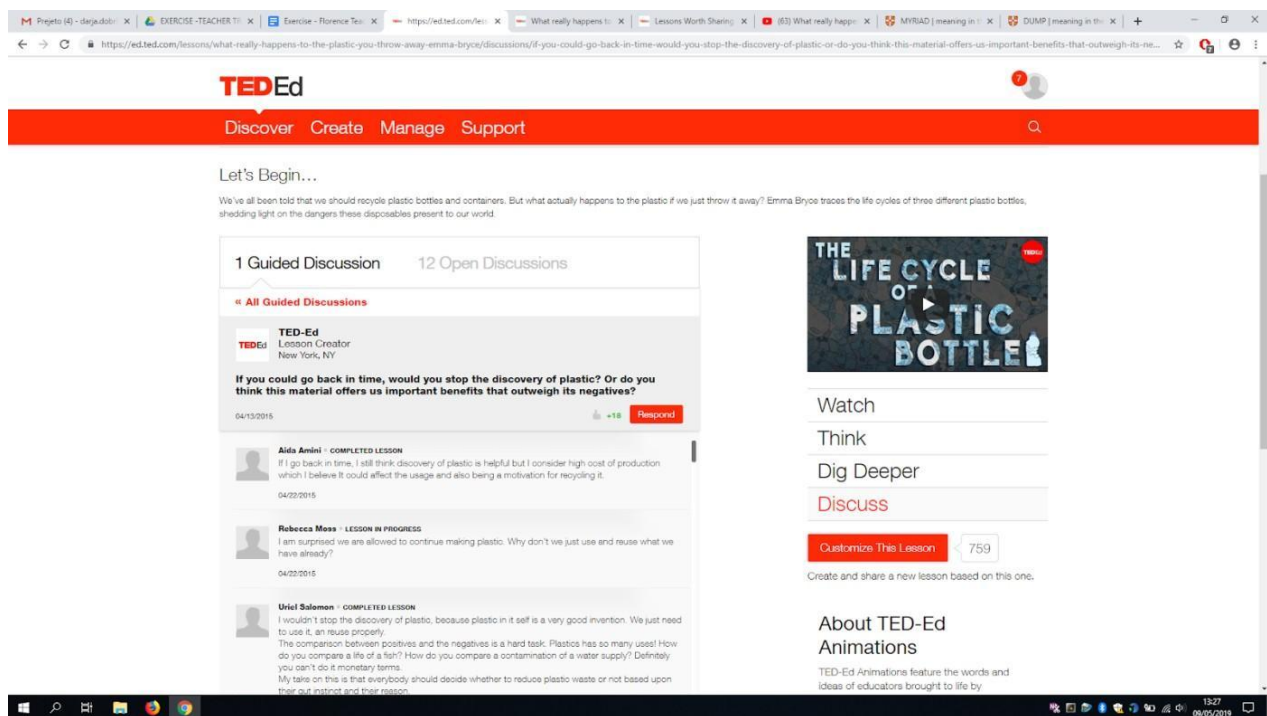
Share
f t p g+

Benefits

Opting for Ed.ted platform has several advantages namely, user-friendly programme, especially when it comes to searching, uploading videos and adding tasks. Thanks to the effective visual representation the memorization process of information is accessible and entertaining.

It allows students to continue with the work on the discussed topic in outside the classroom environment, meaning that is an endless learning process.

Last but not least, students can effectively improve their comprehension, listening and writing skills.



The screenshot shows the TED-Ed website interface. At the top, there is a navigation bar with 'Discover', 'Create', 'Manage', and 'Support' options. Below this, a lesson titled 'THE LIFE CYCLE OF PLASTIC BOTTLE' is featured. The lesson includes a video player, a 'Watch' button, and a 'Think' section. A discussion thread is visible, with the question: 'If you could go back in time, would you stop the discovery of plastic? Or do you think this material offers us important benefits that outweigh its negatives?'. The discussion shows three responses from users: Aida Amiri (Completed Lesson), Rebecca Moss (Lesson in Progress), and Uriel Salomon (Completed Lesson). The interface also includes a 'Customize This Lesson' button with a '759' count and an 'About TED-Ed Animations' section.

4. Understanding and tolerance for (cultural) diversity, integration into a group

© H. Würtz 2019

The program/method participants learned about: (An Intercultural) Dice Game

Short description about the method

Games are a good break from the (daily) language course routine. The goal is to create a relaxed and fun-filled learning atmosphere and to motivate the students. While focusing on the game and not on the language, anxiety is reduced and interaction and communication are achieved. For this particular game of dice the focus is less on the language but more on non-verbal interaction and problem solving strategies.

Sample exercise with this method

The goal of this exercise is to make the students think about being a “foreigner” in a fixed system without being able to communicate. Through personal experience and change of perspective they reflect that other groups of people have other rules and learn to be aware of possible misunderstandings. In language classes the game could be used as an introduction to the topic “living together” (in a foreign country, in a society, in a shared flat...) which is a recurring theme of B1-C2.

How it works: The students form 3-4 groups of 3-5 players, each group sits separately and gets a sheet with game instructions and one die with three different colours (ex. below). Each colour indicates one movement: “Put your left hand on your head”, “Put your right hand on the table”, “Snap the fingers of your right hand”. The colours are different on each table, but the students don’t know that yet (pay attention!). They have 2-3 minutes to study the rules. Each person gets 10 paperclips. One person (the “boss”) starts and throws the die, the others have to exercise the movement according to the colour that the die shows. The last player to move, and all players that don’t execute the move correctly, have to pay one paperclip to the boss who doesn’t participate in this round.

Now the next one is the boss, throws the die, decides who is last and has to pay and so on.

After 5 minutes it is forbidden to speak (be very strict!). After another 3-5 minutes the teacher comes to take the instruction sheet away. After another 3-5 minutes the winner of each table (whoever has the most paperclips) changes place and goes to another table. Attention, it is still not allowed to speak! The game then continues for another 5 minutes.

Now the winners sit down at their new table, look around, and begin... playing. Shortly thereafter an almost imperceptible change is felt in the room, then expressions of uncertainty... murmurs of frustration... chuckles... growing uncertainty, frustration, laughter, banging on tables... Sometimes whoever was at the table first prevails, sometimes the more aggressive player.”

(www.acphd.org/media/271383/barnga_instructions.pdf, 15.05.2019).

Pay special attention to the reaction of the “winners” when they mention that “their” rules don’t work in the new group (“society”). How do they react, are they frustrated? Do they accept the new rules right away or do they try to convince the others of their own? How does the “society” react? Do they continue playing without paying attention to the poor newcomer? Or do they try to integrate them, do they show the rules (still without speaking!)?

Reflection questions after the game could be:

- What happened here?
- (towards the “winners”:) How did you feel? How did you deal with the situation?
- (towards the “societies”:) What did you think?
- How can that game be a metaphor for real life?
- What consequences did the fact have, that you were not allowed to speak?
- What was the most important thing that you’ve learned here?

5. Online learning and teaching platform - learningapps.org

Short description about the method

<https://learningapps.org>: It is a Web 2.0 application, to support learning and teaching processes with small interactive modules. Those modules can be used directly in learning materials, but also for self studying. The aim is to collect reusable building blocks and make them available to everyone. Blocks (called Apps) include no specific framework or a specific learning scenario.

Sample language teaching exercise with this method

The class is an A2 level, composed of maximum 12 adults. The topic of the lesson is “What do you know about Germany and German celebrities”. The teacher is giving pens and flipchart paper to each group and for the first 10 minutes we are going to brainstorm to evaluate students’ previous knowledge about German culture.

The teacher divides the class into small groups of 3 or 4 students, and asks them to talk about it and make a graph with their main ideas and keywords. One student from each group is then presenting their notes.

The teacher is going to explain how the application [LEARNINGAPPS.ORG](https://learningapps.org) works and choose one activity regarding the topic. The purpose is to strengthen students’ general knowledge about German culture and get ready for the second part. Then the teacher gives one computer/tablet to each group. Other required devices are: Internet connection and computers.

The teacher assigns the activity link to each group; the students will play the activity like “race” among groups. The estimated time is approximately 10 minutes. After the “race” each student is going to share with the class a piece of information she/he learned about Germany and German celebrities. The estimated time is approximately 5 minutes. In the second part of the lesson, the teacher gives short texts (paper materials) about popular German celebrities who have been already presented in the previous online activity (total celebrities are 10), and the students will read the biographies. Time needed is 10 minutes.

At the end of the lesson, in order to consolidate the knowledge acquired, the students will play the game “Who am I”: Each group will choose 3 celebrities and will present only one to the other groups. Estimated time is about 15 minutes.

