



Approaches to language acquisition for adult students



A toolkit for engaging language lessons

Index

1. Atlaas: the project and the partnership	2
2. Teaching foreign languages to adults.....	3
Most common challenges of teaching foreign language to adults	3
Most common obstacles you may have faced during the language lesson.....	6
3. Useful methods for teaching foreign languages to adults	9
Like this article!	10
Step-by-step conversation	13
Six Thinking Hats.....	16
Role – playing games.....	19
Suggestopedia	23
Walky - Talky English	25
More than one story.....	32
Flashcards.....	35
Gallery Walk	38
Language cafe.....	42
Pronunciation with a voice recognition software	46
“Ten cubed” - 10^3 - (10 topics / 10 sentences / 10 key words)	49
The Presentation, Practice and Production Method or, The 3 P’s Methodology	53
Blind Obstacle Course.....	58
Miming Relay.....	60
What’s your verdict?	62
Thematic based vocabulary - communicative method	66
Storytelling – Lazy Jack	68
Literature:.....	73

1. Atlaas: the project and the partnership

Communication in foreign languages is one of the eight key competences defined in the European Framework of Reference for languages. It consists of the ability to understand spoken messages and to initiate, maintain and develop conversation, and to read, understand and produce texts that meet the linguistic needs of the individual. Positive attitudes include an appreciation of cultural diversity and an interest and curiosity in languages and intercultural communication.

Language teaching and learning is essential to enable European citizens to move, work and learn freely throughout Europe. This increases employment and growth, mutual understanding with other countries and access to education. It is also important to ensure that language difficulties are not a barrier to participation in society. The European Commission's role is to coordinate efforts with national governments to achieve the objectives of the Framework Strategy for Languages by supporting Erasmus+ activities.

Language teachers need to keep pace with development in language technology and with the growing demand for quality teaching. Therefore, the main objective of the **Atlaas project**, implemented within a scope of **Erasmus+ programme**, was to help ensure high quality and effective language teaching methods and tools for education providers - teachers and trainers.

The project activities focused mainly on raising awareness of the importance of multilingualism in a globalised society and on improvement of access to innovative and effective quality tools. During our meetings and training events our team exchanged and evaluated various methods and approaches to teaching English to adults followed by simple comparative analysis focusing on advantages and benefits of the presented methods.

The project was implemented in a fairly large partnership involving 10 different partners from 10 different European countries:

ProEduca z.s., Czech Republic
Asociatia pentru Tineret "Emil Racovita 2000", Romania
Wyzsza szkola biznesu i nauk o zdrowiu, Poland
Internationella Kvinnoforeningen, Sweden
Welcome Home International, Belgium
Learning for Integration ry, Finland
Gecko Programmes Ltd, United Kingdom
Centro de Educación Permanente Siete Villas, Spain
Burdur Evrensel istikra Destekleme Dernegi, Turkey
Dance club 7/8b Haskovo, Bulgaria

During the project life, the partnership gathered some interesting and useful methods and suggestions we want to share with you in this toolkit. We sincerely hope you will find plenty of inspiration for your work with your adult students.

2. Teaching foreign languages to adults

As all English teachers know, one size certainly does not fit all. Each student has individual needs and general factors such as age must be taken into account. The issues faced by adult learners can be (and often are) very different from those faced by younger learners. Therefore, the challenges faced by adult English learners are also very different.

From Skinner's behavioural model to Chomsky's theory of universal language learning, however, exactly how people acquire language may remain a mystery for a long time. It's no secret, however, that you can't teach and communicate with adult learners the same way you do with children. It would not be as effective and, let's face it, it would be rather embarrassing. At the same time, adults may be unintentionally left out of areas where young students could use more guidance, attention, and interaction.

Below, we'll look at some of the most common issues language teachers face with adult learners and give you ideas on how to overcome them in your classroom.

Most common challenges of teaching foreign language to adults

Reduced neuroplasticity in the adult brain

Unfortunately, as we age, the brain's plasticity (or ability to form new nerve fibres) seems to decrease. But does this mean that as adults we should give up hope of learning a new language?

On the contrary, researchers have found a strong link between bilingualism and delaying the onset of Alzheimer's disease. Learning languages seems to help keep the brain healthy, prevent dementia and prolong our mental health.

This is great news for you and your students: besides the purely practical benefits, learning languages has many others. That's reason enough to persevere despite the obstacles.

Engage learners' brains with interactive activities that keep them physically and mentally engaged. Don't underestimate the importance of fun in the adult classroom.

Dialogues and role plays are a great way to practice language patterns, simulate natural conversation, and keep the class entertained. Just because adults are willing to sit in silence for long periods of time doesn't mean they prefer it (or that it's the best way to learn).

Creation of mutual respect

When teaching adults, it is important to remember that our students are likely to already have a range of skills and talents, even if these do not include perfect English. Throughout our lives we develop a range of skills, often at a very high level. Our older students can easily resist the slightest hint of condescension, especially if they cannot express their frustrations in the new language they are learning.

As teachers, we must be careful to treat our adult students as respected peers and avoid condescending remarks at all costs.

When discussing a variety of topics, it is important not to assume that students are ignorant. For those who teach children and adults, it is important to choose the right tone for each group: there can be big differences between them.

The first rule of comedy ("Know your audience!") also applies to teaching. When introducing concepts to a class of adults, it can be very helpful to start with phrases like "As some of you know."

If there is an "expert" on the topic among the students, take the opportunity to ask them to share their knowledge. It's a good speaking and listening exercise for everyone, and you might even learn something!

Overcoming reluctant students

As a teacher of adults, it's likely that professional duties are a significant part of your workload.

This means that there is a good chance that you will be responsible for teaching several reluctant students. Motivated students who jump through academic hoops at the boss's request may be some of the most difficult students you encounter.

As with any adult audience, lack of enthusiasm can be a problem. The solution is to engage the student as an individual. Include their particular interests in the lesson, if possible. Consider point 2 above. Can you find their hidden light and incorporate their brilliant beauty into your classroom interactions?

An adult version of the ubiquitous "Show and Tell" can be a great motivator. In general, people like to talk about themselves and the things they care about. Can your reluctant student share an interest they have with the class? You can tailor the time allotment to what they can handle.

If they are not ready, try setting aside time at the end of a session (a minute or two is fine) for an informal discussion with them. Ask them about one of their interests. Do this after each session, several times in a row. Their confidence will grow as they talk about this topic. Soon they will be ready to speak in front of the class.

Teaching pronunciation

Young children, especially those under the age of 7-8, often learn the language relatively easily. Many acquire skills close to those of native speakers.

However, this is not always possible for the adult learner. The predominance of native intonations, accents, and rhythms can be a difficult barrier to achieving fluency in another language. Older learners may have difficulty coping with the particular sounds of the target language.

Making pronunciation a particular focus of your teaching can go a long way toward overcoming these difficulties. If you know the phonology of your teacher's native language, it can be helpful to use it to help. But be careful not to become a crutch that impedes learning.

Awkwardness is often a major obstacle to overcome here. Encouragement can help cultivate a positive attitude toward pronunciation accuracy. The use of multimedia resources, including recordings of the learner's speech, can be a useful and challenging way to work in this area.

Meeting higher expectations

Adults are used to being held accountable in the workplace and in their personal lives. This is not always the case with children - oh, to be young again! Therefore, adults will recognize the classroom as your workplace and hold you accountable.

Some of your adult learners will regularly evaluate their performance on their own work, so it is important to ensure that feedback plays an important role in your teaching cycle as well. It will allow you to evaluate the success or otherwise of your own teaching.

It will give you valuable information about the effectiveness of the methods you used and allow you to adjust your approach, if necessary, while showing your students that you care about their performance.

You can conduct surveys for students or, more informally, discuss their progress with them. A simple discussion at the end of the week can often be enough. Ask your students direct questions such as:

"What did you like about this week?"

"What activity did you learn the most/least about?"

The goal is not to compile huge statistical databases, but to learn things that you can use in your preparation. It is critical that this process also recognizes the important role that the adult learner plays in their own learning. Adults like that!

One size definitely does not fit all!

Adults are as different as children, and as every teacher knows, children learn in different ways. This is also true for us adults who are accumulating knowledge. We must not forget that adults deserve the same attention as children when it comes to their individuality and learning needs. As educators, it is important that we recognize the visual, auditory, kinaesthetic and tactile preferences of our students.

The best way to do this is to plan a wide variety of activities that cater to different learning styles. For kinaesthetic learners, you can include hand gestures, body movements and mime in your lessons. Visual learners will greatly benefit from the inclusion of storyboards, flashcards and videos. For those with auditory preferences, try using songs in class - it's also a great way to learn idiomatic language! Just because you're confined to one classroom doesn't mean you can't create opportunities for students who learn through touch. For example, use sandpaper to learn the word "rough" and pipe cleaners to learn the verb "to fold".

Be creative! Remember, as language teachers, we are not language educators (except you, of course!). We teach a living language, which is one of humanity's greatest achievements, so make it a human experience!

Adult learners are in high demand.

And we know it! From family commitments to pressing work deadlines. From social obligations to paying bills. For many of us, free time is one of our most precious possessions and we value all our time.

Recognize this in your relationship with your adult learners. As a teacher, make sure you are on time and well prepared. Make sure your lesson goes well. If the adult learner feels that his time is not being used effectively, he may not be happy about it. And unhappy learners are the hardest to teach.

Think about this when you give homework. Is it possible to create tasks that are easily integrated into students' daily lives? For example, can we ask them to order dinner in English instead of asking them to write an essay? The important thing is that the tasks are meaningful and achievable.

Possible difficulties with participation

Language is first and foremost communication, which requires student participation. For some adults, this is the most difficult aspect of language learning, whether for personal or cultural reasons.

Get to know your learners' cultural background. Recognize your learners' personal characteristics. Use this knowledge to plan groups and activities. If necessary, differentiate by using tools, prompts, role allocation and selected activities.

Make a good rapport with shy learners so that they feel more comfortable in the learning environment. An enthusiastic effort to speak to students in their native language can help create this connection.

Also, don't be afraid to make a fool of yourself from time to time. It's not just kids who like to have fun, and what's more fun than language?

Most common obstacles you may have faced during the language lesson

To be more specific, we've identified and compiled a list of the 23 most common problems our teachers encounter in their classes, divided among four categories: listening, speaking, reading and writing.

Listening

- I find it very difficult to find suitable listening activities at the level of the students.
- I cannot find listening activities that are appropriate for the topic of interest of the students.
- Students understand me in L2 but do not understand native speakers, recordings or videos.
- My students do not come into contact with the L2 except during the lessons.
- I don't feel very confident about my level of spoken English.
- When I expose my students to listening exercises, they feel anxiety.
- Failure in listening activities leads my students to lose motivation "I don't understand anything" "I'll never get to understand anything".
- I notice that some of my students have a lot of difficulty distinguishing certain sounds.

Speaking

- I note that some students are totally unable to produce certain phonemes.
- My students use the L1 continuously in class because they don't feel confident.
- My students are embarrassed to use the L2 in public
- Some students get stuck because they try to use L2 by translating word to word from L1.
- Many of my students have a lack of vocabulary and/or grammatical structures so their oral production is very limited.

Reading

- Some of my students don't understand well what they read because they have a very limited vocabulary.
- Some of my students have a lack of reading habit in their own language, which affects their reading comprehension in L2.
- Many students, when reading, do not identify words they know orally because of the difference between spelling and pronunciation.
- Formal texts usually have a register to which many students are not accustomed, so they have difficulty understanding these types of texts.

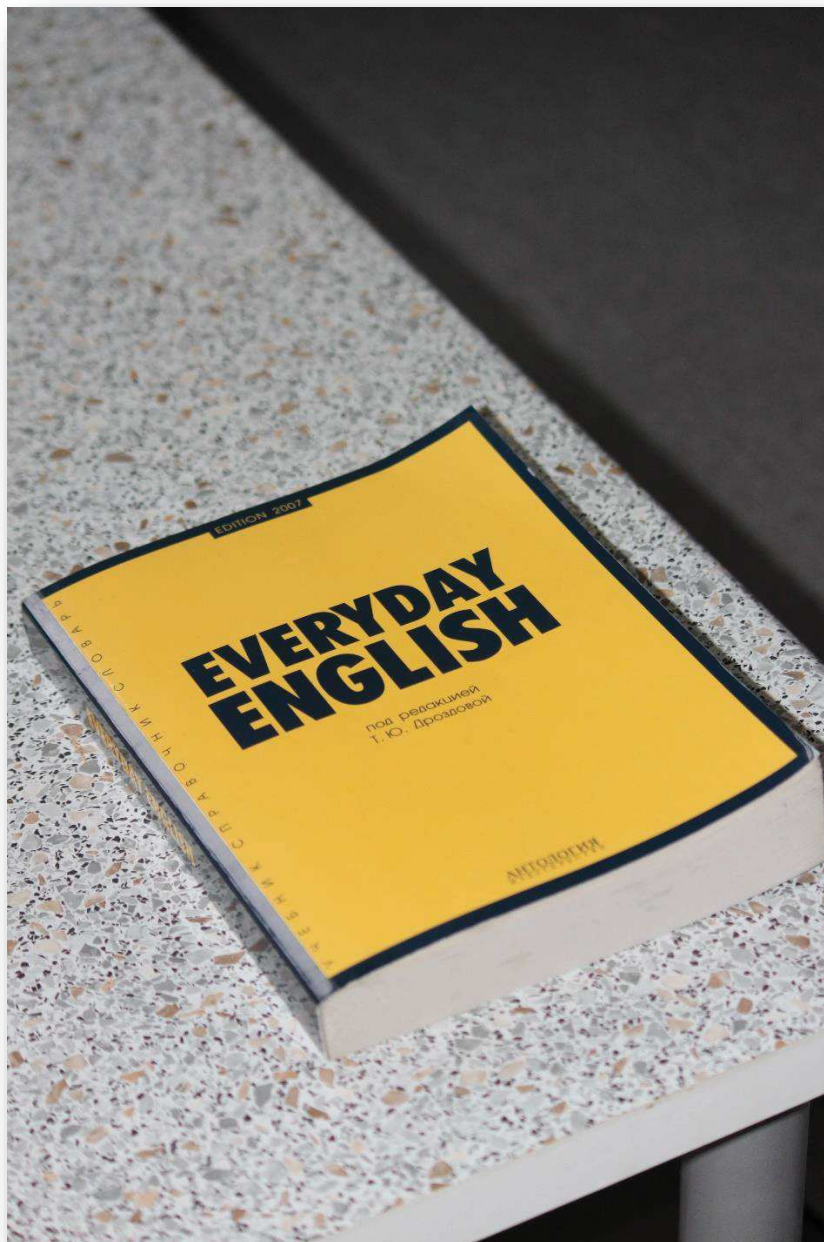
Writing

- Many of my students have a lack of vocabulary and/or grammatical structures so the written texts they produce are very limited.
- Many of my students do not have the necessary skills to write texts in their own language.

Atlaas: Approaches to language acquisition for adult students

- When students have to express an idea in writing, the first thing that comes to mind is the phrase in their L1, and when they translate it into L2 they use grammatical structures that are incorrect in L2.
- My students get stuck in front of a blank piece of paper and don't know how to start.
- My students have not had adequate training in producing texts in their own language.
- Many of my students do not know the most common styles and types of written texts.