As homework, the teacher will ask them to find another famous German celebrities on the internet and present it to the class the following day.

Template for a lesson plan

Duration of the activity	Teacher activity	Learner activity	Material/ Medium required	Class arrangement (i.e. group work, pairs, individual work,	Comments



6. Online learning and teaching platform - Quizizz.com

Written by: Tatiana Speri, Kinga Kelemen, Giulia Mazzoleni, Darja Dobrila

Short description about the method

<https://quizizz.com>: When it comes to choosing the most appropriate online resource, a teacher has to pay attention to several aspects of an online material. First, a teacher searches for a material that is suitable for their students' level and has to keep in mind the target group depending on the age of students. Then, the teacher should focus on the complexity of the development or how to implement a chosen material into their lesson. What is also important is the comfort of use, since not all students have the same level of digital skills. In addition to that, an online material cannot be accessed without required hardware and software equipment. A disadvantage to several online resources can be a limited access or a requirement to create an account. Taking into account all the aspects we need to think about when choosing the best practice when implementing online materials when have come up with a well-structured lesson plan.

Sample language teaching exercise with this method

The whole lesson is designed for learners of Italian as a second language. The target group are learners from the age of 14. We have decided to implement Quizizz (<https://quizizz.com/>) as the most effective and fun online resources that can be a great activity in learner's free time. The topic we have opted for is "body parts".

For a great start of the lesson, a teacher would first introduce the topic of the lesson and asks the students whether they are familiar with any vocabulary items related to body parts in Italian. In our opinion, the best way of interaction for the first activity of the lesson would be pair work. In pairs, the students would be given a worksheet with a drawing of the human body with the words given in the box above. They would be asked to match the words with the correct part of the body in the drawing. Next, the learner's activity would be telling and sharing the right answers with the rest of the class in order to get all the right answers. The teacher's role here would be making sure the students memorize as many vocabulary items as they can in precisely 5 minutes.

The following activity's purpose is not only to make memorizing process more effective, but also to shake things up. Students would be asked to form 2 groups or more depending on the size of the class. The pieces of paper will be divided into two piles; one with words and other with pictures of a body part. The pieces of paper would be scattered on the desk and the students would gather around the desk to match and pick as many matches as possible. The teacher's role would be to check if the matching is done correctly and to name the winner of the activity.

This would be a perfect moment to introduce the online resource we have chosen; Quizzis. Not only it is a perfect way to acquire new vocabulary on the topic of body parts, but also to revise grammar, namely articles placed before nouns.

First step is giving the code to the students which they need to access the quiz game. No login is required to do the quiz. Once the teacher adds all the names of the students on the dashboard the game can begin. At the end of the game the system would show the best three players. In addition to that, the teacher has the possibility to download the Excel chart with the student's results and save for further feedback and evaluation. Another useful feature for the teacher is to be able to review each question.

To finish the lesson in an active way, we would suggest including an activity that is mainly intended for students with kinaesthetic style of learning. The students would be put into two groups where one group would show or draw a body part and the other would have to guess it and say it at loud.

Our group of teachers has always been of an opinion that a lesson should be effective, fun and interactive. We have designed a lesson plan that combines all the three. Due to the fact that we want to be always up to date with new possible ways of using the modern technology in a classroom. For us it's a must to include an online resource into the lesson plan. Analysing a large number of online resources available we have come to a conclusion that Quizizz is the best way to make learning visually attractive, active and motivating

7. Analysis Chart for Online Resources

Resource #		Language	
Name			
Description			
Link			
Complexity of the development / implementation of the content			
Target group			
Comfort of use (easy, intermediate, difficult)			
Skills and knowledge required (level)			
Hardware requirements			
Software requirements			
Expected use of resource?			
Open Source?		Access /login required?	



8. Online teaching platform - Moodle (www.moodle.org)

Short description about the method

Moodle is a free, online learning management system that enables educators to create their own private website filled with dynamic courses that extend learning, anytime, anywhere. Moodle has been developed by teachers for teachers and is fully customizable. The standard package comes with many useful features and there are hundreds of new add-ons released every year by the many people that develop and offer their work to the Moodle Community.

Sample language teaching exercise with this method

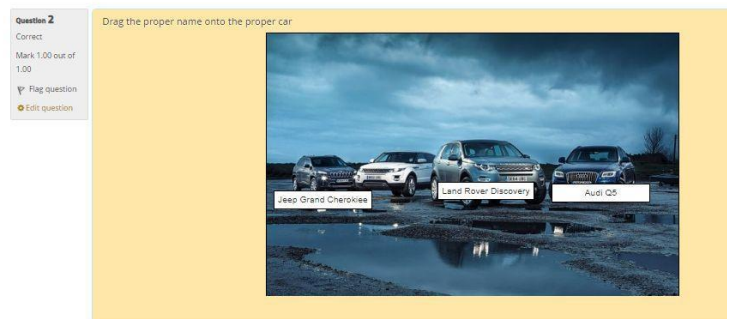
During the workshop we looked at a number of the 'standard' modules that come with Moodle – assignments, labels, feedback, polls, etc. But by far the most popular – especially with teachers - was the quiz module.

Moodle quizzes have many features including many question types (true/false, multiple-choice, short answer, essay, matching, cloze passages & numerical), time limits, question shuffling and availability settings (e.g. quiz only visible on a specific date).

In the example pictured below, you can see a 'drag and drop to an image' question that has been added to a quiz. In this question the user has to label the cars in the image from the names offered at the bottom.

A further extension or suggested improvement of this activity may be to include a video describing the cars prior to attempting the question.

Relevant pictures:



9. Movie-making method

Short description about the method

The “movie-making” method was originally developed by Europass SRL and within the “Movet- Movies for Vocational Education and Training” project (Leonardo da Vinci Transfer of Innovation 2012-2015) Bridge Language Study House took over the method and started applying it in lessons.

Movie-making is a language teaching method, which aims to teach a language through the creation of short films by the students. The core idea is simple: the students working in groups, starting from a given subject, develop a script, assign the roles, act and film a short movie, all in the foreign language. This method has been created to enhance students’ motivation for language learning and to improve their communication skills. It also helps students to improve and develop all their language skills and proficiency: writing, reading, speaking and listening. Focusing on their individual linguistic needs, students can learn new grammar points or deepen their already acquired knowledge.

Sample language teaching exercise with this method

During the “Best4Languages” project, within the training organised in Cluj-Napoca between the 23rd - 26th of September 2019, participants were first of all introduced to the topic.

Afterwards they were introduced in the skin of a student, formed two groups and had to: outline the script of the video; share roles within the filming process; repeat the script; film it. After obtaining the videos, participants learnt how to edit it and how to facilitate applying the method within language classes.

As a result of this exercise participants created 2 videos:

- [Video 1](#)
- [Video 2](#)

Relevant pictures:



10. Communicative approach for teaching grammar

Short description about the method

The communicative approach is a method suitable for teaching languages. Its focus lies on presenting the teaching materials to the students in a context familiar to their every day experiences. In the present example, we showcased the teaching of an English grammar structure, the future simple, by using horoscopes.

Topic

Teaching techniques

Sample language teaching exercise with this method

During the training we presented the teaching of the future simple of English. The context used to connect with the interest of the students was horoscopes. The following example was divided into 5 stages of learning:

Stage 1: Present the topic and raise awareness.

- Students read out loud their horoscopes from a magazine. These were written using the future simple to make positive and negative predictions.
- Students discussed what horoscopes meant for them and whether they believed in astrology.
- The trainer pointed out to the tense used for predictions, but did not explain it.

Stage 2: First active approach to the structure.

- The students completed sentences with future predictions in which the verb was missing. They could use their imagination to fill them in.

Stage 3: Practice with the structure in writing.

- Students worked in pairs to write predictions for two hypothetical persons, one who is always lucky and another one to whom bad things always happen.
- Pairs of students exchanged their predictions with other pairs and later some were read out loud to the whole class.

Stage 4: Expanding the use of the structure for other purposes.

- To develop the use of the future simple from horoscopes to every day life, students read a dialogue about friends planning a trip to Scotland.
- Students then discussed the use of “will” in the dialogue with respect to the horoscopes seen before.




Stage 5: Practice in speaking.

- Finally, to practice the future simple in a spoken form, students in pairs told each other neutral, positive, and negative predictions about their expectations for the following school year.

At the end of these exercises, we discussed the learning stages used, the relevance of the work in pairs, and the importance to connect with the interest of the pupils.

Relevant pictures:



Phase 1: Raise awareness	
1. In turns read the horoscopes out loud	
<p>Aries March 21-April 20</p> <p>This year will be very successful for you! You will travel and meet a lot of new friends. Maybe you will even meet the love of your life!</p> 	<p>Libra September 23-October 22</p> <p>This year won't have a very good start.. Perhaps you will have problems with friends. Things will get better in the summer, but the winter will be the best!</p> 
<p>Taurus April 21-May 20</p> <p>This will be a tough year. You will have problems in the beginning, but because you are such a hardworking student, things will work out in the end!</p> 	<p>Scorpio October 23-November 21</p> <p>Hungry for adventure? This will be your year! The stars will help you in your troubles, but try to listen to your brain, too.</p> 
<p>Gemini May 21-June 21</p> <p>This year will be complicated. You will lose some friends, but your real friends will stand by you! Winter will be dangerous for your health.</p> 	<p>Sagittarius November 22-December 21</p> <p>This year will bring happiness to your life. Problems that made you sad last year will end and you will feel much better and free!</p> 

11. Communicative approach for teaching reading

Short description about the method

The communicative approach is a teaching technique that presents materials and topics in a context familiar to the students. In this example, we show how to introduce the English vocabulary related to marriage with the use of a text about a popular wedding destination.

Topic

Teaching techniques

Sample language teaching exercise with this method

During the training we presented an example of teaching reading in English. The topic at hand was marrying young, this was selected on purpose to generate opinions and debate among students. The following example was divided into 4 stages of learning:

Stage 1: Present the topic and raise awareness (pre-reading).

- The teacher asks the class as a whole for their marital status and that of their parents and relatives.
- Focus on the age at which they and their families tied the knot.

Stage 2: Reading.

- Tell the students that they are going to read about a popular wedding destination in Scotland.
- Put the students in pairs. They have to complete the following tasks:
 - Read the text and find the meaning of the words they do not understand.
 - Fill in the three gaps with three of the given fragments, so that sentences are meaningful.

Stage 3: Discussion (post-reading).


- The previous pairs of the students should now discuss amongst themselves questions about the ideal age of marriage in their society and what is the ideal age to get married (if any).
- Tell the students to be prepared to report to the whole class.

Stage 4: Expanding the discussion.

- The teacher poses to the whole class the questions that were discussed in pairs. The point is that all pairs have a chance to report at least on one of the questions and to foster a debate. The teacher should try to stir the debate not lead it.

At the end of these exercises, we discussed the learning stages used, the relevance of the work in pairs, and the importance to connect with the interest of the pupils.

Relevant pictures:




Using the Communicative Approach to teach Reading

1 GROUP DISCUSSION
Share your experiences with your classmates:


- 1 Are you married?
- 2 At what age did you get married?
- 3 And your parents?

2 READING
In pairs, read the text below, and then fill in the three gaps with some of the given sentences.

GRETNA GREEN
There's a really famous place for getting married in the UK. In fact, it's not only famous in the UK - people all over the world know about it. (1) Every year more than 10,000 people travel long distances to get married here.
So, why is Gretna Green such a popular place to get married? It's quite simply because of its geography. If you



A. Therefore, a lot of people these days are choosing to get married.
B. In spite of this, the law on marriage was very strict.
C. In Gretna at that time, couples didn't get married in a church with a priest.
D. However, in Scotland the law was different and teenager could get married without their parents' permission.
E. The place in question is a little village in Scotland called Gretna Green.



3 READING
Now, still in pairs, discuss these questions. Be ready to report to the whole group later.

- 1 What is the most popular location to get married in your country?
- 2 Is marriage still a value in your country?
- 3 What is the best age in your opinion to get married and why?
- 4 Can you name a story in which teenagers run away to get married. How did it end?
- 5 Is it worth and is it wise to get married under 20?

4 DISCUSSION
Report to the whole group your discussion about the above questions.

12. Digital storytelling in teaching foreign languages

Short description about the method

Digital storytelling is a technique that is exploited in many areas of communication between people. It is also a powerful tool to be used to make language teaching more effective and attractive (cf. [article 1](#) or [article 2](#)).

For this reason, we decided to explore this field during our online workshops. The training covered three main points:

- Presenting digital storytelling concept and its rules as well as the most important elements of the digital stories.
- Introducing programme DaVinci Resolve for editing the videos.
- Using digital stories as a tool for teaching foreign languages.

Introduction to digital storytelling was based on the methodology developed by the Center for Digital Storytelling (<https://www.storycenter.org>) further developed by EST and its partners within the project “T&D Stories – Theatre and Digital Storytelling for Teaching and Training Development.” (<https://artescommunity.eu/storytelling/>). The training for B4L teachers was based on the handbook (https://artescommunity.eu/storytelling/wp-content/uploads/2015/12/TDstories_Hanbok_ENG.pdf), which we suggest also for others who want to share this method with their students.

We chose the DaVinci Resolve programme as one of the most advanced free video editors on the market, and we recommend it for beginners and more advanced users, but still, the choice of the editor is always up to you.

Sample language teaching exercises with this method

As a result of the training, the teachers either created their own digital stories or suggested some examples available online as possible means for teaching foreign languages. Below we present some of the ideas discussed during the training. However, this list is not closed and each trainer can create new exercises, depending on the needs and students’ language skills.

Video 1: "Be happy"

(<https://drive.google.com/file/d/1cIKy9adHuvK61yRTPzRxGfdX07n1eq84/view?usp=sharing>)

Exemplary exercises to be implemented by the teacher with the group or individual students:

- To introduce and practice the past tenses and how they can be used to recall memories
- To talk about feelings and emotions. Sad, happy, frustrated... What other emotions or feelings do you know?
- To encourage the students to prepare their own digital stories about the past and about emotions.

Video 2: "My holiday"

(<https://drive.google.com/file/d/1L0efSQNBYSMFbKwI3E3hKtt67S71zaq9/view?usp=sharing>)

Exemplary exercises to be implemented by the teacher with the group or individual students:

- To present and discuss Romanian culture and history.
- To present beautiful touristic attractions of Romania.
- To ask students for preparing the leaflet about one of the places presented in the story.
- To improvise dialogues between the students about some of the places presented in the story and describe them more in detail.
- To watch the video without the sound and ask students to tell the story from their point of view.
- To focus on the chronological order of the story and tell it using expressions "before" and "after".

Video 3: “Hey, it’s me” (<https://youtu.be/sW0qy85YTZI>)

Exemplary exercises to be implemented by the teacher with the group or individual students:

- To learn how to tell the condensed stories about complex matters.
- To practice past tenses.
- To find “alternative” forms of sharing the news (calling friend, writing letter, etc.)

Video 4: “Love story” (<https://youtu.be/X-9tyle-iEo>)

Exemplary exercises to be implemented by the teacher with the group or individual students:

- To practice present continuous tense by describing the travel.
- To practice future tenses by making up the possible versions of the second part of the story.
- To discuss alternative versions of the final of the story.
- To ask students to write the script to this story.
- To describe both travellers - who they are, where do they live.

Video 5: “Love” (<https://youtu.be/EpIXcE8bnZQ>)

Exemplary exercises to be implemented by the teacher with the group or individual students:

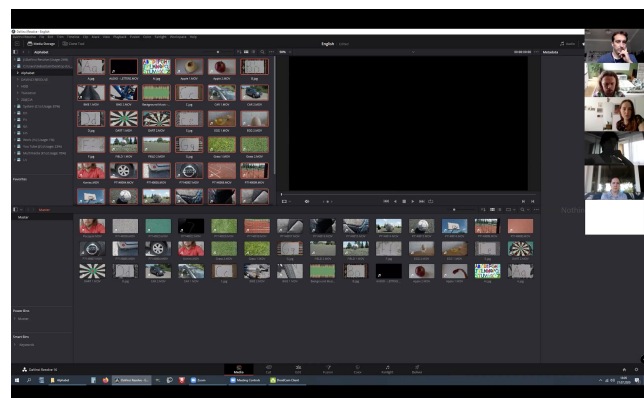
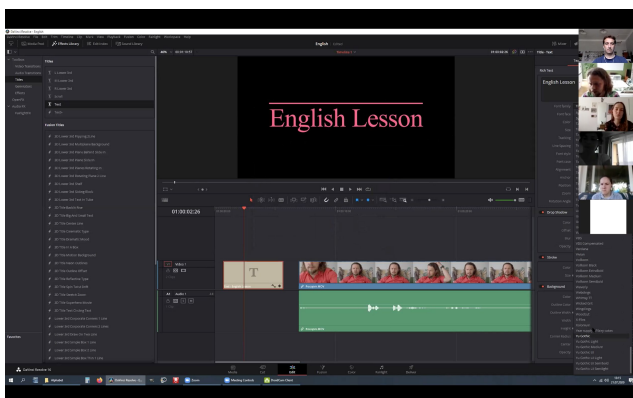
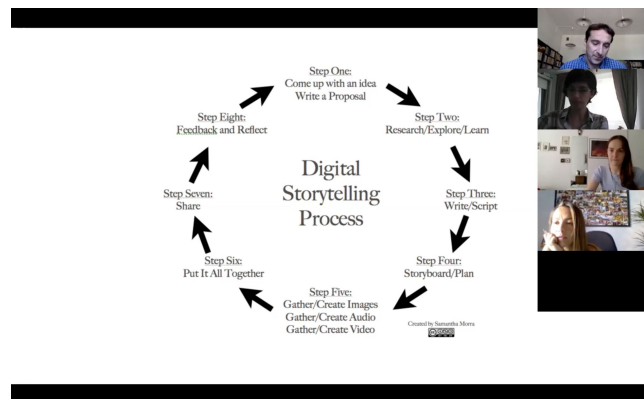
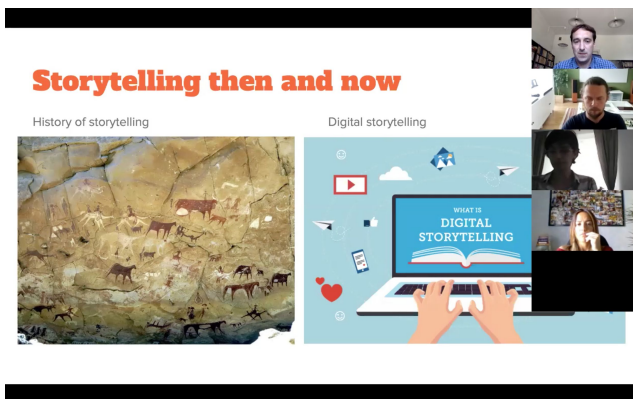
- To learn vocabulary about fruits, vegetables and food in general.
- To practice past tenses by re-telling the story.
- To describe specific scenes of the video.
- To encourage students to discuss related topics:
 - Their feelings when watching the story - what they were and how they were changing.
 - Their ideas for possible endings of the story.

Video 6: "How to cook pasta" (<https://youtu.be/b1ChsDQI7yA>)

Exemplary exercises to be implemented by the teacher with the group or individual students:

- To teach modal verbs.
- To talk about stereotypes and cultural differences.
- To prepare different recipes for cooking pasta.

Relevant pictures:



Part II

Institutional Development Strategies for Language Schools



Introduction

The case studies presented here are a result of shared work at the project face-to-face training events in Berlin, Cluj and Florence as well as on-line courses facilitated by trainers from Koper and Wadowice. The presented strategies are very diverse and this indeed is an advantage as we could share a wide range of approaches from across the transnational partnership. Still we have made an effort to maintain a certain uniformity of the presentation following a template agreed at the beginning that includes:

- Topic
- Context of the study case
- The case study provided to the participants
- Solutions/best practices provided by participants
- Relevant pictures from authentic activities in our project or schools

We would like to invite managers from other language schools to consult our approaches and consider how they can be applied in their own contexts.

Case studies

1. Efficient ways and techniques to integrate new teachers into the team

Context of the study case: Team-building and promotion of good environment in language schools

During training nr C1 and C2 which took place in Florence, the involved managers were introduced to the topic of team building as a tool of promotion for good environment among teachers and school staff.

After experiencing some team building activities, both in small groups and all together, and having a discussion about use and effectiveness of it in each of our Institutions, the whole group has developed a study case on a topic of common interest

Language schools often have to hire new teachers both as permanent staff and as occasional staff and freelancers.

Instruction: please list difficulties and problems you, as managers, have to face when new teachers are hired and join the preexisting staff and come up with solutions/methods that the project managers can use in order to ease her/his job managing the process of integration of new staff efficiently.

The difficulties managers found, affect all the parties involved: language institution, course managers and teachers

1. New team member does not identify him\herself with the image of the school
2. New member could disrupt the unity of team
3. New teacher could feel uncomfortable and insecure
4. New teacher does not know the general rules, administrative processes curriculum, course-materials, and the types of learners the school is teaching
5. The old team-members feel threatened, uncomfortable
6. The new colleague does not have the courage and self-confidence to share problems with teaching and ask for help
7. The new teacher does not know the names of the other colleagues and who is responsible for what

Solutions/best practices provided by participants

1. Formally introduce the new team-member to the rest of the team, ask and encourage the older team-member to offer their support.
2. Communicate efficiently and transparently who the new member is and why the schools needs his\her; Nominate a mentor to support and guide them; Use team-building opportunities in order for all team members to get to know each other better and to create a sense of belonging.
3. Offer comprehensive induction; Nominate a mentor to support and guide them; Prepare a “Welcome Pack” for the new team member with useful information about the school, rules and regulations, work processes, important contact details; Offer a welcome gift or flowers.
4. Offer a school visit, lesson observation opportunities, a personal meeting with the Director of Studies to explain the curriculum and show the teaching materials and facilities; a personal meeting with the Course Coordinator to explain the rules and regulations and administrative processes; allow the member free access to the course materials and online platform (if it is the case).
5. This difficulty could be overcome by transparent communication and efficient induction.
6. Offer comprehensive mentoring, encourage old team members actively to ask whether the new colleague needs their support, encourage the new team member not to be afraid of asking questions and of accepting help
7. Prepare a “Welcome Pack” for the new team member with useful information about the school, rules and regulations, work processes, important contact details; Include a list of the pictures, names and responsibilities of the old team members, subject to prior approval



2. The discrepancy between institutional expectations and teacher performance

Context of the study case: Identifying and managing conflict within language institutes

During training nr C1 and C2 which took place in Florence, the involved managers were introduced to the topic of conflict management.

After discussing both in small groups and all together the main conflicts they spot in their own institutions, the managers came up and compared the common problems and decided to develop a study case on a topic of common interest.

The case study provided to the participants

- Teachers are not filling in the course administration documents correctly and promptly
- The Parties involved in the conflicts are: language institution, course managers and teachers
- The main causes why the teachers don't fill in the documents are: lack of time, lack of interest, lack of sense of responsibility, practicability, lack of instructions, lack of teamwork (collaboration), lack of identification with the center they work for.
- As a result the consequences are: lack of transparency, faulty course administration processes, mistakes, frustration for both sides involved, impeding logistics of the course, the certificates cannot be issued on time, teachers cannot be paid, institution cannot get paid, quality audit problems and loss of business.

Instruction: please come up with solutions/methods the project managers can use in order to manage it

Solutions/best practices provided by participants

1. First in daily/weekly meeting try to understand in a neutral way the reasons for the problem
2. Talk individually to the person
3. Analyze the working process, check the reporting received dealing with the working process, restructure the working process if necessary
4. Indoor Team building training activities in order to increase their sense of responsibility and belonging to the institution
5. Address their course management needs
6. Meet regularly with the trainers, train them in the necessary ICT and administrative skills
7. Peer evaluation, feedback (in three groups teachers, course administration and the company)
8. Checking the created documents, evaluating them and monitoring the process
9. Course coordinators should observe more frequently that teachers do comply
10. Working on the clarity of the instructions for the teachers
11. Digitalizing the documents and the recording processes



3. Marketing for language schools

Context of the study case: During the training event C5 and C6 in Berlin, the involved managers talked about different marketing strategies for language schools. After the participants learned about the main information about marketing for language schools – we created a case study corresponding to the topic marketing. We furthermore exchanged best practice experience and used the discussion to talk about inbound and outbound marketing.

Target group: a) kids at public school b) corporate clients Institution: private language centre, no special accreditations needed context: 2nd language acquisition

The case study provided to the participants

A language school would like to offer new course programs to their clients. But how to manage the different challenges while implementing new courses? What kind of marketing strategies can be used to run such courses successfully? What else needs to receive attention?

Instruction: Please describe possibilities of marketing in the context of tailor made English language courses.

Solutions/best practices provided by participants

Before training/course:

1. We need to have good teachers with experience – if we don't have the corresponding teachers, we have to recruit new teachers
2. We need to know the customer needs – this can be done with the help of questionnaires, tests, interviews or needs analysis
3. Market studies
4. E-Mail marketing
5. Social Media Marketing: Facebook, Instagram, Youtube, Games, Quiz, Online ads, LinkedIn, Google+
6. Advertisement: Magazine for teachers, flyer, poster, Radio, TV, booklet (e.g. at fairs)
7. Personal contact – Networking, Fairs, Days of Open House
8. Website → custom based information needed, SEO and SEM according to the target group

What needs to be done after we know the customer needs?