We have created an online questionnaire and approached our fellow language teachers to indicate how often they face these problems in their own classes, on a scale from 0 to 5 (when 0 = never and 5 = always). We have collected 127 responses from the teachers from 15 countries (Belgium, Bulgaria, Spain, Sweden, Czech Republic, United Kingdom, Finland, Turkey, Poland, Romania, Italy, Kosovo, Norway, Germany, Iraq). In the table below you can find the hierarchy of the most frequent difficulties the language teachers face in their classes when teaching language to adults.



Atlaas: Approaches to language acquisition for adult students

Problem/teaching obstacle	Category	Average score
When students have to express an idea in writing, the first thing that comes to mind is the phrase in their L1, and when they translate it into L2 they use grammatical structures that are incorrect in L2.	Writing	3,68
Some students get stuck because they try to use L2 by translating word to word from L1.	Speaking	3,54
My students are embarrassed to use the L2 in public	Speaking	3,36
I notice that some of my students have a lot of difficulty distinguishing certain sounds.	Listening	3,29
Some of my students have a lack of reading habit in their own language, which affects their reading comprehension in L2.	Reading	3,28
Formal texts usually have a register to which many students are not accustomed, so they have difficulty understanding these types of texts.	Reading	3,28
Many of my students have a lack of vocabulary and/or grammatical structures so the written texts they produce are very limited.	Writing	3,28
Many of my students have a lack of vocabulary and/or grammatical structures so their oral production is very limited.	Speaking	3,24
Many of my students do not know the most common styles and types of written texts.	Writing	3,20
Students understand me in L2 but do not understand native speakers, recordings or videos.	Listening	3,17
My students do not come into contact with the L2 except during the lessons.	Listening	3,17
Some students are totally unable to produce certain phonemes.	Speaking	3,11
My students use the L1 continuously in class because they don't feel confident.	Speaking	3,09
My students get stuck in front of a blank piece of paper and don't know how to start.	Writing	3,09
Failure in listening activities leads my students to lose motivation "I don't understand anything" "I'll never get to understand anything".	Listening	3,06
Some of my students don't understand well what they read because they have a very limited vocabulary.	Reading	3,06
Many of my students do not have the necessary skills to write texts in their own language.	Writing	3,02
My students have not had adequate training in producing texts in their own language.	Writing	3,02
Many students, when reading, do not identify words they know orally because of the difference between spelling and pronunciation.	Reading	2,88
When I expose my students to listening exercises, they feel anxiety.	Listening	2,83
I cannot find listening activities that are appropriate for the topic of interest of the students.	Listening	2,65
I find it very difficult to find suitable listening activities at the level of the students.	Listening	2,61
I don't feel very confident about my level of spoken English.	Listening	2,10

3. Useful methods for teaching foreign languages to adults

On the following pages we would like to present a selection of 18 teaching methods used by our partner language teachers in their classes for adults:

- Like this article
- Step by step conversation
- Six thinking hats
- Role playing game
- Suggestopedia
- Walky-talky English
- More than one story
- Flashcards
- Gallery walks
- Language café
- Pronunciation with voice recognition software
- Ten cubed
- PPP (or 3Ps)
- Blind obstacle course
- Miming relay
- What is your verdict
- Thematic-based vocabulary
- Lazy Jack (storytelling)

The methods are presented as examples of our best practice, describing in particular:

- Purpose of the method
- Target group
- Resources and materials needed for the activities
- Objectives of the method
- Skills gained by this method
- Step-by-step description of the method
- Expected outcomes and conclusions
- Possible risks that may happen and suggestions/experience on how to avoid them
- Evaluation of the activities/session/method
- Example of the work-sheet for learners

Twelve of the methods have been processed into instructional videos and they are available online on YouTube. These methods have been also evaluated by our peers using the SWOT analysis. Main conclusions from the evaluation have been listed in the end of the particular method description.

Like this article!

Purpose of the method

Language is a dynamic process which changes with demands of society migrations, popular culture, and even technological innovations. If teachers rely on traditional textbooks for materials for classes, they will be constantly providing outdated information. Students trained to use the language as the native speakers do will find less need to alter their language later when using it conversationally. In addition, when given the opportunity to travel to places where the target language is used, the learner will not have as much difficulty in using it in different contexts.

Target group

18+ students with a maximum of 12 to 15 students.

Resources and materials needed for the activities

Time: 30-45 minutes, depending on the students' level (intermediate learners will probably be able to talk about a certain topic for a longer period of time)

Resources: Smart phones, markers, white board.

Objectives of the method

This teaching method aims not only at the communicative, but also the cultural competences in language teaching. Taking into account that the link between a certain language and its social community can be very changeable, we believe that cultural and communicative competence means understanding the social conventions of the target language speech community while preserving one's own. Learners can mimic the behavioural patterns of that community derived from the authentic text to a certain extent since the first goal is to communicate and not to behave like someone else which means somehow losing one's social and linguistic identity. The learner can behave both as an insider and an outsider of the target culture if he understands the cultural situation. Consequently, teachers should be concerned more about authentic language learning which require communication and metacommunication in the language education.

Step-by-step description of the method

At the beginning of the course, the students are given a limited number of newspapers and magazines in English, according to their level of knowledge. They have to prepare for this type of activity in advance, that is they look through a particular newspaper or magazine in English (one that they like, but one that is in the list given by the teacher) and choose an article that is of interest to them. Each student chooses an article, introduces it to the class, then all of them vote for the 3-5 most interesting articles to be discussed. During the class, they talk about that article, presenting the information to their classmates and expressing their opinion. The other students also express their opinions.

Expected outcomes and conclusions

We are of the opinion that this method is suitable for adult teaching since context is the environment in which a language unfolds, with five dimensions: linguistic, situational, interactional, cultural and intertextual, all shaped by people in dialogue. Due to the complexity of meanings, contexts are not stable; they are constantly changed and recreated to fit the individual needs of the learners. It is also appropriate for adult learners because it is based on their choice of the particular language field they are to explore, discover and exchange.

Possible risks that may happen and how to avoid them

Teachers need to consider how helpful the authentic text is for our students. Authentic texts can be helpful at any level. Beginners need simpler types of texts as compared to advanced students who have previous knowledge. That is why teacher should be very critical and take into consideration issues like difficulty, the interest and the topic. Many of the features of authentic texts are far more complex than we might realize at first glance. Consequently, students should be guided towards certain newspapers and magazines, according to their level of knowledge.

Evaluation of the method impact on the class

Evaluation criteria

The method's aim is to prove whether it is possible to escalate the authenticity level of the text in order to use it successfully within the artificial environment of classroom. The criteria of the successful use of authentic material are defined as follows: the lesson leads to an acquisition of new knowledge, this knowledge is applicable in the future real-life situation, and the lesson content is in accordance with learners' interests, needs and language level.

Frequency, levels etc...

It can be used quite often when practicing reading and speaking in context and it can be applied to elementary and intermediate learners, depending on the texts provided. The texts can be simple or more complex ones.

Example of the work-sheet for learners

<https://www.mirror.co.uk/news/world-news/coronavirus-royals-quarantined-125000-infected-21683881>

<https://www.mirror.co.uk/3am/celebrity-news/iain-lee-saves-life-second-21684754>

<https://www.dailymail.co.uk/sciencetech/article-8104451/Mars-rover-mission-delayed-two-years.html>

https://www.dailymail.co.uk/travel/travel_news/article-8105433/The-incredible-cable-car-Mount-Stanserhorn-Switzerland-roof-deck.html

<https://www.thesun.co.uk/fabulous/11162890/kim-kardashian-waist-trainer-test/>

<https://www.thesun.co.uk/tvandshowbiz/3639487/a-very-english-scandal-start-time-bbc-cast-hugh-grant-jeremy-thorpe-mp/>

Recommendations

Strengths of this teaching method

- Helps to improve reading and speaking skills using authentic newspaper articles.
- Strengthens communicating skills and cultural knowledge and competences
- As it covers current issues, it brings knowledge as well as motivation for discussion
- Can be applied to nearly any level depending on the source material – but mostly from B1
- It gives the students or teacher an opportunity to choose their topic of conversation

Weaknesses of this teaching method

- Authentic newspaper articles can include very special phrases and vocabulary.
- It might be difficult to estimate time necessary for this exercise.
- Certain topics may cause disagreement in a group of students.
- Unsuitable for beginners, preferably to be used in small groups.
- Requires management on the part of the teacher – facilitator of discussions.

Threats of this teaching method

- Misunderstanding of meaning of the article.

Atlaas: Approaches to language acquisition for adult students

- Difficulty level appropriate for the certain group of students.
- Some students may not find the topic interesting.
- Possible disagreements – can also involve sensitive cultural issues.
- Some students or groups may not be willing to participate.

Opportunities of this teaching method

- Obtaining cultural background from authentic material.
- Students may learn more about each other if the discussion is productive.
- Opportunity to utilize smartphones or other devices which may encourage the students to learn more.
- Overcoming shyness and improving confidence of the students.
- Also suitable for online learning.

Skills practised

Reading, speaking, listening

Interesting points

- Such discussions can lead to further learning – writing exercises etc.
- It includes linguistics, situational context, interaction, cultural context, etc.
- Encourages reading, working with dictionaries and vocabulary learning.
- Acquisition of new knowledge applicable in real-life situations.



Step-by-step conversation

Purpose of the method

Community Language Learning (CLL) is a method assuming that students should be treated as “the clients”, whose needs are to be addressed by the teacher who is in the role of “the counsellor”. We believe that adults will feel comfortable in this convention because it is supposed to remind them situations in which they find themselves every day; at work, in a shop or while settling various matters.

Target group

18+ years and 12-15 students.

Resources and materials needed for the activities

Time: 30 minutes

Pen, paper, markers, white board, handouts.

Objectives of the method

This teaching method seems to reduce the stress caused by the new situation of students and their fear of failure. In an interactive group of friendly learners of the new language, the learning process may run much better. In this method, the learners are likely to perceive the teacher both as a friend who is giving the advice and as an assistant full of understanding for students' needs and concerns. They may be afraid of returning to school benches due to bad experiences they had in the past education. Such a feeling would be reduced by means of the “client-counsellor” system. Adults will feel good about the fact that that are not brought to the role of a student, that is a person sitting at the school bench and listening to the teacher who corrects his/her mistakes in front of the whole group.

Step-by-step description of the method

There are 2 separate conversation puzzles to be solved. These conversations are divided into lines which are written on handouts and given to the students.

The teacher is the one who starts the conversation and the students have to guess the answer and also, to continue the conversation. After the first conversation is put together, the teacher starts the second one and again, the students are supposed to work out the answers and the questions, till the end of the second conversation. They basically have to read the handouts and solve the puzzle, that is the conversation.

Until this step, their oral production is not actually produced by them, as their role is to read the lines (of course, they have to guess the order of the lines). Then, they are put in pairs and asked to practice both conversations, the first being the one solved by them and then, the other one, according to the models.

Expected outcomes and conclusions

We are of the opinion that this method is suitable for adult teaching because students are seen as a “whole person” whose feelings, intellect, interpersonal relationships, defensive behaviour and willingness to learn are addressed and balanced.

It is also appropriate for adult learners because it is based on the “reliance” on the teacher-counsellor, independence and responsibility for their own progress. Adults who already have a baggage of experience certainly have all these characteristics and are decided to learn the language.

Possible risks that may happen and how to avoid them

Adults are relatively a difficult type of students who have their own specific requirements and needs. They come to class with a baggage of experience and thanks to many years of education in schools, they possess both bad and good experiences.

On the one hand, they are characterized by high motivation, but on the other, it is more difficult for them to gain the knowledge. All these factors make choosing the best method of teaching adult students very important. Choosing this method will allow to teach effectively and achieve the desired results in a short time. It will also make the process of learning enjoyable for the students themselves.

Evaluation of the activities/session/method

Evaluation criteria

The students' ability to produce the language used in everyday communication at home, at work, in the community and also, the communicative language functions such as providing information, giving opinions etc. The focus will be on students' fluency, on their ability to communicate in English. Some students may have trouble with fluency; these students may speak naturally slow, pause frequently while speaking to search for words, use the wrong words for the wrong situations.

Frequency, levels etc...

It can be used quite often when practicing speaking in context and it can be applied to beginner, elementary, even intermediate learners, depending on the conversation provided. The conversation puzzles can be simple or more complex ones.

Example of the work-sheet for learners

Example of conversation for A1 students:

"Does this bus really go to the mall?"
"It goes all the way there."
"Are you sure?"
"I know it does. I catch this bus a lot."
"How long does it take for the bus to get there?"
"The bus ride is only thirty minutes or so."
"Where do you get off the bus?"
"Right behind Macy's is a bus stop."
"The stop is really at the mall?"
"It's in the middle of the parking lot."
"That's perfect!"
"I know."

Example of conversation for A2 students:

"I need to reserve a room."
"Not a problem. May I have your name, please?"
"Of course. I'm"
"Hi, sir. My name is Could you tell me when you need the room?"
"Right now. I plan to be there in April from the 14th to the 17th."
"Perhaps you didn't know that we have new room rates. Do you find that acceptable, sir?"
"Maybe. How much is a room?"
"The price per night is 80 Euros."
"That sounds fine to me."
"Fantastic! Now, do you approve of a single queen-size bed?"
"That'll be no problem."
"I'm happy to hear that, sir. Your reservation is all set except for your phone number."
"Sure! My number is"
"..... Thank you for doing business with us, Mr."

Strengths of this teaching method

- It is easy to prepare and suitable for various levels.
- It enables introduction of a wide range of topics.
- It makes students feeling comfortable in everyday situations.
- It can be utilized for practising grammar structures.
- It reduces stress on part of the students.

Weaknesses of this teaching method

- It requires strong guidance on part of the teacher.
- It may be difficult to keep the students motivated.
- The teacher has to keep an eye on pronunciation of new vocabulary.
- It does not provide enough freedom of expression and natural fluency.
- There is no writing included.

Threats of this teaching method

- It can be rather static as it does not encourage natural conversation or creativity.
- Some students may be shy to participate properly.
- There may be problems in unbalanced groups.
- This method depends heavily on the teacher.
- It could lead to simple repetition and use of mother tongue.

Opportunities of this teaching method

- It can include different types of students – everyone can contribute.
- It enhances cooperation and knowing each other within groups.
- It represents learning by phrases, which may be appreciated by adult students.
- It provides use of language in practical situations.
- It may be suitable for groups of false beginners.

Skills practised

Reading, speaking, listening

Interesting points

- Students are treated like clients.
- It can be adapted to different contexts and levels.
- It is using conversation models.
- It is suitable for adults.
- Although it does not include writing, it may help students with their writing skills – phrases, vocabulary.

Six Thinking Hats

Purpose of the method

- To encourage learners to use English in a creative way.
- To develop learners' speaking skills.
- To role-play a character type while having a discussion.

Target group

B2+ (but could be adapted for lower levels)

Resources and materials needed for the activities

Time: 70-80 minutes

Resources: Teachers' notes and Thinking Hat role cards.

Objectives of the method

To be more productive, focused, and mindfully involved thanks to the powerful tool set, which once learned can be applied immediately. It is especially effective with Business English classes where learners are able to use real-life 'problems' as the basis of a discussion.

Skills gained by this method

By wearing a coloured hat, learners are given help, guidance and more support when they are taking part in discussions. They are also free of the burden of having to share their own opinions, which can be useful if they have very little to say or feel shy about giving their views. This is especially true with adults and groups who have not been together for very long.

Step-by-step description of the method

(1) By wearing a coloured hat, learners are given help, guidance and more support when they are taking part in discussions. They are also free of the burden of having to share their own opinions, which can be useful if they have very little to say, or feel shy about giving their views. This is especially true with older teenagers, young adults and groups who have not been together for very long. (5-8 minutes)

(2) Divide the class into four groups: Red, Black, Yellow and Green. For very large classes, sub-divide these groups into smaller, more manageable groups of 4 – 6. Give each learner a role card. All members of the same group should have the same role card! Learners should read the card and make sure they understand the meaning of all of the words and phrases in bold. If necessary, they should look them up in a dictionary or discuss them with their group. (5-10 minutes)

(3) Ask learners to work in groups to brainstorm a list of words, phrases and expressions that describe them when they are wearing their hat. If necessary, make a few suggestions and grade the language according to the level of your students. Black hat: gloomy, depressing, 'put a dampener on something' Yellow hat: optimist, happy, 'see the glass full', see the sunny side Red hat: passionate, obsessed, loud White hat: controlling, a control freak, organised, focused. (5-10 minutes)

(4) Re-group learners into new groups of four. Each new group should have at least one member with a different coloured hat. For large classes and odd numbers, add extra hat-wearers to groups perhaps allowing those wearing the same colour hat to 'work together'. Give learners some discussion questions and a limited time to discuss them. They should discuss each question in turn, in their hat-wearing roles. Monitor and observe the groups as they speak and help where necessary. Make sure the white hat wearers are controlling the time. This will make your task a lot easier.

Discussion questions will very much depend on the class, their interests, levels and ages. Use discussion questions from your course books, look for discussion topics online at a website like [esl discussions](#) or write your own. A list of 10 discussion points for a 30-minute speaking should work but feel free to adjust the number of questions or the time. Allow time here for any post-discussion feedback you might want to give learners, error correction, pronunciation information, etc. (30 minutes)

(5) If this is the first time you have tried the activity, ask learners for some feedback. Ask them to share their opinion of having a discussion with coloured-hat role cards. If they show interest, direct them to the website for Six Thinking Hats so they can see where the idea came from. (10-20 minutes)

Expected outcomes and conclusions

Communication is the priority; grammar mistakes and slight pronunciation errors can be welcomed with tolerance if we can at least achieve communication.

Possible risks that may happen and how to avoid them

Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."

Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

Involve speaking activities not only in class but also outside.

Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Evaluation of the activities/session/method

Evaluation criteria

At the end of lesson, the student is able to follow a basic conversation about the worked topic either with the teacher or with another student.

Example of the work-sheet for learners

Role cards:

Black Hat You are wearing a black hat. This means you are act like '**the devil's advocate**'. You question everything and always see the **potential problems** in any idea or plan. You appear to be negative but you **spot** dangers and problems and this is very important thing to do when you are making a decision. You have a powerful and useful role in a discussion but you also have to understand when to **back off** so that an agreement can be reached.

Yellow Hat You are wearing a yellow hat. This means you are always **optimistic** and positive. You see the good side to everything but you also **go beyond** this and see **potential advantages** in places where others don't usually look. Your view on everything is always bright and you try to make the world a better place.

Red Hat You are wearing a red hat. This means you rely on your feelings and **intuition** when you make decisions. You share likes and dislikes, fears, feelings and strong emotions. You are **outspoken** and use a lot of **superlatives**.

White Hat You are wearing a white hat. This means that you are **obsessed with** having information and data. You want to have all of the facts and you aren't interested in anything **superfluous** or **anecdotal**. You make sure people just concentrate on the facts in a discussion and try to get people to remain unemotional. You are also obsessed with time and being **punctual**.

Strengths of this teaching method

- Easy to prepare and motivating for students as they use English in a creative way.
- It encourages critical thinking, activity and communication skills.
- It provides an informal learning atmosphere.
- It enables language practice as well as it builds personal and interpersonal skills.
- Fast vocabulary acquisition and speaking practice.

Weaknesses of this teaching method

- It is not really suitable for lower levels as it requires a certain level of fluency.
- It is based on speaking only.
- It may be time-consuming.
- It cannot be repeated often with the same students.
- Not suitable for very small groups of students.

Threats of this teaching method

- Losing attention of students due to lack of interest or insufficient vocabulary.
- If the chosen topic is inappropriate, it may cause discrepancies.
- It can take too long and it is difficult to estimate the time needed.
- Some students may not be willing to express their opinion.
- It may frustrate students.

Opportunities of this teaching method

- It develops group discussion and speaking skills.
- It provides students with a chance to express themselves.
- It encourages sharing of opinions and accepting diverse ideas – enhances empathy and creativity.
- It can also be done online.
- It combines language learning and critical thinking.

Skills practised

Speaking, listening

Interesting points

- Students may be given a role contrary to their own opinion and perspective.
- Students may avoid expressing their own opinion if they are given a hat contrary to their beliefs.
- Wearing a hat of a certain colour gives the student certain freedom of speech without being afraid to express themselves as they represent the colour of the hat.

Role – playing games

The full involvement of the learner's brain in the learning process is extremely important. This can be easily achieved by creating an environment that activates all the senses - visual, auditory, kinetic and others. In this way, the so-called "active learning" is achieved including activities such as singing, dancing, watching videos, making projects and using role - playing games.

Games are an important element of human life; they stimulate innate curiosity and desire to learn; create mood and develop memory. For this reason, games should be used in foreign language teaching.

Role-playing games are suitable for all ages. Their goal is to enter certain fields to use models of communication, smoke, and citation. An example of a field game would be if the students were given cards with information about celebrities, which they need to play, for example.

Purpose of the method

The aim is to break the stereotypes of communication in a foreign language, to increase the self-confidence of the learner; also, maximum approximation to the natural communication environment of the respective foreign language in order to achieve optimal language competence in each style of language use.

According to our practice, one of the most successful ways to achieve real success in foreign language learning is the application of different types of games.

The game brings the learning process closer to natural speech in a foreign language - it mimics the satisfaction of social needs for communication and thus realizes the main function of language - communicative. The learner is forced to act in a psychologically unrealistic linguistic-communicative situation.

However, the games create citations that are close to real life. However, it does not involve unforeseen circumstances. The games can also be shared, which makes the citation even more realistic and gives you the opportunity to practice and change your skills. All of this makes them an irreplaceable way to learn, which is especially effective, when we talk about learning a foreign language.

Target group

Learners 21+ years; size of the group – 4 to 8 people in one group.

Resources and materials needed for the activities

Time: 40-50 minutes

Resources: Flash-cards, pictures, audio-files with classic music and sounds of the nature, some things for camouflage such as scarfs, hats etc.

Detailed description of the effective activities with learners using the method

Role-playing is a great way to start speaking a foreign language. They allow the learner to immersed in life situations and imagines how he would act in reality. There are two ways to conduct a role play - **to have a script/plan or not**. In the game with a pre-drawn plan, the teacher can use an example from textbook. These are games suitable for warming up. In games without a script, when everyone is assigned a certain role, everyone must use the accumulated knowledge for to be able to talk to

your partner. An important rule is to take into account the age and interests of learners before proceeding to the role play.

- **Phone conversation** - Talking on the phone is different from talking person in person, because the speaker gradually develops his thought of the respective stranger language. Examples of topics for a telephone conversation may be making a complaint, talking to a friend or showing interest in the workplace.
- **Going to the store** - This is a great role-playing game, because in addition to skills to speak a foreign language, learners can also exercise their ability to cope in a real situation. The game can be as complex as the level of the respective group allows.
- **Book a room in a hotel** - This role-playing game allows learners to practice a specific language. It's usually a formal style of language, since having a business conversation. The game can also be held in the form of phone call.
- **Exchange of views** - For this role-playing game it is important to choose a topic that excites foreign language learners are in a group. Here it is appropriate to have a preliminary script. We have the group split into pairs, and the teacher hand out a list of questions to follow. This will help the learners to reach for themselves some phrases and use the language in a practical way.
- **Job interview** - The job topic is usually a good option to start a lesson when taught to people of a higher age group. Many of them study foreign language to improve their career prospects. The game can be conducted by giving the interviewer the task of making a list of questions or given to him by the teacher, and the person in charge to rely on the acquired knowledge.

Expected outcomes and conclusions

Students practice a verbal action, which combines grammatical knowledge, expression of agreement, disagreement, request, interest in the topic, the manifestation of different emotions. Team communication often leads to self-observation, error reporting, reflexive thinking.

The minimal benefit of learning is twofold, because participants:

(1) Seek optimal positive influence.

(2) Make sense of the psychological and emotional aspects of learning and life – including feelings, environment, lifestyle, correction of complexes and misconceptions.

Evaluation of the method

Foreign language learning games are a comprehensive experience for the learner, in which components are integrated in different levels of distribution (depending on the typology of the game):

- **affective** (fun, pleasure);
- **social** (team, group);
- **motor and psychomotor** (movement, coordination, balance);
- **cognitive** (developing game strategy, learning rules);
- **emotional** (fear, tension, feeling of release);
- **cultural** (specific rules and conditions of relationships);
- **trans-cultural** (need and necessity of rules and their observance in order for the game to take place).

The game, as meaningful learning, is complex and related to experience, because it fully activates the learner and allows, through practice, to learn the language constantly and naturally, increasing their knowledge and competence. Each person experiences their individual movement in the learning

process and is visually aware of each achievement in their experience. There is a double form of student participation in the game activity:

- **synchronously** (during the course of the game) - multi-sensory motivation and participation;
- **diachronically** (during the re-execution of the game) - the competencies are constantly evolving, and the motivation is renewed, because the learners strive to achieve the goal.

Example of the work-sheet for learners

<p>Модул:1 LEARNING CAN BE FUN! THERE'S NO NEED TO RUN! (Обученето може да е забавно! Не е нужно да се тича!)</p>	<p>Модул:2 GET INTO THE BEAT! DANCE, SING & MOVE YOUR FEET! (Влез в ритъма! Танцувай, пей и движи краката!)</p>
<p>Operate and share!</p> <p>Съдействай и споделяй!</p> <ul style="list-style-type: none"> • Chains (Игри и игрови упражнения тип верижка) • Routines (Рутинни процедури) 	<p>Stretch Your Legs and Brain!</p> <p>Раздвижи краката и ума!</p> <ul style="list-style-type: none"> • Action games (Подвижни игри)
<p>Think Quick!</p> <p>Мисли бързо!</p> <ul style="list-style-type: none"> • Guessing and Searching games (Игри с отгатване и търсене) • Matching, Sorting out, or ordering games (Игри за класификация, подреждане или организиране) 	<p>Time's Up! Hurry up!</p> <p>Времето изтича! Побързай!</p> <ul style="list-style-type: none"> • Competitive games (Състезателни игри) • TPR games and activities (Игри за цялостна физическа реакция)
<p>Concentrate and win!</p> <p>Концентрирай се и победи!</p> <p>Board games (Игри на дъска) Table games and activities (Настолни игри и игрови упражнения)</p>	<p>Let's rhythm and rhyme!</p> <p>Влез в ритъм и рима!</p> <ul style="list-style-type: none"> • Musical games and Action songs (Музикални игри и песни с движения) <p>Acting it out!</p> <p>Изиграй го!</p> <ul style="list-style-type: none"> • Role-play games (Ролеви игри) • Action rhymes (Стихчета с)

Strengths of this teaching method

- Spontaneous, relaxing, creative, and stress-reducing method.
- Combining art and learning it provides an effective learning method.
- A positive way of learning and stimulates various parts of brain.
- Can be used with all levels and age groups.
- It allows students to explore, investigate and experiment within a wide range of topics.

Weaknesses of this teaching method

- Crowded classes are not suitable for this method.
- Some students might not be able to connect classical music with the learning context.
- Requires a lot of preparation on part of the teacher.
- Lack of reading or writing comprehension.
- It does not focus on a particular area of language learning.

Threats of this teaching method

- Some adult learners may not be willing to participate.
- It requires expert guidance.
- It requires an unlimited amount of time.
- For some students the music not present a comfortable studying environment – lack of concentration.
- Some students prefer visual methods.

Opportunities of this teaching method

- It involves, motivates, and activates all participants.
- Gamification of learning
- Presenting to an audience involves several skills.
- It helps to develop linguistic as well as social skills.
- It removes language and learning barriers.

Skills practised

Speaking, listening

Interesting points

- It uses all senses to learn.
- Developed by a psychiatrist and claiming to be a faster way of learning.
- It uses music for language learning.
- It encourages students to express their ideas.
- It uses the notion that human brain has unused reserves for assimilating information.

Suggestopedia

Purpose of the method

The suggestopedic method is best developed in foreign language. In suggestopedic training the knowledge is acquired:

- in a joyful and spontaneous way;
- with the help of art and aesthetics;
- through mental relaxation and unstressed concentration.

Target group

The method is suitable for teaching foreign languages to both adults and children.

Resources and materials needed for the activities

Time: 40 minutes /twice a week/

Materials: Pen, paper, markers, whiteboard, audio system.

A detailed description of the effective activities with learners using the method

Suggestopedia is a system for efficient acquisition of knowledge, in a positive and spontaneous way, without stress and tension. This method is popular in achieving results through mental relaxation and relaxed concentration, as well as with the help of art. At the heart of the method is the notion that the human brain has unused reserves for assimilating information. Their disclosure contributes to the much faster and more effective learning / from 3 to 5 times faster than in traditional pedagogy /, as well as to the longevity of the acquired knowledge.

The learning process has 4 stages: introduction, active and passive concert session, development, and presentation. At each stage of the training, basic principles for suggestopedia are used, with help for the fast and effective assimilation and long-term memorization of the new knowledge.

The first stage of training is the introduction. The material that is set for the respective lesson cycle is presented in an artistic way. A casual situation is created, resembling an event from everyday life, in which the grammatical and lexical structures, as well as the atmosphere and the theme of the respective new lesson, are purposefully intertwined.

The second stage consists in conducting the so-called concert sessions that help memorize the material. They are an expressive reading of the teaching material by the teacher against the background of specially selected classical music, which in the first session is intoned in order to emphasize the individual units of the language, and then at normal speed, and rather conveys the basic meaning of the text. In the first part, learners can watch the text and the translation, while in the second, they just listen and enjoy the music that sounds.

The third stage is the development of the already presented material in the form of fun reading, games, theatre, and dance. Through the pleasant relaxed atmosphere and spontaneous expression of the participants in the communication, the language barriers are removed, creativity is stimulated and the emotional tone of the students is increased. At the same time, a large part of the material already submitted at the passive level is activated.

The fourth stage, or presentation of the students, is at the same time consolidating the knowledge and giving an occasion for individual performance. At this stage, speaking skills are further stimulated and developed, and good feedback is also given to the teacher for a job well done. This is also the

moment when each participant can evaluate their achievements for themselves, which has a positive effect on motivation.