1. Prepare a tailor made offer
 - a. For kids → important facts are service, price, options
 - b. Corporate clients → important facts are service, price, options, quality, recommendations/references, place of tuition, experience of course provider and teacher
2. Negotiation and/or Decision → the result is a contract

During the training/course:

- Social media activities
- Different offer of learning platforms to stay in touch with the clients
- Observation of classes
- Newsletter
- Reviews/feedbacks

After the training/course:

- Website link exchange
- Social media activities corresponding to the course
- Reviews/feedbacks
- Use mouth-to-mouth propaganda

For the whole “period” it is very important to deal with problems and learn for future activities/programs.

BEST practice activities:

- Social media - photo-competition or video competition with prizes for winners
- Facebook-Marketing – main goal – interaction
- Friends-card → discount for future courses
- Calendars → idea to be present

4. Monitoring and reporting in language programs

General Context: During training C5 and C6 which took place in January 2019 in Berlin, the involved managers were introduced to different instruments and reporting tools that facilitate monitoring and reporting processes by the implementation of language learning programs. The workshop was conceived on the one hand, as an opportunity to exchange different experiences in the implementation of monitoring and reporting systems as well as to create at least two common case studies on program monitoring and reporting in language schools.

The first day the group focused in analyzing and defining fundamental concepts for the monitoring and reporting systems such as certified labels for educational systems, discussions on recognized guidelines for monitoring and reporting and the creation of the framework for the case studies. On the second day, the group compared different strategies and tools for program monitoring and reporting and worked on analysis and implementation of the most suitable strategies and tools for our own programs.

The result of these days was the creation of two case studies on monitoring and reporting systems for two different types of learning programs.

Case study 1 – Monitoring and reporting in a long term language course for kids

Target group: kids 6-10

Institution: private language centre, no special accreditations needed

Learning context: 2nd language acquisition

Topic: The case study was prepared for a kids course learning a second language after school once per week for at least 6 months.

This case study provided to the participants the opportunity to discuss about different ways of monitoring and reporting systems for the specific target group and the given learning situation. Thanks to the different points of view and the cultural differences in their markets the participants were able to reflect on the most relevant steps and tools for the successful implementation of the learning program.

Instruction: A language center would like to start offering language courses for second language acquisition for the target group of kids 6 to 10 years. Please describe steps to be taken for the proper monitoring and reporting of the program.

Solutions/best practices provided by participants

The learning program was divided into three parts; before, during and after the learning program.

<u>Before starting the program we need to monitor</u>	<u>Reporting instruments used</u>
Related to the participants:	<i>instruments needed</i>
Language level, special needs, allergies, alphabetisation level	<i>written and oral test, interviews checklists, inscription form</i>
Schedule of the course, length of the course, number of hours per week	<i>table, checklists</i>
Materials to be used: we check participants relevant Materials, school materials, our own materials and Adaptability to curriculum	<i>check the stock, oral feedback</i>
Financial return: The number of participants needed to start the group	<i>calculation sheet</i>
Resources:	
Administrative staff qualification – sales	<i>staff matrix</i>
Marketing Teaching rooms Curriculum /lesson plan	<i>schedule</i>
Formal aspects - inscription, permissions, etc.	<i>Forms</i>

<u>Monitoring during the course</u>	<u>Reporting instruments used</u>
linguistic level	<i>interviews, tests</i>
Materials	<i>oral feedback from the teachers</i>
Substitution for the teacher	<i>lists and schedules</i>
Control teacher's work	<i>oral feedback from the family/ kid</i>
Financial return	<i>calculation sheet</i>
Regular/administration staff checking + Team meetings	<i>oral, protocols</i>
Attendance monitoring	<i>attendance sheet, digital</i>
Students' attitude in the course (behavior, activity)	<i>chart and oral info</i>
Additional Marketing if needed	<i>telephoning / social media</i>

<u>Monitoring after the course</u>	<u>Reporting instruments used</u>
Participants level	<i>final written test</i>
Certificates	<i>attendance, score in written form</i>
Satisfaction level of the trainers and students (<i>may be online</i>), orally from the teachers	<i>written feedback from parents</i>
Financial return	<i>final controlling calculation</i>
Rethink marketing strategy	<i>written offer or form</i>

Case study 2 – Closed group for university (study group)

Target group: university students

Institution: private language centre, special accreditations may be needed depending on the sending university or the department

Learning context: 2nd language acquisition, curriculum according to university needs. In this case: German philologists expecting also cultural activities and accommodation services

Topic: The case study was prepared for a closed group coming from a Polish university to Berlin for two weeks. The students were studying German philology in Krakow and the aim was to improve their speaking skills and to cover part of the official curriculum of the university in Berlin. The program included cultural activities in the afternoons and an accommodation service.

Instruction: A private language center was asked to prepare a two weeks program according to specific university requirements for Polish German philology students. The program had to include cultural activities in the afternoon and an accommodation service.

This case study provided to the participants the opportunity to discuss about different ways of monitoring and reporting systems for the specific target group and the given learning situation. Thanks to the different points of view and the cultural differences in their markets the participants were able to reflect on the most relevant steps and tools for the successful implementation of the learning program.

The learning program was divided into three parts; before, during and after the learning program.

<u>Before starting the program we need to monitor:</u>	<u>Reporting instruments used</u>
Related to the participants:	<i>instruments needed</i>
Language level	<i>online assessment or information from the university teachers, possible certifications check</i>
Special needs, allergies	<i>checklists, inscription form</i>
Schedule of the course, extracurricular activities, Interests, topics, prepare the bookings	<i>checklists, inscription form</i>
Materials to be used: check special needs for the university	<i>stock list</i>
Grants - recognitions	<i>feedback (references from other groups)</i>
Welcome information	<i>lists</i>
Financial return	<i>controlling</i>
Resources:	
Teacher qualifications of our teachers	<i>staff matrix</i>
Teaching rooms	<i>schedule</i>
Curriculum /lesson plan	<i>stock</i>
Formal aspects (inscription, permissions, etc.)	<i>Forms</i>
Additional staff members	<i>staff matrix, schedule</i>

<u>Monitoring during the course</u>	<u>Reporting instruments used</u>
Optional level (possible change of group)	<i>internal test, reports from the teachers</i>
Materials (adequacy control by teachers)	<i>oral informal feedback</i>
Substitution for the teacher	<i>lists and schedules</i>
Teacher's work	<i>oral feedback from the students or/and tour leader</i>
Administration & regular team meetings	<i>minutes</i>
Attendance	<i>attendance sheet</i>
Attitude in the course	<i>mainly oral, sometimes written report from the teacher</i>
Accommodation - quality satisfaction	<i>oral feedback</i>
Extra curricular activities	<i>oral feedback</i>
Informal feedback in class	<i>oral feedback</i>

<u>Monitoring after the course</u>	<u>Reporting instruments used</u>
Participants level	<i>final written test (depending on the program, not necessarily needed)</i>
Certificates	<i>formal certificate</i>
Feedbacks from students, university and trainers	<i>usually written feedbacks, sometimes oral</i>
Financial return	<i>final controlling calculation</i>
Customer Marketing	<i>email exchange, social tools (FB)</i>
Reports to the university	<i>documents</i>

5. Giving Feedback and Assertive Communication

Context of the study case: The training participants of the Educational Management training course were all course- or school-managers within language services providers. The main needs established within the group were: understanding what the concept of Educational Management entailed, how to maintain open, assertive and transparent communication with upper management and colleagues under their supervision, how to offer effective feedback and what management abilities they as individuals had to develop and enhance in order to improve their overall managerial skills.

Formulating the context / situation / problem to be addressed:

Two of the main challenges the group identified as problem areas and areas of personal weakness were: ways of giving effective feedback as well and ways of implementing assertive communication with all levels of staff within the organization.

The members of the group have felt that they are either too soft or permissive when giving feedback, and thus they cannot transmit the intended information correctly, or they are too direct, emotionally charged and straightforward, by which they can create conflict situations which prevents the interlocutors to receive the intended message.

As far as assertive communication is concerned some of the participants have felt that they are either too permissive and lenient or too outspoken and severe when they communicate at work, and a that there was need for a happy medium which would allow the reception of the intended message as accurately as possible.

Solutions/best practices provided by participants

In order to illustrate positive and negative examples of giving feedback and their effects, we set up a role-play situation with different role cards and asked two participants to act out each of the situations. These situations reflected real issues the participants were confronting at their workplace, thus having the chance to practice solving them helped them address these difficulties and feel better about them and less emotionally charged:

1. Manager with Director:

_____, please give feedback and explain to your Director that too much flexibility offered to learners is detrimental and not efficient for the management of the courses and puts a strain on your work as course coordinator.

2. Manager to Teacher coordinator:

_____, please give feedback and explain to the Teacher coordinator / Head teacher that cleaning the kitchen is not your responsibility and you urge him/her to find a suitable solution.

3. Manager to Native Speaker Teacher:

_____, please give feedback to one of your native speaker teachers about his attitude being arrogant, superficial and lacking motivation and thus not being suitable for the image of your organisation.

4. Director to Administrative Staff:

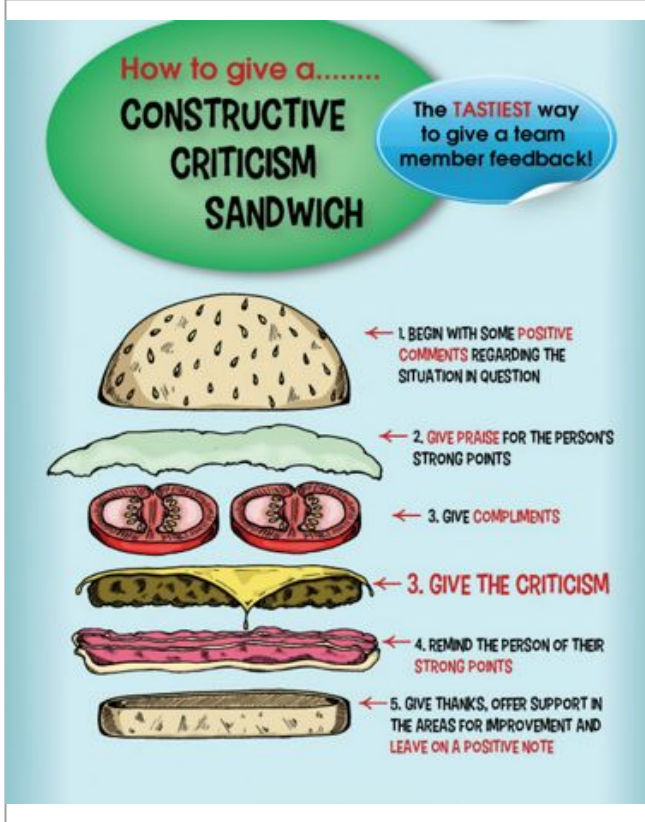
_____, please give feedback to one of your administrative staff, explaining that making mistakes after having explained what the task is o many times is not acceptable and tell him/her what your expectations are.

5. Operational Director to Academic Director:

_____, please give feedback to the academic director about why you think a language programme should be kept and not changed, as it has been working well for years. Explain your reasons

The exercise followed the TEST-TEACH-TEST approach, meaning that the participants had the chance to perform the task twice. The first performance was evaluated, strong aspects were praised, weak aspects were discussed and corrected. After having discussed about some of the main aspects and characteristics of assertive communication, participants had the chance of re-thinking and planning their performance and acting it out again, but now taking into consideration what they had learned about the aspects of assertive communication. The positive results of the second role-play exercise were spectacular.

The participants managed to include in their feedback the aspects of the Happy Sandwich as well as the STAR model of giving constructive feedback, in an assertive and polite way:

1. Happy Sandwich model	2. STAR model
	<p>SITUATION Describe the situation: What? When? Who?</p> <p>TASK What is expected in relation to work, skills, behaviours and tasks?</p> <p>ACTION How did what happened meet or fall short of those expectations?</p> <p>RESULT The outcome or impact of the action</p>

A useful set of exercises for practising assertive communication can be found in the material attached.

As a conclusion, the main ideas the participants took away from the above best practices exercise of how to give constructive feedback applying assertive communication are that their message needs to include the following characteristics:

- to help create a feedback culture
- to state clear expectations
- to support development and improvement
- to build on open communication and recognition
- to offer personal support in the areas of improvement

6. Being Assertive: Giving and Handling Criticism

Giving and receiving criticism can be difficult, and can result in feelings of anger, resentment and defensiveness. However, constructive criticism can lead to positive change and improved relationships. Giving and receiving criticism in a constructive way involves focusing on facts and specific observations, avoiding value judgments, and maintaining respect for the other person.

Handling criticism

Handling criticism assertively involves remaining calm, seeking clarity from the other person, agreeing with any specific truth in the criticism and calmly disagreeing with specific statements that are not true.

Criticism	Handling the criticism assertively:
You are a terrible driver!	It's true that speeding yesterday was a stupid thing to do.
You've been late all week.	I was late on Wednesday and I'm sorry about that. But I started at 9 a.m. on the four other days. Can you double-check the sign-in sheets?

Giving constructive feedback and criticism

Giving criticism constructively involves expressing your observations about the behaviour of another person and the consequences of that behaviour. It includes observations about behaviour you appreciate and/or behaviour that bothers you, and making a request for change.

For example, *I noticed your report was well written and carefully thought out. I also noticed it was submitted two days late. As a result, we weren't able to discuss the financial aspects of the project at our last meeting. In the future, could you submit your report at least two days before our planning meeting?* This kind of feedback or criticism focuses on facts and specific behaviour rather than on people as individuals.

Constructive criticism generally follows three key steps:

1. Describing the behavior as you have observed it. Stating the facts.
2. Stating the effect of the behaviour on you or on the workplace.
3. Expressing appreciation or concern and requesting a change.

Here are some more tips for giving feedback about another person's behaviour:

- Don't generalize by using the words "always" and "never" (e.g., *You never help me when I ask for help; You always interrupt me when I'm talking*).
- Don't make judgments or accusations (e.g., *You are a lazy person; You're spending too much money*).
- Keep the focus on specific observations of behavior and state the consequences of the behaviour:
 - *Last month I noticed that you spent \$300 on clothes, and now we have a credit card debt.*
 - *I hear you mowing your lawn sometimes very early in the morning. It wakes my children up and they don't get enough sleep.*
 - *I really don't like it when you raise your voice.*

Here are some useful exercises:

1. Reword the following statements so that they focus on an observation of behavior and the consequences of that behaviour.

- You never listen to my ideas.
- Your work is sloppy.
- You are so disorganized.
- You never meet your deadlines.
- You always criticize me in front of others.
- You didn't do your share of work on the project.

2. For each situation below, prepare an assertive response.

Situation 1

Your manager is angry because he believes, wrongly, that you are responsible for a serious mistake in the department. What do you say when your manager accuses you of making this mistake?

Situation 2

You frequently take your elderly mother to a walk-in clinic for appointments. You have noticed that the nurse speaks rudely to your mother and is rough with her when she gives her injections and takes her blood pressure. As a result, your mother gets very anxious before each visit. Speak to the nurse.

3. With a partner, role-play the following scenarios. When you give feedback, be sure to:

- Describe your observations of the behavior with “I” statements
- Describe how the behaviour affects you or the workplace
- Express appreciation or concern and request a specific change in behaviour

<p>Co-worker A</p> <p>Your co-worker recently had a negative performance evaluation. He is feeling resentful toward the manager and is constantly making negative comments to you about the manager and the company. You like the manager and are happy with your job at the company. Give your co-worker some constructive criticism.</p>	<p>Co-worker B</p> <p>You recently had a negative performance evaluation. You feel your manager was unfair and you are feeling angry and resentful. You have been voicing your negative feelings about the manager and the company to your co-worker. Respond to criticism from your co-worker.</p>
<p>Co-worker A</p> <p>You are getting married in two months and you have a lot to do to plan a big wedding. You are not too busy at work these days, so you have been spending time on the phone calling various vendors to make your wedding plans. Respond to criticism from your co-worker.</p>	<p>Co-worker B</p> <p>You work in a cubicle beside a co-worker who is getting married. She spends a lot of time everyday on the telephone planning her wedding and discussing her plans with friends. You are tired of listening to these conversations and they are affecting your ability to concentrate on your work. Give your co-worker constructive criticism.</p>

<p>Co-worker A You are part of a team of that is planning a project. During team meetings, one member of your team is consistently negative toward your ideas. In one meeting, she responded to a suggestion from you by saying, Well, that's a stupid idea. Give your team member some constructive criticism.</p>	<p>Co-worker B You are part of a team that is planning a project. You are enjoying the project and feel you work well with the team members. You have a lot of ideas and you feel your team members are receptive toward them. You have more experience than your team members. Respond to criticism from a team member.</p>
<p>Employee You prepared the monthly report for your manager as usual. You were a little late this month because your manager had given you several other responsibilities. Respond to criticism from your manager.</p>	<p>Manager Your employee submitted a monthly report that contained some factual and typographical errors. You had to spend time redoing the report. Give your employee some constructive criticism.</p>

4. With a partner, think of a workplace or personal situation where you might want to give constructive feedback. Prepare and role-play a dialogue.