Evaluation of method

The suggestopedic courses for the first 5 weeks of learning a foreign language do not write, but develop speaking, listening, reading skills - skills that give a huge amount of material to the brain, and it has a chance to absorb this information. The next course already includes the skill of writing.

As a law in suggestopedia is to transmit a huge amount of material, in which, however, the idea is to see the whole picture, to feel the melody and rhythm of the language. One grammatical unit will not be submitted, but 20 grammatical units (all tenses, verbs, pronouns, adjectives) will be submitted so that we can communicate easily. Therefore, on the 5th day, we will be able to make our speech rich. And although at first, it seems chaotic compared to tradition, little by little things are arranged.

The material is intertwined in a very interesting story because it is easier to remember throughout history because it is very interesting to us because the goals are there because when they tell you something that touches you, you get involved, you experience it.

Foreign language training for adults is conducted as follows:

- Decryption (introduction) - each new lesson began with decoding the material.
 - It is short emotionally and logically condensed, so in the most synthetic form presents the most important of the vocabulary and grammar, which is provided in the suggestopedic lesson.
- Active concert session – used musical works that are emotional, with a rich melody and harmony (Haydn, Mozart, Beethoven).
 - The teacher reads the text of the lesson, intoning it solemnly according to the nature of the musical work (musical style, tempo, dynamics). Students follow the text of the foreign language in the textbook at the same time. During the active session, a large amount of systematized information enters the paraconsciousness, where long-term memory is located.
- Passive (pseudo-passive) concert session – the musical works are preclassical and are characterized by rigor in content and form and with intellectual introspection.
 - The teacher sits comfortably, correctly and very calmly relaxed, waiting for the students to imitate spontaneously and begins to read normally, both in ordinary speech and artistically as far as dialogue requires it. The music in this session is mainly a background for relaxation but runs with the power of a normal concert. Students listen, it's the textbook closed.
 - Developments - in the following days the lesson taken is developed through a choir reading, role reading, dialogues, role and didactic games, and songs.
 - In this way, the information received in the mind is extracted in the mind paraconsciousness during the active session.
 - Baseline - part of the baseline is taken a few days before the end of the course in the form of stimulating written tests, conversations, etc.
 - During the course, light tests are given for stimulation.
- Closing of the day - the course ends in a solemn way, with performance (if students wish).

Walky - Talky English

By adopting a learning outdoors approach, we remove some of the barriers that the traditional classroom can put up between the adults or seniors and proper real-life experiences. Outdoor learning is hands-on and straightforward, thus the knowledge which learners gain from it is not only real but also unforgettable. It provides a space for learning beyond subject boundaries, so that learners can make connections between different areas of learning. Through interdisciplinary activities of this kind, seniors can develop their knowledge, understanding, organisational skills, teamwork and the ability to apply their learning in untried and challenging contexts.

Perhaps one of the most outstanding characteristics of outdoor learning is that learning is contextualised within the world and life beyond formal settings. Similarly, the variety of contexts and environments for learning is unlimited: you can learn in a café, during a outing, a trip, in a theatre, etc. Aged people can learn about any topic in the outdoors in the appropriate context while adopting healthy habits such as walking, socialising, etc.

There is a high number of opportunities for personal achievement when talking about outdoor learning. This kind of learning enriches the learners' life experiences, developing confidence, progress and achievement. It allows adult learners to develop intellectual, physical, emotional, aesthetic and spiritual skills simultaneously.

Senior learners might have limitations regarding their physical conditions however, the aim of this activity is to learn and enjoy walking while learning; education remains the primary goal regardless the environment in which it takes place. Furthermore, it is advisable to avoid causing any distress or unpleasant experience.

Transversal competences and soft skills are expected to be learnt unintentionally (that is informally) during the walk. Following are some special remarks you can take advantage of:

- The habit of walking is acquired by learners as an enjoyable physical exercise, carried out in natural environments (as natural parks) or cities (citizenship perception), and it can be linked to the promotion of a healthy lifestyle (diet), green attitudes (recycling and conservation) and learning (animal or botanical related concepts, rural towns or places, citizenship awareness in case of walking in the city).
- Promote a sense of group, by repeating this activity during a whole semester (once or twice per month), where learners can get to know each other and create social support and friendship connections. The aim is to reduce isolation and sedentary attitudes.
- Create the perception of an enjoyable physical exercise. In this way, walking and other physical exercises will be put in practice following the end of the activity.
- Create a sense of accomplishment, team aims and promote effort-driven success.
- Promote the EU policy about Healthy Ageing and World Health Organisation priorities.

Purpose of the method

Based on the results of the survey taken in our previous projects, the main life goal for Czech seniors is to be physically healthy. This goal is consistent with the main reason of seniors to get involved in physical activities that is *Fitness*. Having put the results together, we can consider that the need of social interaction, personal challenges and fun are functionally subordinated to the physical health.

From this point of view the physical health appears to be more valuable because it is a necessary condition, a base for other needs satisfaction.

The following motives for the physical activity are: *Social reasons* (to be with others and having social interactions), *Competence* (desire to fulfil personal challenges) and *Enjoyment* (the pleasure of getting fun).

English courses are very popular in the Klub Aktiv, the club members apply to the course regularly every year.

Considering all the above-mentioned facts we decided to put together the physical activity with learning English for its relatively easy feasibility:

- eager students;
- enthusiastic lecturer;
- interesting methodology for learning (thematically based approach);
- suitable natural locations for the walk and talk lessons.

Target group

Learners of the regular English language course, regardless the actual level. This methodological approach enables to use the walk and talk and language learning of any combination that suits the course plan and interests of the learners' group.

The size of the group should consider the location of the walking activity and available equipment (either the flash-cards and/or group chat devices).

Resources and materials needed for the activities

Time: 1-2 hours (based on the location for the walk)

In case of the paper-based version the trainer needs to have prepared the flash-cards and task sheets for all group members. In case the group will work online using a group chat apps of devices, the trainers need to ensure all of them can use the app and/or the equipment.

The trainer may decide to take pictures from the walk and use it for the further review of the lesson.

The map of the walk path will be helpful.

Objectives of the method

During the thematic lessons the learners will:

- learn and practice new vocabulary (depending on the natural environment selected for the walk);
- learn and practice selected subject matter (for example certain grammar tenses or any other matter that fits the general course plan);
- train the body by a swift walk and deep breathing;
- relax in the beautiful natural environment.

At the same time the learners will acquire certain soft skills and benefits, especially:

- increased self-confidence;
- increased feelings of health and well-being,
- reduced feelings of isolation,
- increased engagement in the community,
- increased mobility,
- reduced stress,

- developed and maintained cognitive development.

Methodology

- Thematic walk and talk language lessons combine together several training characteristics in an interesting synergy: the actual language lesson aimed at learning (or even mastering) certain subject matter will be held in the natural environment with many incentives coming directly from what the learners/class can see or feel, while breathing the fresh air during the swift walk.
- The lecturer will lead the talk, repeat the subject matter using the new thematic vocabulary and let the class absorb it according to the learners' optimal learning pace.
- To support the learning process the lecturer may prepare flashcards with the new vocabulary and instruction cards with individual tasks for each student.
- The class is estimated to take approximately 1 – 1,5 hours. In case of a very good conditions, the walk itself may last longer with or without the learning part (that may be partly or fully repeated, depends on the lecturer).

For the walk and talk lessons we use several suitable locations, for example:

- Natural reservation Vrbenské rybníky (system of ponds with plenty of water fauna)
- Klet – tourist forest area
- České Budějovice city centre

Detailed time table and lesson plan

The time table should be prepared for each lesson individually, considering the walk environment, English matter and the physical state of the class.

Physical activity	English lesson	Time estimate
Walk	Perception of the environment /walk / run / other exercise	10 min
Stop	Hand out the flash cards, quick look on the cards (vocabulary), training of the pronunciation – in group	5 min
Walk	Learners memorize the vocabulary during the walk	10 min
Stop	Group work, trainer repeats vocabulary aloud and points at the items Hand out the instruction card Trainer goes through the instructions in group	5 min
Walk	Learners do the exercise on the instruction card individually, repeating them during entire walk period	10 min
Stop	Group work on the exercises one more time, trainer asks learners, they answer, trainer corrects the mistakes	10 min
Walk	Learners memorize vocabulary one more time, using selected features from the grammar matter Learners do the exercise one more time using the instruction card	10 min

Expected outcomes and conclusions

- To learn the thematic vocabulary (depends on the environment).

Atlas: Approaches to language acquisition for adult students

- To learn and practise the English Grammar matter (tenses, numbers, prepositions).
- Focus on the swift walk between the checkpoints.
- Focus on the actual learning during the walking parts when the body is maximally oxygenated.
- To take photos/videos (to remember the walk, to repeat the impressions, to use them for the next lesson – description of the story, using past tenses ETA.).
- Take part at the happy ending in the cake shop after the walk (important part of all activities for seniors).

Possible risks that may happen and how to avoid them

The following remarks are our impressions and suggestions taken during the walk and talk English classes:

- Good time plan is necessary.
- Focus on activities during the walking.
- Flash-cards are very helpful.
- Town environment is very good for training the prepositions, and present simple x present continuous tenses.
- Balanced physical capacity of the learners is inevitable.

Evaluation of the activities/session/method













This approach doesn't require any special evaluation, the regular evaluation of the students/group progress in English is enough.

The method can be used in any course and class. We recommend to split the lessons among those in the class and those that will take place outdoors, and adapt the lesson content to the environment where the lesson will take place.



Example of the work-sheet for learners

Flash-cards (example, scanned, mirror format):

 <p>Větev</p>	 <p>Pták</p>	<p>bird</p> <p>[bæ:d]</p>	<p>branch</p> <p>[brɑ:ntʃ]</p>
 <p>Vzduch</p>	 <p>Voda</p>	<p>water</p> <p>[wɔ:tə]</p>	<p>air</p> <p>[e:ə]</p>
 <p>Keř</p>	 <p>Brouk</p>	<p>beetle</p> <p>[bi:tl]</p>	<p>bush</p> <p>[buʃ]</p>
<p>bee</p> <p>[bi:]</p>	<p>leaf</p> <p>[li:f]</p>	 <p>List</p>	 <p>Včela</p>
<p>butterfly</p> <p>[batəfla:i]</p>	<p>sun</p> <p>[sʌn]</p>	 <p>Slunce</p>	 <p>Motýl</p>
<p>walk</p> <p>[wɔ:k]</p>	<p>path</p> <p>[pa:θ]</p>	 <p>Chodník</p>	 <p>Procházka</p>

Instruction card (example):

1. Describe what you see. Use phrases: I can see... There is...

Example: There is a pond. I can see tree (trees). There is a sun.

2. Say aloud:

I can see a path.

This is a pond.

There is a duck.

I am on the walk.

The sun is shining.

This is a tree.

There are branches and leaves on the tree.

I can see a flower.

I am breathing the fresh air.

It is windy. (It is not windy today).

There are fish in the pond.

3. Ask your colleague:

How many trees do you see? (Many...)

Can you see any bushes?

How many flowers are there?

Can you see a bee (butterfly, beetle)? I can see none.

How many fishes there are in this pond?

Strengths of this teaching method

- Activating and motivating method – good for discovering your environment.
- Group activity as well as activity for pairs and individuals.
- Learning in unusual, however relaxing and real environment.
- Very flexible method, it can cover a wide range of topics, great for learning vocabulary.
- Practical and real application of knowledge obvious to students

Weaknesses of this teaching method

- Those left behind may be tempted to chat in native language.
- It requires a very thorough preparation and flexibility on part of the teacher.
- It is impossible to make notes during these classes.
- It cannot be used with larger groups.
- Less suitable for advanced students, and more of an addition to normal classes.

Threats of this teaching method

- The outdoor environment may cause problems – noise, crowds, weather, etc.
- The lesson could get disorganised.
- Some sitting breaks should be considered too.
- Focusing on grammar while walking may not be a good idea.
- Losing attention due to lack of interest.

Opportunities of this teaching method

- Learning by seeing and feeling.
- Combination of learning and physical activity.
- Can be done with all age groups.
- It promotes bonding in the group.
- Reaching transversal curricular objectives.

Skills practised

Speaking, listening

Interesting points

- It is great for memorising vocabulary.
- It is more than just a language learning.
- Gaining physically and intellectually.
- You learn and make memories at the same time.
- You can repeat this activity many times – providing different environment and topics.



More than one story

Purpose of the method

Teach the Swedish language.

Target group

Migrant women, 10-15 participants.

Resources and materials needed for the activities

Time: 45 minutes

Set of cards with messages in Arabic and Swedish language.

Detailed description of the effective activities with learners using the method

Thanks to the simplicity of the concept behind *More Than One Story*, our card game is being used in just about any setting where people have an opportunity to learn to know each other. Even if our method requires no specific training and everyone is able to lead the game after reading the simple instructions found on a card inside the deck, we offer here some advice on how to lead the game. The most important thing to remember is to read the instruction card very carefully for all who will be playing and follow these simple instructions.

Usually, it is best to sit in groups of four to eight people, but the game can be played by only two people who want to get to know each other, or in larger groups up to thirty people if everyone wants to practice the art of listening. Families and friends can play together, yet if the purpose is to help people learn to know others, then attention needs to be paid to how the groups are created, so that people don't just sit with those they already know.

Start with a short presentation of all the players. The presentation is very important if all the members of the group do not already know each other very well. It's usually best to let everyone just say their name, and answer one question, like "Where do you go to school?" or "Where do you live?" or "What is your favourite hobby", etc. Each time new groups are formed or new people enter the group, it is important to lead this short presentation. The quality of play is increased by this since it helps everyone feel safe and included.

The next step is to find out who is the oldest so that this person can start. This is usually a moment that creates laughter and relaxation as people try to find out the answer to this question. The cards are placed on the table so the questions are facing down, and the oldest person picks the top card and reads it out loud. (If you do not have a deck in your language, the card can be read by someone in English and then translated into the language you are playing in and then everyone can play in that language.) As long as a person holds the card in his or her hand, it's like a "talking stick". Only that person is telling the story. Others may ask questions but may not interrupt or tell their own stories. The person keeps holding the card as long as he or she wants to keep telling the story or answering other people's questions. When the player no longer wants attention, he or she puts the card down. This can also become funny because some people put it down quickly when the questions get sensitive and everyone usually laughs at this behaviour, in a friendly way. If someone picks a card and can't think of a story the leader or others can help with asking questions, and if the person still can't think of a story, then let him or her pick another card, or two more until a good story pops up.

The leader can help in the beginning. First, by inviting people to play, and allowing some who are shy or hesitant to just sit and listen. Usually, after a round or two, the leader can ask if those who have just been listening want to tell a story, and usually most people will eventually want to take a turn. Yet it is not a problem if someone just wants to listen. The leader can also help by actively listening,

asking some questions, and by telling personal stories. Usually, the first rounds, or sometimes even the entire first time a group plays, will remain a little superficial. But once someone tells a deeper story, people usually follow this example. So, the leader can “deepen” the atmosphere by sharing feelings and personal experiences. Each group tends to control itself and goes as deep as everyone feels comfortable going. We have never had any negative experiences arising, nor have we ever heard of anyone having these problems. It is a very safe game and people comfort each other if the need arises.