7. Human Resource Management in language schools

During training C9 – C10 which took place online – coordinated from Koper, Slovenia, the involved managers were introduced to various aspects of Human Resource Management in language schools. The partners discussed and learnt about selecting, hiring, recruiting, on boarding, administration, pre-and-in service training, staff rotation, detention, motivation, development and performance appraisal.

The case study provided to the participants

Job Description – Video CV

Each of the partners first prepared and presented a detailed job description explaining all requirements, years of working experience, tasks, responsibilities, working hours, additional language knowledge requirements, competencies, salary, contract duration, etc.

- **Business English teacher** for corporate clients
- **Italian teacher** for kindergarten kids (2-7y)
- **Administration worker** (school of 2.000 students)
- **Marketing manager** (+digital marketing)
- **Director of Studies** (managing 40 teachers)
- **Teacher/technical** staff – working on developing an intellectual output

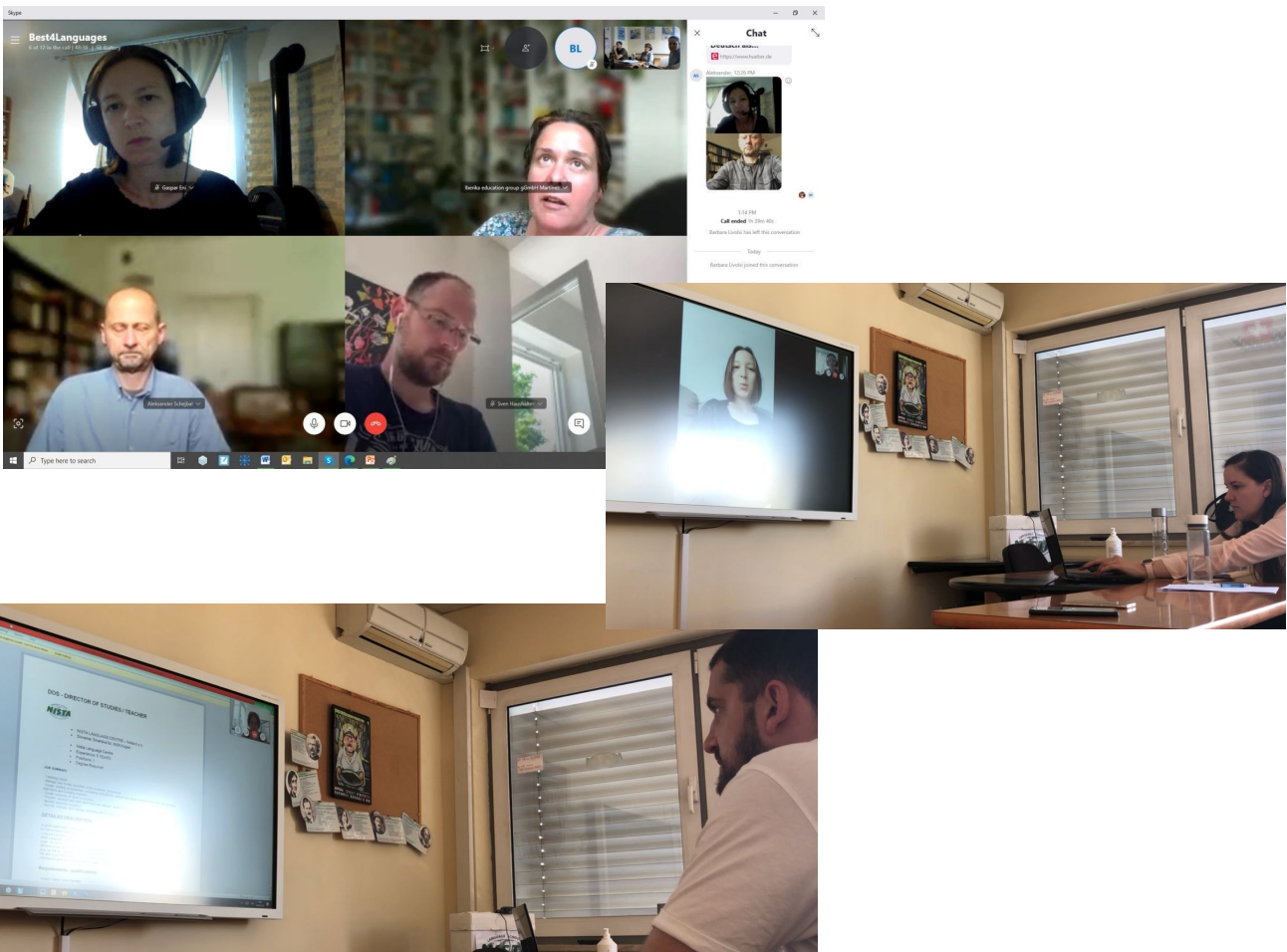
Instructions: Write a detailed description of the job position that was assigned to you. Then, for that job position, record a video CV as if you were applying for the job. The video can be short, 5 minutes max. The video should contain a short self-introduction, information about your education, working experience, skills, personal characteristics, hobbies and answers to the following question: Why you? Why are you the best candidate for the position?

On the last day of training all the participants made a 10-minute presentation of the job description and played their video CV.

After the presentation, a “hiring committee” (3 selected partners) conducted an interview, evaluated and gave their decision whether the applicant would be hired or not.

Solutions/best practices provided by participants:

- Each partner presented their requirements and expectations for a particular position and gave an idea of what the job would usually entail at their school.
- The importance of communicating the requirements and job conditions clearly in order to avoid any future misunderstandings.
- Video CV gives a better idea of the person’s character, their charisma, professionalism, language level etc. When choosing the right employee, it is important that would they fit into the group.
- Gathering relevant additional information on the applicant by asking specific questions during the interviews.



8. Managing extracurricular language services

Context of the study case: Explorations of different forms of extracurricular activities that can enhance foreign language acquisition

During the online training nr C8 facilitated by the Polish partners, the involved managers were introduced to three forms of extracurricular activities through the following presentations: Virtual Reality as an enrichment of traditional foreign language classroom, Game-based learning and Digital mapping - how to encourage learners to share experiences from trips.

After discussing the applicability of these forms of learning activities in their schools the managers were challenged with the following task: imagine that your school wants to implement one of these programmes for students. Describe your case referring to the following aspects:

- Topic/title of the programme
- Target group
- Technology (platforms, headsets, digital maps, apps)
- Organisational framework (where, when, etc.)
- Possible advantages (for students, for teachers)
- Expected difficulties/problems

The participants developed and presented the following cases.

GAMIFICATION & DIGITAL MAPPING

Target groups

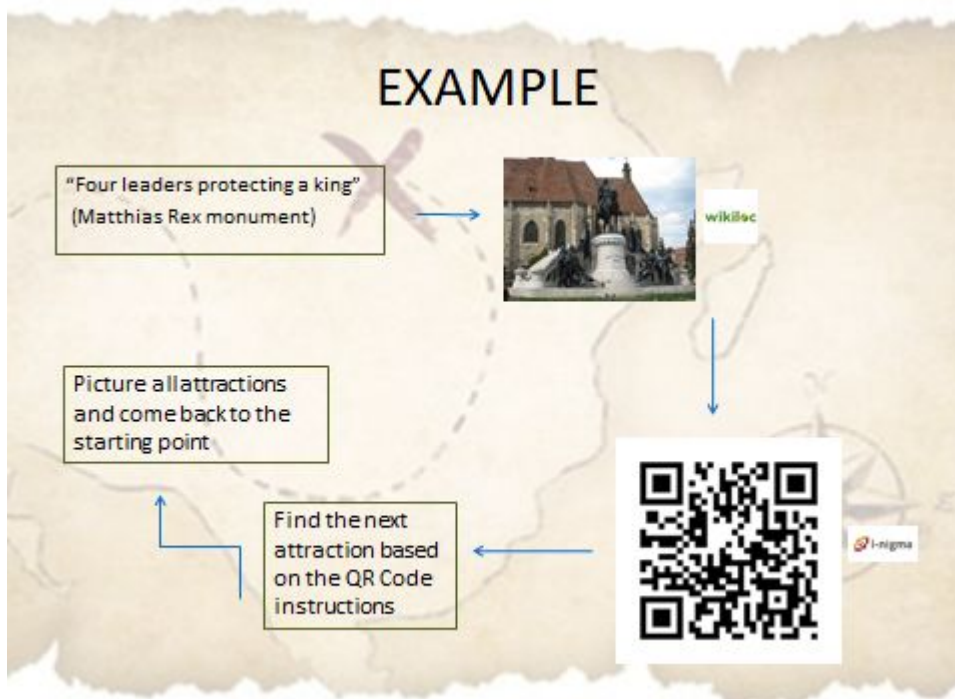
- **Teenagers:** spicing up several summer programs/clubs for kids, including cultural ones, with gamification and digital mapping, in particular “the treasure city” during which kids/teenagers learn about the history, geography and interesting facts connected with the city they are living in.
- **Adults:** making the programme of Intensive Romanian Summer Courses for foreigners more interactive and interesting with gamification and digital mapping, especially the part that combines language teaching and cultural activities such as trips, sightseeing, hiking, traditional handcrafting etc.

Technology



- [Wikiloc](#) – used for the sightseeing part of the programs, when students are asked to track their tour, find the touristic attractions mapped for them and make photos of these attractions
- [i-nigma](#) – used for giving instructions to find the next touristic attractions
- [Kahoot!](#) – used during the revision of facts related to the touristic attractions

Example activity



Possible advantages

- Learning the subject, the language and consolidating digital skills at the same time
- Students get engaged in their own learning process while the teacher becomes a coach
- The process increases soft skills (eg. teamwork, collaboration, communication)
- Learning becomes fun

Expected difficulties/problems

- Using the tools require at least basic digital competences + extra instructions
- The teacher needs to be well prepared (also technologically)
- Preparation time is high for teachers
- Technological devices are needed for each team

Pictures from similar programs



MAPPING OUR HISTORY

Target group

Migrants at the level of B1

Technology and resources

- Smartphones, speakers in the class and a screen
- Gamification using Wikiloc, Kahoot and project resources of OER Towns (challenges /quizzes using QR Codes, QR producing: <https://www.qrstuff.com/>)

Organisational framework

Activities included in the framework of the course on history of the integration program in Germany which includes 600 hours of language and 100 hours of politics, religion and history.

In the end of these 700 hours course, the students need to pass a language and a history/culture course which will be necessary to apply for obtaining the German nationality.

The aim of these activities is that students practice different linguistic strategies and learn about German history in a real context creating personal connections to the historical facts.

Variant 1

Example class on Jewish symbols in Berlin: [Activity for 3 days](#)

The class previous to the activity the teacher will prepare the participants coaching them on the use of the Wikiloc and QR codes. They will have an introductory Kahoot on different Jewish symbols. The teacher will divide the class in 5 groups of 5 participants and each group will receive a different tour on the holocaust. The day of the outdoor activity the different groups will be visiting different parts of the city and obtaining pieces of information that will need to be inserted in the quizzes they will be receiving along the tour. In each of the visit points of the tour, they will find a QR code that will give them relevant information for the next quiz. The day after this outdoor activity the class will be divided into 5 other groups that will include one participant of the different groups of the outdoor activity. The five groups will participate in a Kahoot on the specific information learnt through the information they have found in the QR codes.

Variant 2

Example class on Jewish symbols in Berlin: [Activity for 5 days](#)

The teacher will divide the class in 5 groups, each group receives information on the Jewish symbols in Berlin and the use of the Wikiloc. Each group of students will create a tour including view points. After having created the different tours the groups will present their itinerary in the class.

Possible advantages and expected difficulties/problems

- Pros: motivation, interaction, improvement of reading, writing, and speaking skills, digital skills
- Cons: time-consuming, all students need a smartphone

DIGI-SLO-MOUNTAIN-EXPLORATION

Target group

The target group will be teenagers, young adults and adults. In Slovenia everybody enjoys hiking from young children to adults. Sometimes the youngsters do not have enough information about where to go, what to see, the equipment, etc. Since the participation will require some technological skills we will encourage teenagers from our course to bring their friends and invite all our adult participants to join.

Technology

The participants will be encouraged to use Wikiloc and any other program or application they are familiar with and find appropriate. DaVinci Resolve program will be used to create the final video. Equipment: the Nikon Camera, their phones, drone, GoPro

Organisational framework

This will be a prize winning game. Participants will go on 4 hikes on 4 different mountains in Slovenia and record their experience – create a video of 10 minute describing their experience, presenting the characteristics of the mountain area, provide instructions for a safe hike, give location details.

The trips will be organised on 4 Sundays, going on Slavnik, Nanos, Vremščica and Mangart.

The starting point is Nista (Šmarska cesta 18, 6000 Koper). We will have an experienced mountain guide with us at all times to ensure safety.

The minimum number of participants is 16 (in order to create groups of min. 4 participants).

Once all the trips are completed, the participants will gather all material and prepare a 10 minute video and present it in 2 weeks at an event at Nista with all the participants. The groups who will create the best video will win a one week English course in Cambridge, UK.

Possible advantages

- Outdoor activity
- Social interaction
- Improving and practising language skills
- Recording skills
- Editing skills
- Presenting skills

Expected difficulties/problems

- Lack of technology skills:
 - organize a short course on the programs and apps we recommend them to use
 - team them in mixed groups (technologically skilled and unskilled)
- Cost of technological equipment
 - we will encourage the participants to bring their own equipment as well as provide them Nista's existing tools
- Not enough participants



STREET ART TOUR BERLIN



Target group: young adults, min. A2

Technology: digihiking apps, drone, digital maps, (Strava), smartphone for taking picture

Organisational framework

Where: Midtown or Teufelsberg

When: summer time, Saturday

How: The Street Art Tour could be in Midtown. Teachers think about a good walking tour through the city. The Street Art at the building will be the different stations of the walk. With the drone, the students have a good opportunity to see the Artwork from the best view. The teachers can ask the students to describe the Artwork and ask them what it could mean and they can easily start a discussion and practice German.

If it is not allowed to fly the drone in Midtown, another opportunity will be Teufelsberg. Teufelsberg is a man-made hill. On the top of the hill is the ruin from the listening station from the NSA, which was used during the Cold War. Nowadays there are many Artworks on the walls of the ruin. The students are going to hike through a forest until they reach the top of the hill, going to learn about the past of Berlin / Cold War and discuss Art and practice their German.

Possible advantages

- Students are more motivated, can learn more about the city or Art in a creativity way
- Teacher knows the students outside the classroom
- Teacher and students can find commonalities

Expected difficulties

- Weather
- Forbidden places for drones
- Privacy protection in the town
- Specific license for flying a drone
- It will be expensive (drone)



DISCOVERING BEST ICE CREAM SHOPS IN FLORENCE: ITALIAN GELATO CULTURE

Target group

- Small number of participants in groups (max. 5)
- Language level: A2
- Age: can vary

Technology and resources

- Smartphones for pictures or videos
- [Tour Builder](#)
- No special other resources

Organisational framework

Phase 1 (1h30): tour visiting 5 ice cream shops suggested by the teacher. Taking pictures and videos while practicing Italian having a common conversation with the ice cream vendor. Take notes about the cost of the ice cream, the flavours and the shop.

Phase 2 (2h): preparing the tour with Tour Builder, adding the pictures, videos, information

Description of the activity

1. **In class preparation:** the teacher explains the activity

2. **The tour:** students will have to make a tour of the best 5 ice cream shops of the city selected by the teacher. In each shop students will have to:

- Buy an ice cream with three flavours
- Just 1 student will be responsible for talking and deciding the 3 flavours in 1 shop. They will rotate so that every student will have the possibility to talk and decide his or her favourite flavours in at least 1 shop.
- Take notes about: prices, flavours (number and quality), the shop (comfortable, elegant, clean)
- Take pictures or videos about the whole experience (also with their faces if they want)

3. **Technology phase:** in pairs or individually, they will convert the tour that they've just done into a digital tour using [Tour Builder](#). They add the locations, pictures and videos, write in Italian the information from the notes which they have collected.

The final maps created with Tour Builder are completely private. If everybody wants they can share it with social media, web pages, blogs etc.

Possible advantages

- Learning language by doing a practical and typical Italian activity
- Socialize and have fun with the other participants
- A very student-centered activity, so when everything is explained, students will complete it without any further effort by the teacher.
- Learn about the gelato culture by comparing it with their own culture
- Discovering Florence city centre
- In a mixed-age group the youngest students can teach the other students that are not so familiar with new technologies, making a connection across generations.
- General improvement of technological skills
- If participants want, they can share the final product of Tour Builder anywhere
- The same activity links technology with immersion in a real life situation

Expected difficulties/problems

- Students don't like technology
- Students don't like ice cream
- Weather conditions