The leader can also make it clear what time frame the group has to play. Usually, we don't time each turn because it creates stress, but a leader can sometimes say it's time to move on to the next player. Usually, the group controls its own balance of time, and if everyone forgets to keep playing and is just having a great time talking, letting go of the game and letting people talk. If one or two are taking over the conversation and you feel someone is being left out, then you can suggest that the next player take a card.

People keep picking cards, taking turns clockwise. One important rule in the game is that each player picks a new card each time. This is because if you do not know what card you will get, then you will not be able to prepare your own story and you will instead be able to focus on the person telling the story. If everyone would tell the story around the same card then nobody would be listening completely.

It's always good to have some time to reflect on everyone's experience after the game is over. We often play in smaller groups but then ask everyone to gather in a large group to talk about the experience. If there is time left then the larger group can be divided into new smaller groups so more people can get to know each other. 45 minutes is enough for a group to get a short introduction, play, and then reflect five minutes. Often people like to sit for hours and play. Sometimes we have put out cards at each table during dinners for large events and people have continued playing in the early morning hours.

Evaluation of the method

More Than One Story has proven to be a valuable tool for social workers, teachers, religious leaders, event coordinators and youth leaders. Wherever fears and prejudices tend to keep people isolated from those who seem different, *More Than One Story* is being used to facilitate the process of integration and inclusion, the opening of hearts and minds. Playing *More Than One Story* awakens empathy, compassion, understanding and appreciation for the unique experiences of each person; it brings strangers together and deepens communication among family and friends. The cards do not ask for opinions which can often lead to discussions. They ask for personal experiences and the feelings connected to them, feelings we all have in common. *More Than One Story* empowers individuals and organizations who wish to work for a more harmonious world.

Strengths of this teaching method

- Gives an opportunity to tell own stories and share them in the class.
- It is a good ice-breaker as it connects through stories, the students would not be normally willing to share.
- Allows students to focus more on communication than accuracy.
- It creates a trusting atmosphere- sharing of common feelings. It involves everyone in a group.
- Practice of speaking skills and vocabulary. It improves fluency and presentation skills.

Weaknesses of this teaching method

- Not everyone may like sharing their stories – unsafe environment.
- Not for all language levels and emotions could be stressful.

Atlaas: Approaches to language acquisition for adult students

- Some students may find it too long or a too short exercise.
- Improves speaking and listening abilities only.
- Does not cover all four language skills and has no specific borders.

Threats of this teaching method

- Unwilling participants – insufficient vocabulary and grammar, shyness, cultural obstacles.
- Overuse of body language and non-verbal communication.
- Could bring out very sensitive topics and strong emotional responses.
- Some students may fear that the teacher is trying to intrude their private life.
- Should be used in balanced groups only.

Opportunities of this teaching method

- It gives chance to empathy, compassion, and understanding.
- Intercultural and interpersonal sharing and interaction.
- It helps to overcome fears and improve self-confidence.
- Practising speaking in a natural way.
- It contributes to creating a socially bonded group – can be used in cafés, parks etc.

Skills practised

Speaking, listening

Interesting points

- Variety of experiences, yet the same feelings.
- The cards provided a fruitful conversation.
- Each participant decides about length of his/her speech.
- It is like a group therapy.
- A great socializing activity.



Flashcards

Purpose of the method

Acquisition of new vocabulary.

Target group

Flashcards are a great supplement to contact lessons and are used by students as an individual learning method. While the foreign language grammar can be explained at the lessons, many students face a lack of vocabulary. Flashcards help them learn new words and expression in their own pace, enriching the vocabulary when the words in the passive memory are passed to the active memory in case the vocabulary is polished in active usage.

Resources and materials needed for the activities

There are two main types of flashcards:

- online;
- physical.

Offline flashcards:

- Can be the handout material provided by the teacher for a specific lesson (e.g. a flashcards package for a certain topic with a significant number of new words and expressions). Such packages usually come as documents in .pdf format and their printed A4 version. Many of the flashcards ready-made solutions are free of charge and require only a smartphone/computer. Printed cards can also be double sided, with target language content on one side and the source language translation on the other. In most case the translation is not present on the same side of the flashcard as omitting the source language is the most effective proven method of new vocabulary memorizing. Instead, the words on the flashcards are usually illustrated, which results in faster concept recognition and faster learning.
- Can be created by the students themselves using just paper cut in small rectangular cards.

Online flashcards:

Are available as content of mobile applications and online solutions. Some of these services offer ready-made study units that come in theme packages (eg Nature, Body parts, Fruits etc), and in some the users are able to create the flashcards packages with selected self-made content they want to memorize.

Objectives of the method

Acquisition of new vocabulary, involving passive and active memory.

Skills gained by this method

1-Flashcards engage "active recall"

When using the flashcards, the student engages a mental faculty known as active recall: they are attempting to remember the concept from scratch rather than simply to recall the translation in their mother tongue. Active recall has been proven to create stronger neuron connections for that memory trace. And because flashcards can so easily facilitate repetition, they are the best way to create multiple memory-enhancing recall events.

2-Flashcards utilize metacognitive faculties

When the students reveal the answer side of a flashcard to assess their correctness, this self-reflection is known as metacognition. Research shows that applying metacognition tends to ingrain memories deeper into knowledge.

3-Flashcards allow for confidence-based repetition

The practice of confidence-based repetition is proven by decades of research to be the most scientifically optimized way to improve memory performance.

Step-by-step description of the method

The process of using the flashcards depends on their type. Each mobile app/online service offer their own study solution. In case of paper flashcards, the student tosses the pile of prepared flashcards, reads them one by one (often reading them aloud if the environment permits) and checks themselves to make sure they remember the translation.

Expected outcomes and conclusions

The outcome of the flashcards is significant increase in the learnt vocabulary and expressions.

Possible risks that may happen and how to avoid them

The first result of working with flashcards is adding the new study items in the passive memory. In case of lack of training, the vocabulary will not be moved to the active memory inventory.

Evaluation of the method

Evaluation criteria

As this is often a supplementary method, the teacher might evaluate the student's overall increase of vocabulary.

Frequency, levels etc...



This method is universal and works with all languages and language levels, even though basic language level. The frequency of usage depends on the personal preferences of the students, but the studies show that study time up to one hour per day proves to be most effective.

Some further sources:

<https://www.brainscape.com/blog/2011/04/reasons-why-flashcards-are-so-effective/>

Example of flashcards package:

<p>europaean ADULTS Nature</p>  <p>archipelago</p>	<p>europaean ADULTS Nature</p>  <p>bay</p>
<p>europaean ADULTS Nature</p>  <p>beach</p>	<p>europaean ADULTS Nature</p>  <p>branch</p>

<p>europaean ADULTS Nature</p>  <p>bush</p>	<p>europaean ADULTS Nature</p>  <p>cave</p>
<p>europaean ADULTS Nature</p>  <p>clay</p>	<p>europaean ADULTS Nature</p>  <p>cliff</p>

Gallery Walk

Purpose of the method

Investigation, reflection, connecting and synthesis.

Target group

The Gallery Walk is a learning and a discussion method and a very effective technique for classroom management that gets students active and more engaged. In addition, in the Gallery Walk method, students are given the opportunity to develop their full creativity, debate, participate, discuss, provide peer feedback, flexibility, to develop the students' public speaking skills and team-building skills, and to promote higher-order skills and emphasize collaborative and constructive learning. The method includes the activities that are followed by groups of students (usually divided into 4) to complete tasks together and then exhibit the works while walking to other groups. It includes posting of the student's work and presentations around the classroom where the students walk around the classroom and look at each other's work as in a gallery. Groups then move from station to station, learning from each other's presentation and leaving feedback for the creators of the presentations.

Resources and materials needed for the activities

A gallery walk is an instructional method encouraging performance of higher-level cognitive tasks like synthesis and evaluation. The objective of the Gallery Walk is to enable students to read and understand a specific application and then teach their fellow students. The Gallery Walk method can be conducted as:

- a classroom group work;
- online;
- with computers "computer run";
- with poster chart papers.

Each group will be given a specific article to study. There will be a specific set of questions which have to be answered for the topic. On the day of the walk the group will have 30 mins to make their "posters". At the end of this time the students will re-group and study and learn from each other's posters. The method could be conducted traditionally and electronically or online.

- Traditional gallery walks usually involve physical stations where students/teams perform some tasks, e.g., answer a question or evaluate content, rotating through each station.
- An online/electronic gallery walk recreates this process virtually by locating the 'stations' in a document or other software platform.
- Electronic gallery walks can be employed when learners are not physically in the same space, or with larger groups because time spent 'rotating between stations' is vastly reduced.
- Electronic gallery walks also work well for asynchronous activities.

Objectives of the method

To promote higher order thinking and questioning skills, develop student's full creativity, debate, participate, discuss, provide peer feedback, flexibility, develop student's public speaking skills and team-building skills, and emphasize collaborative and constructive learning.

Skills gained by this method

Higher-level thinking, team-building, listening and writing skills, improving public-speaking.

- For students: It is an opportunity to develop various skills, to see the work of other students in order to share ideas, thoughts and be inspired and supportive to each other, and get to

know different perspectives about the same topic. In addition, gallery walk can also include higher-level thinking tasks like evaluating specific components of the other work or analysing patterns across all of the samples and can be used in various tasks. The advantage of the method is the flexibility and the variety of the benefits for students such as development of team-building and listening skills, improving public-speaking skills. Disadvantages are that some students may not actively participate in the knowledge construction but also some students may prefer to learn individually.

- For educators: It is an opportunity to deepen the student's understanding of particular concepts, can be used to understand student's previous knowledge. Teacher-led.
- The objective is to promote the higher order thinking and questioning skills but if students aren't familiar with a gallery walk or need more time to reflect on the student solutions then perhaps an online gallery walk could be a worthwhile alternative. There are various applications that provide with an online canvas and allows to post online stickers, pictures, videos and attachments as well as URL. By sharing the URL would allow others to post stickers as well.
- By using online gallery walk, students could post their comments/questions in class or at home and have time to reflect on student work and pose thoughtful questions and comments. Groups could review the feedback the next day and prepare the presentation of the solutions to the class.

Step-by-step description of the method

The method includes posting of the student's work where the students walk around the classroom and look at each other's work as in a gallery. Here are few general steps to follow:

- Step 1. The teacher breaks students into groups of 3-4, and each group is given a different colored marker. Assigning each group, a different color enables the teacher to be aware of what each group is contributing and allows the opportunity to check back with students about potential misunderstandings.
- Step 2. Each group selects a person to be the recorder, who will be responsible for writing at each station.
- Step 3. The teacher explains to students that they will have a set amount of time to discuss and then write their response at each poster and will need to consider the prompt on the poster, adding their response, based on the reading.
- Step 4. The teacher explains that as students rotate through the stations, they should pay attention to what groups before them have contributed and can add on to the other groups' comments.
- Step 5. The teacher sets timers to remind students to rotate, and should circulate the room during the activity, perhaps even engaging in the activity by posting questions or adding comments to build upon students' thoughts.
- Step 6. After each group has visited each poster, the teacher initiates a whole-class discussion about how this activity will inform the next. For example, a gallery walk is a great way to capture thoughts for pre-writing.
- Step 7. As a formative assessment, students can then respond to the Writing Prompt in the school online boards and forums.

Expected outcomes and conclusions

Gallery Walk is a discussion method and very effective technique for classroom management that gets students active and more engaged. Gallery walk can be used in various tasks, and it can include higher-level thinking tasks like evaluating specific components of the other work or analyzing patterns across all of the samples. The Gallery Walk is a learning model in which the activities are followed by some groups to complete tasks together and then exhibit the works while walking to other groups. Student group presentations are posted around the classroom creating a circuit, and it can be applied also online or digitally.

Atlaas: Approaches to language acquisition for adult students

Summary:

- Learning strategies: Connecting, Synthesizing
- Skills: Higher-level thinking, Team-building, Listening and Writing Skills, Improving Public-Speaking
- Lesson Plan strategies: Investigation, Reflection, Synthesis
- Content area: Languages, Science, Social studies, Math
- Learning strands: Listening, Reading, Speaking, Writing, Numeracy
- Common Core Instructions: Metacognition, Text-based Answers, Building Knowledge and Discipline, Balancing Literary and Informative Text

Possible risks that may happen and how to avoid them

The advantage of the method is the flexibility and the variety of the benefits for students such as development of team-building and listening skills, improving public-speaking skills.

Disadvantages are that some students may not actively participate in the knowledge construction but also some students may prefer to learn individually.

Evaluation of the method

Evaluation criteria

Assessing performance, enhancing retention and transferring teaching method.

Gallery walk can be evaluated also by involving oral and written presentations by using sample rubrics to evaluate different aspects in the gallery walk, such as the quality of oral and written reports.

Frequency, levels etc...

The method is universal and works with all languages and language levels. The frequency of usage depends from the group of students, but the time per session is 15-60 minutes and it can be done also in several sessions.



Example of the Gallery walk method in the classroom

Example 1. Gallery Walk for an English class:

A gallery walk can be used as a review:

- Let's say a teacher wants to review character traits of main and supporting characters in a novel. As a review, the teacher puts all of the major/minor characters on their own separate sheet of butcher paper and then hangs a paper at each station in the classroom.
- Under the character's name, the teacher writes a question pertaining to personality traits that concern this character in the novel. Then, the teacher can give each student sticky notes or writing tools that can be used to write a response to each question.
- The students are broken into groups and are given an allotted amount of time to respond at each station. Each student writes his/her answer on a sticky note to place on the butcher paper or writes with a marker directly on the butcher paper.
- As they move from station to station, students should try to think of responses that are different from those of their classmates, so for this type of gallery walk, it is best for each question to be open ended or have multiple answers.
- At the end, the teacher asks a representative of each group to present a station to the class.

Example 2. Online/Digital Gallery Walk

- Digital gallery walk gives students more permanent access to the rich discussion that occurs in a gallery walk. Rather than using chart paper and markers, teacher can create a Google Slides presentation that can be shared with students after the exercise for later use.
- Implementation Steps:
- Follow implementation steps for Gallery Walk, but instead of posting questions, problems, and statements on chart paper, create a Google Slides presentation with one question, problem, or statement on each slide.
- Consider using images connected to the text on each slide to help support students' thinking.
- Place one device at each station location, open to a different slide.
- Students will rotate through the stations, recording their discussion on the appropriate slide.
- Upon completion, share the entire presentation with students. Having access to the entire gallery walk discussion will support students in addressing the writing prompt.

Some further sources:

<https://www.pinterest.com/pin/482659285048257519/>

<https://betterlesson.com/strategy/387>

Language cafe

Purpose of the method

To practice L2 language (and languages in general) in an informal way, especially focusing on spoken language and improving conversation and communication skills. The language café is easy to establish, only some preparation work is needed for finding a suitable venue (or it can be organized in the classroom), as well as some tutors for different languages where needed.

Target group

The group of learners can vary from big to small – in a big language café, there can be several different groups/tables for different languages, or the same language can be divided into several groups/tables. To ensure effective communication, the groups/tables should be 4-6 persons in size.

Resources and materials needed for the activities

Time: 1-2 hours

Resources: Pen, paper, flashcards, games, worksheets, books, texts – different kinds of material can be used to facilitate discussion and provide topics and themes for the language table. These can include flashcards that have pictures or words for basic vocabulary (for beginners), discussion and debate cards with different topics that can be discussed (for more advanced), and games, such as word explanation game (each person explains a word and the others have to guess), name game (each person gets a name of a known person and has to describe them), memory game and many others. Also, other material can be used, such as different exercises on worksheets, or books and texts for discussing together.

Objectives of the method

A language café is an informal way to practice speaking and spoken communication in a second language. It is also a very good way of creating community spirit and social relations within a group, for example students on a course can get to know each other better, or migrants can practice the native language of their new home country and a way for locals to practice the languages migrants speak and to teach their native language. It is also a good way of creating social contacts and integrating migrant learners in the home country by meeting locals and learning about the culture.

Skills gained by this method

Improving spoken and communication skills in a second language, learning to create social connections in a second languages. The learners can also learn about other cultures when speaking with learners from different cultural backgrounds.

Step-by-step description of the method

The language café can be organised once a week or several times a week either in a classroom or in a more informal venue, such as a café, restaurant, library, etc. The organiser will have signs for the languages spoken in the cafe, which will be placed on different tables. It helps to be organised, even though the participants should be able to choose freely which languages they would like to speak or teach (depending how many languages there are available).

If possible, there is a tutor at each table who is a native speaker of the language spoken at that table, and they facilitate the conversation by offering topics or providing material, such as picture cards for beginners, or discussion or debate cards on different themes or topics for more advanced learners (as described above). Also different games can be played that require the use of vocabulary, such as word explanation game or memory game.

Expected outcomes and conclusions

Strengthening the learners' skills in speaking and communicating in a second language, as well as creating social connections between a group of learners. The learners will become more confident in using the spoken language in L2. In a group with learners from mixed cultural backgrounds, the learners can also learn about other cultures and share information about their own.

Possible risks that may happen and how to avoid them

As the method is based on social interaction, there may be issues such as conflict among some persons in the group. This can be solved with having at least one or two tutors who facilitate discussion and supervise the situation. It also helps to provide material (such as discussion topics) that are suitable for each target group.

Evaluation of the method

Evaluation criteria

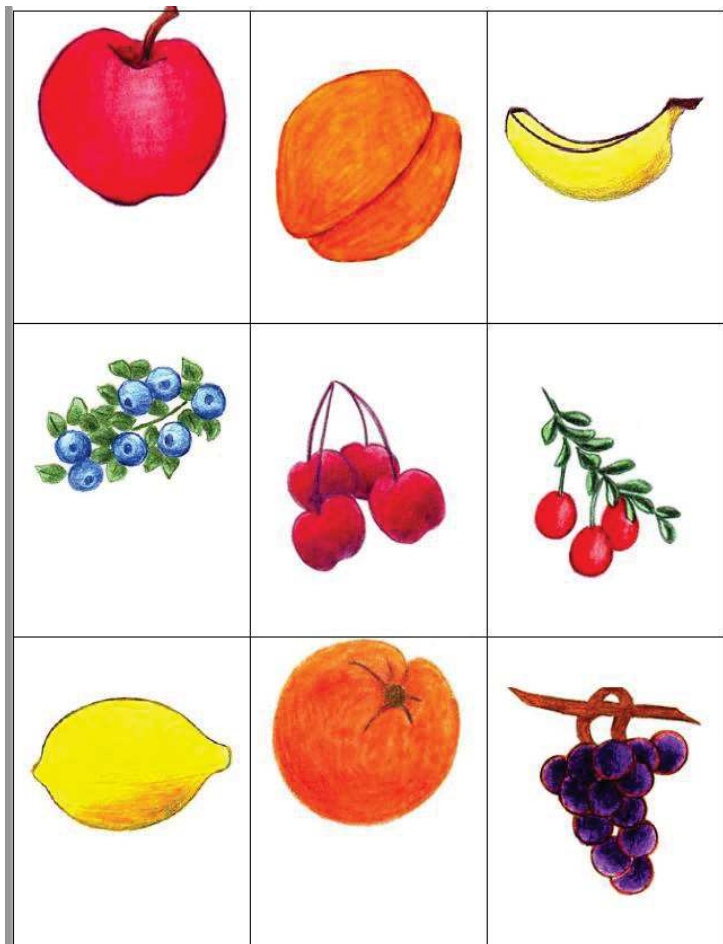
The method is very informal and therefore more difficult to evaluate, but the benefits can be seen in oral communication. The method can be useful when practicing for an oral exam, for example.

Frequency, levels etc...

The method is suitable for all levels of students, and different groups/ language tables can be formed based on the level of the group.

Example of the work-sheet for learners

Example of flashcards (pictures of fruit)





Café Lingua language café, Finnish table - in Helsinki, Finland

Strengths of this teaching method

- Social interaction as well as communication.
- It can include many teaching methods and is easy to implement.
- It provides learning done in non-formal and friendly environment.
- It includes everyday language in a real environment.
- All members of the group may share their knowledge, exchange ideas, and support each other.

Weaknesses of this teaching method

- Pronunciation or grammar structures are not under control.
- It is not consistent and it may be hard to follow the progress.
- It could not be implemented during the Covid19 pandemic.
- Focused on spoken language – no reading or writing included.
- Probably more than one teacher is needed.

Threats of this teaching method

- Problems with people coming from different backgrounds and cultures – possible misunderstandings and clashes.
- Very informal, some students may find it a problem.
- More suitable for big language schools or organisations – suitable venue.
- More active students might take over and “rule” the activity.
- It has no clear structure and therefore some students may not find it suitable.

Opportunities of this teaching method

- It contributes to improvement of communication and social skills.

Atlaas: Approaches to language acquisition for adult students

- Learning about other backgrounds and cultures.
- It can be organised in both informal and formal locations.
- It may be applied for consolidation of knowledge.
- It may involve volunteering and social bonding.

Skills practised

Speaking, listening

Interesting points

- Several topics may be available at the same time.
- Flexibility of the method.
- Big diversity of attendees.
- Language tables and corners.



Pronunciation with a voice recognition software

Purpose of the method

Provide students with self-learning tools to improve their pronunciation

Target group

These are self-learning tools that can be used both individually and in small groups with or without the presence of a teacher.

Resources and materials needed for the activities

- Time: If the activity is carried out in a small group, a script can be prepared for a duration of between 15 and 30 minutes.
- Resources: For small group activities, a platform like Google Meet (or any platform that allows automatic subtitle generation). For individual pronunciation practice, any cell phone application with voice recognition (Siri, Corta, Alexa...)

Objectives of the method

Provide L2 students with self-learning tools to improve their pronunciation To make the L2 student aware of his own pronunciation and to strive to improve it so that the listener can understand what s/he is saying

Skills gained by this method

Pronunciation improvement

Step-by-step description of the method

Small group activity:

The teacher prepares a script with phrases that have been previously worked on in class. A video conference is organized with the students. Everyone must have camera and microphone activated and the option to generate subtitles in the target language in automatic mode.

We can carry out different activities in which we will ask the students to say a certain phrase in the L2, for example:

- Translate the following sentence into L2.
- Ask your partner the following question.
- Read these pairs of words that have similar pronunciation (these/this, much/match...).

Individual activity:

As homework, students take home flashcards with phrases and/or words they have worked on in class. Individually, they practice their pronunciation with their cell phones and strive to get the software to recognize exactly the word or phrase they want to say

Expected outcomes and conclusions

Students gradually improve their pronunciation.

Since these activities are prepared especially for the target group, teachers will focus on those specific aspects of pronunciation that their students need to improve.

Possible risks that may happen and how to avoid them

Risks derived from the lack of knowledge or malfunctioning of the software:

Teachers must be sure that students have the necessary skills to use the software and have the appropriate technical means. They will also make sure that the chosen software works and is accurate enough to recognize voice in L2 without causing extraordinary difficulty.

Adaptation of the difficulty of the chosen phrases to the level of each student:

Teachers must choose phrases and vocabulary that, in addition to being significant for the students, represent an achievable challenge so that this educational tool is motivating and not a source of frustration.

Evaluation of the method/

Evaluation criteria

Both group and individual activities are self-evaluating as the software indicates whether the pronunciation is understandable.

Frequency, levels etc...

These activities can be carried out in parallel with the other activities involving the rest of the skills (Reading, Listening, Writing) of the L2 classes so that they can be a useful tool for evaluating the "pronunciation" aspect of the "Speaking" skill only with the phrases and words he/she has prepared. It is the student who decides if he or she masters the content and may or may not progress.

Example of a script for a small group activity

T: teacher

A, B, C and D: students

"A" asks "B" if she knows where the nearest pharmacy is. "B" asks "C" where he can find cans of peas. "C" tells her that the cans of peas are on aisle three in the canned food section. "D" translates into English this phrase

"A" pronounces these pairs:

- disease/ this is;
- sheep/ ship;
- can / can't;
- wood / good.

Strengths of this teaching method

- Accessible to students anywhere and at any time they want – a great option for remote learning
- Offers instant feedback regarding the pronunciation and spelling of spoken words
- It is easy to implement and can be used alongside other e-learning software
- Improves fluency and accuracy of language in an easy way
- It is more attractive to students due to the incorporation of digital technology

Weaknesses of this teaching method

- Decent-quality audio recording devices are needed to properly record the voice
- Grammar can be learned, but not tested in this way
- Cannot be properly used during internet and power outages.

Atlaas: Approaches to language acquisition for adult students

- Voice recognition software is not perfect and can occasionally also make mistakes
- Spoken language of people with strong accents may not be recognized by the software

Threats of this teaching method

- Students can learn/reinforce incorrect sentence structure if a teacher is not present
- Some students may feel excluded if they lack the required technology for this method
- The lack of focus on communication between students can be discouraging for some
- Some students can be less productive in a digital environment than in school
- The students will mainly pay attention to pronunciation, instead of the meaning of sentences

Opportunities of this teaching method

- Can be used both during online lessons and during self-study without any drawbacks
- It is very flexible- available on a range of devices and can be used for group or individual work
- Can lead to a more prevalent use of modern technologies in current teaching methods
- Allows shy students to practice their oral skills in a pleasant manner
- Can make the students more confident in their ability to speak a foreign language

Skills practised

Reading, speaking

Interesting points

- The students can see a written form of what they say in real time-can correct mistakes immediately
- It is a very novel approach that can be entertaining for the students
- Smartphones can be used as learning tool- encourages students to work
- Could be used for tongue twister to make the learning experience more enjoyable



“Ten cubed” - 10^3 - (10 topics / 10 sentences / 10 key words)

Purpose of the method

Collect, together with the students, a set of meaningful words and phrases that have a practical use in real life situations in order to communicate successfully.

Target group

This method can be used from beginner to more advanced levels. The ideal group size to interact in a fluid way and at the same time with the richness of the diversity of the group would be between five and ten students.

Resources and materials needed for the activities

Time: An average per unit of 3 weeks / 3 sessions per week / 60 minutes sessions = 540 minutes

Resources: Flash cards for the traditional version and / or smartphone /tablet/ computer for online version through Quizlet

Objectives of the method

To interact in English with other people in everyday communication situations, i.e. be able to understand simple oral texts and orally produce questions, answers and pieces of information about those everyday situations.

Skills gained by this method

Through these didactical tools we collect a set of meaningful words and phrases that have practical use in real-life communication situations

Step-by-step description of the method

- (1) Brainstorm with the class group to answer the question: What kind of everyday situations would you need to be able to function in English?
- (2) Select 10 scenarios of communication from all the answers.
- (3) Select 10 communication situations from all the answers and sequence them. With the first topic chosen, to do a brainstorm again, this time you have to answer these two questions: a) Imagine that you are in this situation, what would you like to know to ask or say? b) What words do you consider to be the most important to get by in this situation?
- (4) Select the 10 most voted words and the 10 phrases considered most necessary in this specific communication site.
- (5) English language teachers translate the collected material (10 phrases and 10 key words) into English and produce both flashcards and a "study unit" in Quizlet.
- (6) With the elaborated material a routine begins in which the phrases and the vocabulary are introduced progressively.

Expected outcomes and conclusions

Communication is the priority; grammar mistakes and slight pronunciation errors are unimportant if we can at least achieve communication.

Possible risks that may happen and how to avoid them

Some basic premises must be kept:

- Written material is NEVER presented until the student is able to understand the meaning of the word or phrase and produce them orally in English.
- Phrases and words are introduced little by little respecting the individual rhythm of each student.
- We will try, especially at the beginning, to use a principle of "economy" avoiding the accumulation of different ways of saying the same thing. We will strive to ensure that the student is able to cope with the phrases and words we propose.
- You have to follow a spiral line, that is to say, you go forward from one unit (topic) to the next one, but you have to go back systematically to see expressions and vocabulary worked on previously.

Evaluation of the method

Evaluation criteria:


At the end of the unit the student is able to follow a basic conversation about the worked topic either with the teacher or with another student.


Frequency, levels etc...:

We prepare each unit in two levels: beginners and advanced. We hold an evaluation session at the end of each unit and an evaluation/review session every three units.

The student's own self-evaluation is very important: each student decides to go forward with more phrases and vocabulary. For example: when we start a new unit, each student chooses three or more phrases and a certain number of words from the unit. He/she commits to work at home with that material and at the beginning of the next class session the teacher interacts with the student only with the phrases and words he/she has prepared. It is the student who decides if he or she masters the content and may or may not progress.

Example of the work-sheet for learners

Excuse me. Can you tell me how to get to the city centre?	
1a	
<hr/>	
	
Perdone. ¿Me puede decir cómo llegar al centro de la ciudad?	
1b	

Take left at the next corner	
5a	
<hr/>	
	
Coja a la derecha en la próxima esquina	
5b	

Quizlet

Unit 9 (beginners) Giving and asking for directions

Estudia en línea en quizlet.com/_4b41cb

1 : Excuse me. Can you tell me how to get to the city centre?



Perdone. ¿Me puede decir cómo llegar al centro de la ciudad?

2 : Excuse me. Could you tell me how to get to the nearest hotel?



Perdone. ¿Me podría decir cómo llegar al hotel más cercano?

3 : Do you know how to get to the British Museum?



¿Sabe cómo llegar al Museo Británico?

4 : Turn right at the next street



Gire a la derecha en la próxima calle

5 : Take left at the next corner



Coja a la derecha en la próxima esquina

6 : Wait at the corner of this street



Espere en la esquina de esta calle

7 : Take Royal Street and go up



Coja la calle Royal y suba

8 : Go past the traffic lights and turn left at the next street



Pase los semáforos y gire a la izquierda en la siguiente calle

10 : Is there a pharmacy near here?



¿Hay una farmacia cerca de aquí?

11 : Go straight ahead. It is on the left



Vaya hacia adelante (de frente). Está a la izquierda

12 : Is it far from here?



¿Está lejos de aquí?

15 : There is a five-minute walk



Se tardan cinco minutos andando

14 : It is over there. Go straight until a big square



Es por allí. Vaya derecho hasta una plaza grande

15 : Go straight and take the second right



Vaya de frente y coja la segunda a la derecha

16 : Go down this street and take the third left



Baje esta calle y coja la tercera a la izquierda

17 : Sorry. Is the market near here?



Perdone. ¿El mercado está cerca de aquí?

Strengths of this teaching method

- Adapted to needs of the learner.
- Based on communication.
- The spiral line helps to remember new vocabulary.
- Contents of the lesson is being customized – activities are meaningful for the students.
- It manages to keep interest of the students.

Weaknesses of this teaching method

- This customized approach requires additional work on part of the teacher – flashcards etc.
- Low involvement of students – ready-made materials are given to them.
- It is time-consuming and has no specific borders.

Atlaas: Approaches to language acquisition for adult students

- It seems to be a bit too technical.
- Native language translations might slow down the learning.

Threats of this teaching method

- Translating L1 materials into L2.
- Too focused on communication, written material might be helpful.
- Students might get bored as they only learn translated sentences.
- A common topic might not be agreed on.
- Memorizing instead of learning.

Opportunities of this teaching method

- Developing negotiating skills while choosing the topics.
- The learning process is based on student's interest.
- Modifying lessons for specific students.
- As based on speaking, it provides communication in real-life situations.
- It can cover wide range of topics.

Skills practised

Speaking, reading, listening

Interesting points

- Self-evaluation of students.
- A very flexible method.
- Students can practice at home or anywhere with their mobile phones.
- An interview at the very beginning of the learning process.



The Presentation, Practice and Production Method or, The 3 P's Methodology

Purpose of the method

The Presentation-Practice-Production (PPP or 3P) method is used to teach English as a second language but also to enhance the learner's knowledge about the "Life in the UK". A specific discussion topic is introduced to the learners, in this case we will use the NHS (National Health Service) to teach the use and differentiation of modal verbs in positive and negative sentences to express the idea of obligation.

Target group

Our target group are adults, and more specifically women from mixed beliefs and multicultural backgrounds. The learners are divided into 2 separate level groups of 10-15 learners per a level.

Resources (materials needed) for the activities

The time needed is 1 ½ hour to fully cover all three Ps.

The list of materials needed: A projector (PowerPoint), white board, marker, pictures, or leaflet of NHS possibly, and printed worksheets.

Objectives of the method

- Learn to use the modal verbs (***Have to, don't have to, must, mustn't, should, shouldn't, need to, needn't to***) in positive and negative sentences used to express the idea of obligation.
- Learn to differentiate between the meaning of the modal verbs in used context.
- Practicing Speaking within the topic 'NHS Health Service' in both England and their countries and using these modal verbs to express obligation.

Skills gained by this method

- **Grammar:** To help them to find the differences between the form and its meaning when we use them in context.
- **Reading for gist:** skimming the text of the NHS advertisement to read what it is about.
- **Reading for details:** scanning the context is given to answer the comprehension questions.
- **Speaking:** develop their speech and supports them to use target language effectively.

Step-by-step description of the method

Start with a 5-minute warm-up activity by presenting/introducing the topic used throughout the lesson. Students would be asked to work in pair to describe and discuss the NHS (Health Service System in England) and the health service systems in their countries. This activity will introduce the theme of the lesson and activate their schemata as well as keeping the learners attentive towards what the lesson is going to be, as the topic discussed is informative and beneficial for the learners, mainly as they cannot always have someone to translate or do interpreting in case of an emergency and this will allow them to gain an understanding of the important elements of the healthcare service here.

Once the warm-up activity ends, provide learners with a reading exercise (5-8 minutes duration), the objective of this exercise would be for learners to gain understanding of the text and general comprehension: The concept of language is presented in the reading activity "Read the NHS information leaflet and answer the comprehension questions" to help learners to skim thought text and identify what is about and then scan the information to answer the questions. Then, "meaning comes first, before the students meet the target form". Allow the learners to read the text,

comprehend the meaning and provide the knowledge of the forms of language used and discover the learning process behind the context is given, while they go through the comprehension questions they will realise the point of the language, and might be able to notice the use of modal verbs of obligations already mentioned above. Once students have read it once, set comprehension questions or ask them to explain the significance of certain key words of the text. Another way of checking comprehension is to ask students to explain to each other (in pairs) what they have understood. This could be followed up by more subjective questions (e.g. Who should I see if I am unwell? What to do when my GP surgery is closed? When do I need to go to the A&E department?)

At this stage learners get to practice with the more difficult words in the text, and to see how many of the unfamiliar grammar language students can get from context. Provide learners a Grammar Awareness exercise and allow 15-20 minutes for this task to be completed. Learners will be provided with clues from the tables to fill in the other 3 missing tables. Grammar Awareness table; providing students with this grammar table would enrich their grammar awareness and the tables have not been filled out purposely, as “they need exposure to the language, they need to notice and understand items being used; they need to try using language themselves in “safe” practice ways and in more demanding contexts; they need to remember the things they have learnt”. Additionally, “modal verbs are followed by an infinitive without “to”, also called the bare infinitive” added for the higher-level students that might ask or discuss what this grammar point is, which the teacher can give extra explanation.

Follow up activities: Provide learners with 2 additional exercises for further practice, both are writing tasks, allow around 5 to 8 minutes duration per task. The learners can focus on “vocabulary” grammar points that are controlled to allow them to try it out and have extra opportunities to practice, speak and write with encouragement and feedback. Then end the session with a speaking task activity (production) which should last between 20-25 minutes, to allow learners to make use of all the language they know. The teacher would start a discussion and get students to then work in pairs or groups depending on the size of group, and the aim would be for them to use modal verbs during their discussion.

Expected outcomes and conclusions

Gecko expects the learners to improve their knowledge on modal verbs in positive and negative sentences used to express the idea of obligation, have the ability to differentiate between the meaning of the modal verbs in used context, and therefore the learners will have improved their understanding, listening and speaking skills, but also learners will become familiar with the country’s values and principles, system, culture, attitude but also gaining the sense of being part of the community. By using the 3P teaching method, and by focusing on one particular topic rather than teaching three complicated grammar lessons in one lesson, in this case focusing on obligations only in both positive and negative forms (**should, shouldn’t, must, mustn’t, have to, don’t have to, need and needn’t to**), would make the lesson more efficient, easy and flow per plan, and the reason for doing such an approach is to make it more effective and help students to be able to distinguish the differences between the concept of the grammar form is used in texts. As well as to make it more interactive for learners so that they are able to exchange and share ideas with less teacher talking time (TTT) and more focus on students’ ideas and speaking, so emphasis on the learners and allow more students talking time (STT).

Possible risks that may happen and how to avoid them

Each learner’s general education background varies from to another, and each individual would have a different way of learning, work at a different pace when completing tasks and so on. And therefore, it is important for the teacher to get to know each learner and their learning patter, to identify each learners’ strengths and weaknesses and where they would require additional learning support

throughout the lesson. This might seem short term as time consuming, but in the long run, it will be both beneficial for the teacher and for the student.

Evaluation of the activities/session/method

Evaluation criteria:

The focus is on grammar awareness mainly, comprehension reading and then speaking skills commonly. This is so the learners can develop their obligation structure and be aware of how to use modal verbs successfully in their everyday life when communicating in English by using a real life-based informative context (NHS). Using the 3P's teaching method, is suitable and relevant for all teaching, and can be of considerable use in multigrade classrooms, but it is important for the teacher to understand all the principles, and then to adapt them to their own circumstances.

Frequency, levels etc:

This method can be used to teach learners from various different Levels (Entry Level and Level 1-2 for English). Learners once they have been taught the basics during their lesson can further and frequently practice all the have learned in day-to-day activities/communication etc.



Example of the work-sheet for learners

Annex 1- NHS Leaflet

Unit 5 Healthcare Service

Get started

1. Work in pairs:

1. Describe the NHS system in your country
2. Discuss what you know about the NHS (England).



Reading

2 Read the NHS information leaflet and answer the comprehension questions

You must register with NHS in England!

Under current regulations of NHS anyone who comes to the UK to study full-time course of more than 6 months will be entitled to register with the National Health Service.



You have to **call NHS 111** if you urgently need medical help or advice . You also need to call NHS 111 if you're not sure which NHS service you need.



You must **call 999** if someone is seriously ill or injured and their life is at risk.



You need to **visit a walk-in centre**, if you have a minor illness or injury; cuts, sprains or rashes. While your GP surgery is not open.



You should **ask your local pharmacist for advice** . To obtain advice about many common minor illnesses , so you do not need GP for diarrhoea, minor infections, headaches, sore throats or travel health.



You should **make an appointment with your GP**, if you are feeling unwell and it is not an emergency.

1. Who should I see if I am unwell?
2. What do I need to do when my GP surgery is closed?
3. When do I need to go to the A&E department?
4. What should I do if I urgently need medical help?
5. Where should I get an emergency supply of medicine?



<http://www.unityhealth.info/york-campus/gp-registration-information-for-international-students/>

<https://www.nhs.uk/NHSEngland/AboutNHSservices/uk-visitors/Pages/access-services-in-England.aspx>

Grammar Awareness

3. Use the table to find out the difference between *must/have to* and *shouldn't*

Modal verbs	Expressing	Example
Have to		You have to be on time for your GP appointment.
Don't have to	Not Required, but Possible	GPs do not have to be in surgery before 8am.
Must	1. 2.	1. You must stop when the traffic lights turn red. 2. Patients must be admitted to hospital for an operation
Mustn't	Prohibition	You must not smoke in hospital.
Should	suggestion/ probable	You look tired. I think you should take a few days off.
Shouldn't		You shouldn't go swimming right after you've eaten.
Need to	Important	I need to see a dentist.
Needn't	Lack of necessity/ absence of obligation	I needn't buy Paracetamols. There are plenty of Paracetamols in my medicine box.

Remember!

Modal verbs are followed by an infinitive without "to", also called the bare infinitive.

Examples:

1. You **must stop** when the traffic lights turn red.
2. You **should see** to the doctor.
3. There are a lot of tomatoes in the fridge. You **needn't buy** any.

Writing

4. Match the words in bold in sentences 1-6 with the meanings a)-f).

1. You **don't have to** see a GP if you need medical advice.
2. If you **need to** see a dentist, you **have to** book an appointment.
3. You **must** call 999 if someone's life is at risk.
4. Paramedics **should** enjoy their work. **(a)**
5. Doctors **shouldn't** take too many holidays.
6. You **mustn't** worry about minor illnesses.
7. Diabetes **needn't** mean you can't enjoy your food.

- a) It's a good idea.
- b) It's not necessary.
- c) lack of necessity
- d) It's necessary. You have no choice.
- e) It's important that you don't do this
- f) It's not a good idea.

Adapted from *Speakout unit 4 page (45)*. (grammar)

MUST/HAVE TO/SHOULD (OBLIGATION)

5. Underline the correct alternative to complete the sentences.

1. It's my daughter's birthday, I *have to/mustn't* postpone my appointment.
2. I really *must/mustn't* do more exercise. I'm so unfit.
3. My doctor says I *have to/need to* stop smoking.
4. You *should/shouldn't* receive a text message reminder for your GP appointments.

Adapted from *Speakout unit 4 page (54)*. (grammar)

Speaking

6. Work in pairs. What are the differences between NHS and your country's health services?

1. Hospital conditions
2. Money you have to pay
3. Quality of doctors and nurses

Blind Obstacle Course

Purpose of the method

To create a bonded and empathic teaching environment and to elicit language regarding abstract topics such as vulnerability and responsibility.

Target group

The activity can be used with all levels of aptitude. The group can be of any size divided into pairs.

Resources and materials needed for the activities

For this exercise, you will need a blindfold.

A detailed description of the effective activities with learners using the method

- 1) Break the class up into pairs. In each pair, one must be blindfolded.
- 2) If the environment allows for it, the blindfolded partner should be barefoot as well. This way, the blindfolded partner is in a state of complete vulnerability.
- 3) Now the seeing partner will lead the blindfolded partner without words or sounds, around an obstacle course. This obstacle course can be set out in the classroom and out into the grounds of the establishment.
- 4) If there is a park close by it would be nice to include it. The outdoors is a superb way of heightening the senses. The longer the activity, the better the pair will become at their unique language of guidance that they develop in the exercise.
- 5) Following the exercise, the class will embark upon an in-depth discussion about such abstract topics as feelings of trust, vulnerability, responsibility, and the heightened awareness of senses.
- 6) Although this exercise relies on a non-verbal activity, it is surprising to hear the strong verbal comments prompted because of the shared experience. It is also a great way to elicit empathy and bonding in the class.

Evaluation of the activities/session/method

The evaluation will take place by the class as to the significance and importance of the activity.

Strengths of this teaching method

- It establishes trust and empathy between the students and in the group as a whole
- The non-formal environment allows the students to ease up and creates better atmosphere for learning
- Helps to develop friendship between students from different backgrounds
- It is very easy to prepare and requires no special tools/devices
- Ideal for people who want to learn a new language without any previous experience

Weaknesses of this teaching method

- Complete beginners in the language cannot discuss abstract ideas in detail
- Not everyone might be comfortable with physical contact with a stranger
- This method does not develop reading or writing skills
- It is very time consuming for all the students to walk through the obstacle course
- It only establishes a bond between the two students and not in the whole group

Threats of this teaching method

- Some students might feel vulnerable during the exercise and become less willing to share their feelings
- Students may feel frustrated because they lack the skills to fully express their ideas
- Some of the students might not be willing to share their feelings with strangers
- People from different cultural backgrounds might not trust each other- may not join in
- Students may refuse to participate because the exercise is mostly focused on building trust in the group and not on learning language

Opportunities of this teaching method

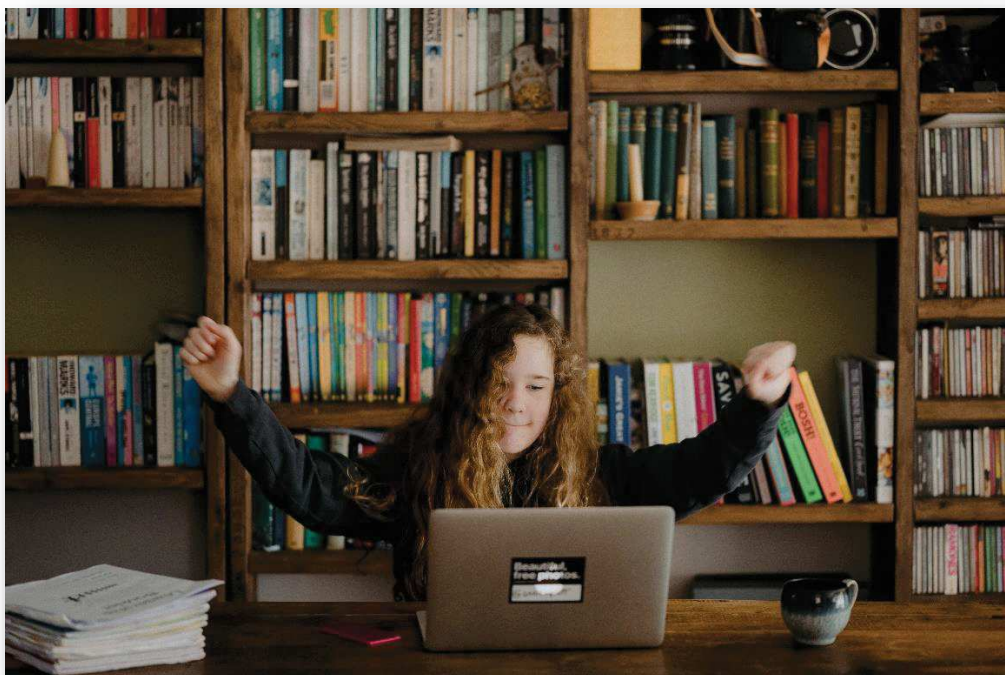
- Can establish a positive relationship among the students and lead to better cooperation
- Students can compare and discuss their views of abstract things and feelings
- It lowers the cultural barriers that would normally be present between the students
- Students might make new friends in the group, which will encourage them to learn more to be able to speak together
- Can be used as an icebreaking activity to ease up everyone

Skills practised

Speaking, listening

Interesting points

- This is a non-verbal exercise that can improve language knowledge
- The non-formal environment can easily remove the shyness some people feel
- The students in pairs can race against each other, which would make the learning more fun
- It develops not only the basic knowledge of the language but also teaches students how to describe their feelings and inner thoughts



Miming Relay

Purpose of the method

Practicing communication under pressure, vocabulary, usage of descriptive terms and teamwork.

Target group

The activity can be used with all levels of aptitude depending on the flashcards used in the exercise. The size of the group can vary from 3 upwards.

Resources and materials needed for the activities

For this exercise, you will need a flip chart or whiteboard and pens and a collection of flashcards according to the level of your students. These can be in digital form and presented with a mobile phone.

A detailed description of the effective activities with learners using the method

(1) Create groups of three. In each group of three, they must elect a mimer, a communicator and an artist.

(2) The group must form a line from the board with the artist facing the board. The artist may not look away from the board during the entire exercise. Next is the communicator. They must stand with their back to the artist facing the last in the line, the mimer. The mimer can see the board.

(3) The mimer must take a look at a flashcard depicting a scene.

Now the mimer must mime to the communicator who is facing them. The artist is facing the board and cannot see what is going on. The communicator must explain what the mimer is miming to the artist.

(4) The artist then draws what the communicator is explaining. The mimer can make corrections in their mime to more clearly express what the communicator can tell as the mimer can see what the artist is drawing whereas the communicator cannot.

(5) The objective of the miming relay is to elicit vocabulary from students who may find speaking difficult and to enable a flow of communication relying on teamwork. Each member of the group has a challenging task.

Evaluation of the method

After each group's performance, the class can evaluate them by how they managed their independent roles and how they coordinated, and problem solved their situation as a team. This evaluation time provides valuable insight and discussion opportunities for the members of the class on practical challenges of effective communication and methods for overcoming these challenges.

Strengths of this teaching method

- It can motivate shy students to use L2.
- It can be adapted to different levels and aspects of learning.
- It develops teamwork and relaxed atmosphere.
- A great way to gain new knowledge through play.
- Can be used with all ages and language levels.

Weaknesses of this teaching method

- Suitable activity only for some types of lessons.
- Some students might be too shy to make certain moves or draw.
- Needs to be accompanied with lecturing on pronunciation and phrases.
- It can be time demanding.
- It produces limited speaking vocabulary.

Threats of this teaching method

- It is difficult to estimate the time needed for this activity.
- Too much emphasis on the miming phase – not really language productive.
- It may cause tension in the teams.
- Not everyone can do the miming.
- Some people may not be willing to perform in front of others.

Opportunities of this teaching method

- Very useful as a review activity.
- It can increase motivation and activity of students.
- Can be used as a relaxing and bonding activity.
- An effective way to learn new vocabulary.
- Some students may come out of their shells.

Skills practised

Speaking, listening

Interesting points

- A really playful method.
- Motivating and easy to prepare.
- Every member of the team is equally involved.
- It enhances speaking, listening and communication skills.



What's your verdict?

Purpose of the method

The purpose of the method is to raise a discussion within a group based on the provided materials.

Target group

The most recommended level of the learners is intermediate or upper-intermediate as both accommodate the use of the structure – modal perfect- and allows autonomous performance while realizing the task. The number of the participants may be 10-15.

Resources and materials needed for the activities

Time: 30 – 40 minutes

Resources: Pen, paper, markers.

This activity does not require special resources, apart from the paper sheets with the information which the participants need to perform the task.

Objectives of the method

- The objective of the method is to make the participants practice the grammar structure – **modal verbs**.
- In the course of the activity the students will be talking about obligation using: **must, have to, should, had to and should have**.
- The structures to express prohibition: **mustn't, can't, shouldn't, shouldn't have**.
- They will talk about what is right or wrong: **should, shouldn't, should have, shouldn't have**.
- They will discuss what someone did despite the fact that it was unnecessary: **needn't have**.

Skills gained with this method

During the activity the participants will gain dual skills, namely speaking and convincing the other students to accept their point of view, which is also connected with demonstrating the specific soft skills as the art of persuasion consists in using all sorts of tools to achieve this goal.

Step-by-step description of the method

(1) To start with, the teacher may introduce the learners to the topic by bringing in some well-known court cases where the public opinion was different from the final court's verdict.

(2) The students are informed that they are going to read about ten people who have been charged with various crimes and found guilty or not guilty. Before the teacher tells them what the real verdict was, they have to brainstorm every single case and decide what the court's decision was.

(3) The students are put into groups of three to five and receive one worksheet for each group.

(4) Next, they take it in turns reading out a case to the rest of the group and write in their group's answers in the columns marked "Your verdict" and "Guess the court's verdict".

(5) When the groups have discussed the ten cases, the teacher compares the answers and tells them what the court's verdict was for each of the cases.

Expected outcomes and conclusions

The main idea and hence the expected outcomes is to give the students the materials for discussion and brainstorming based on real facts and encourage them to involve in group work by working

together and arriving at a given solution. The most important aspect of this task is to encourage the students to talk. Yet, this task, apart from demonstrating all the elements of an informal talk held within a group, reveals some aspects of a guided exercise since the students have to practice the modal verb structures.

This is a good combination as while the learners enjoy an unrestrained conversation based on a true story, they still have to remember which grammatical structure they have to use, thus training the grammar point which is part of the lesson.

Possible risks that may happen and how to avoid them

This particular activity should be designed for a group which is not very extensive in size. Naturally, the more examples of the cases there are, the more choices the groups have, however if the group happens to be large, it might be quite difficult for the teacher to control all of them and listen to each of them presenting their cases and justify their decisions. This could be easily prevented if the teacher assigned each group appropriate time to hold their discussions followed by the presentation of their opinions to the rest of the class. Naturally, the necessary condition is the discipline

Another possible factor that may affect the activity negatively are the students themselves. Ideally, all of them should have equal opportunities to speak up, however there might be those who will try to dominate the discussion, while the less confident ones will suffer. This means that the teacher will have to be constantly vigilant, controlling the situation so that that none of the participants feels left out.

Evaluation of the method

Evaluation criteria

Since this exercise is based solely on speaking, the teacher has to set some criteria for assessing the students' performance while taking into consideration the criteria presented below:

- grammar accuracy;
- range of vocabulary;
- pronunciation;
- intonation;
- interaction;
- communication even if the grammar accuracy is not perfect.

Frequency, levels

This sort of methodology which involves students work in teams, interacting with one another and having a discussion while trying to arrive at some solutions should be regularly held as it gradually gives the students a sense of achievement of communicating successfully with peers. Those who may fear speaking in front of the others will get used to this way of interacting with the rest of the students, which apart from gaining the speaking skills will also help them overcome their shyness.

Example of the work-sheet for the learners

10c

What's your verdict?

Reward Upper Intermediate
Resource Pack

	Your verdict	Guess the court's verdict
<p>1 Joe, a 15-year-old, broke into his neighbour's house, burgled the house, locked the eighty-year-old woman in her bathroom and escaped in her car. At the trial, the defence pleaded not guilty to the charges with the reason of temporary insanity caused by Joe watching too much television. He watched more than six hours a day, loved crime programmes and had just watched a film which contained scenes similar to the crime he had committed. Was Joe GUILTY or NOT GUILTY of burglary and false imprisonment?</p>		
<p>2 Max went to a second-hand car dealer named Harry and told him that he only wanted a car that had air conditioning. Harry said OK and pointed out a car. Max took the car for a test drive and then bought it without checking to see if it had air conditioning. When he got the car home, he discovered that the knob marked 'air' was for ventilation only. Max sued Harry for fraud and demanded compensation. Was Harry GUILTY or NOT GUILTY of fraud?</p>		
<p>3 James had been unemployed for over two years and needed a new suit to wear at job interviews. However, he did not have enough money. He happened to have the same name as the richest man in town, so he went to a tailor's and put a new suit on the other man's account, simply by signing his own name. He was charged with forgery, but he argued that he had not forged anyone's signature by signing his own name. Was James GUILTY or NOT GUILTY of forgery?</p>		
<p>4 Police began searching a suspected thief's home but couldn't find any of the stolen goods they were looking for. During the search, a police officer secretly took aside the thief's five-year-old son and said he would pay him five dollars if he showed him where the stolen goods were hidden. The boy accepted the money and took the police to the hiding place. When the police charged the boy's mother with burglary, she stated that the stolen goods should not be used as evidence and accused the policeman of bribing her child. Were the police GUILTY or NOT GUILTY of bribery?</p>		
<p>5 The manager of a shop was informed by a customer that a woman had taken something off a shelf and put it in her bag without paying for it. When he investigated, the manager saw articles similar to those on sale in the shop in the woman's clear plastic bag. At the cash-desk, the manager accused her of shoplifting. However, when the woman emptied her bag and the manager saw that she possessed no stolen items, he apologised. She pressed charges against him for slander. Was the shop manager GUILTY or NOT GUILTY of slander?</p>		
<p>6 Sally reversed her car out of her drive and accidentally ran over her flat-mate's dog which was sleeping in the car's path. The dog was badly injured and had to be treated by a vet. Sally's flat-mate Jane sued her for \$1000 in damages to compensate for the vet's fee. Jane argued that Sally had driven without due care and attention because she knew that the dog would often sleep on the drive and could not hear the car because he was deaf. Should Sally be ordered to pay compensation?</p>		
<p>7 In New York in the 1970s, a young woman whose surname was Cooperman went to court to have her name changed to Cooperperson. She was an active member of the Women's Rights Movement and because of this, she wanted to have a name which reflected human equality. Should Ms Cooperman be allowed to change her name?</p>		
<p>8 Diana consulted a plastic surgeon who told her that he could make her nose smaller and 'more harmonious with her other features'. After three operations, it looked much worse than before. Diana sued the surgeon. Should the surgeon be ordered to pay compensation?</p>		
<p>9 A male teacher who wore a small earring to work was sacked from his job. He claimed that he had been sacked because the school administration thought it was inappropriate for a male teacher to wear an earring and he accused the school of sexual discrimination. Was the school GUILTY or NOT GUILTY of sexual discrimination?</p>		
<p>10 During local government elections, a newspaper printed profiles of all the party candidates, but the profile of the Green Party candidate was completely unintelligible. Margaret, a member the Green Party, thought that the newspaper had done it on purpose and so she wrote an angry letter to the editor. In order to make sure it was printed, she paid for it to be published as an advertisement. The newspaper printed it and then sued Margaret for libel. Was Margaret GUILTY or NOT GUILTY of libel?</p>		

Answers

1. The court found Joe guilty, stating that there was no evidence that television was responsible for his inability to distinguish between right and wrong.
2. The court found Harry not guilty because Max should have checked the air conditioning for himself.
3. The court found James guilty of committing forgery.
4. The court found the police not guilty and stated that they pay for information all the time.
5. The court found the shop manager guilty and ordered him to pay the woman damages.
6. Yes, the court found Sally guilty of negligence.
7. No, the court ruled against a change of name, saying that they would have to accept all requests of this nature. For example, Jackson would become Jackchild and Manning would become Peopling.
8. Yes, the court ruled that the surgeon had broken his contract to improve Diana's appearance.
9. The court found the school not guilty of sexual discrimination. Although the law prohibits dismissal based on gender, it does not protect against discrimination against an effeminate appearance.
10. The court ruled against the newspaper because it needn't have agreed to print Margaret's advertisement.



Thematic based vocabulary - communicative method

Purpose of the method

The purpose of this method is getting adults to know the necessary phrases used in a real-life situation (e.g. telephoning or taking part in a meeting). Making them used the authentic language material in the future.

Target group

Adults working in offices where English is the official company's language, communicating with their colleagues all over the world. For example, IT engineers or members of customer's service and sales' departments. Size of the group: 6-12 participants.

Resources and materials needed for the activities

Time: 90 minutes

Resources: Markers, paper, whiteboard, a CD player, a DVD player with a TV-set or a laptop with an overhead projector, mobile phones, copies for students.

Objectives of the method

The main objective is to enable students to communicate while making office calls.

Skills gained with this method

Vocabulary and communication skills.

Step-by-step description of the method

The topic of the lesson is making business calls. Students listen (or listen and watch) to different examples of telephone conversations. Next, they are presented with examples of the language covering different functions such as:

- answering the phone;
- saying who is calling and why;
- checking it's a good time;
- ending the call;
- asking the caller to wait;
- asking for information;
- leaving and taking a message;
- promising action;
- asking for repetition.

The phrases may be translated into students' native language (if necessary). Next, students practice doing some written exercises based on the different functions. Next, they listen to some of the phrases read by the teacher, and they have to react to them. Finally, each of them is given tasks to prepare their own parts of the telephone conversation and they practice their own dialogues reading their parts.

Expected outcomes and conclusions

Students should be able to communicate and use the appropriate language while making calls. Of course, we should make students remember the phrases using some testing methods, doing homework or preparing some more dialogues learnt by heart. We may also use students' own mobile phones to make it more realistic and ask them to phone each other or ask another teacher to phone

them. We can record students and work on some pronunciation mistakes. We may use the phrases to introduce or brush up some grammar rules such as: modal verbs, making direct and indirect questions, expressing future, and draw students' attention to some phrasal verbs. To sum up the stages of this method are as following:

- Introducing vocabulary – listening or reading skills, translating it into mother's tongue – if necessary.
- Practicing vocabulary – doing exercises (working on pronunciation – if needed).
- Using the vocabulary in a real-life situation – speaking skills.
- Focusing on grammar rules (if it is appropriate and the language command of students is A-1 or A-2).

Possible risks that may happen and how to avoid them

We should know from the surveys previously made among students if they need this particular skill and use English talking over the phone at work. Students may be reluctant to practice dialogues without looking at their notes, so it is good to use mobile phones while practicing and make it more amusing.

We can find a lot of authentic materials on the topic of telephoning. My lesson is based on listening materials from In Company Student's Book CEF Level B1-B2 by Marc Powell and the vocabulary units from Essential Business Vocabulary Builder A-2 – B-1 and Business Vocabulary Builder B-1-B-2 by Paul Emerson. All the books have been published by Macmillan.

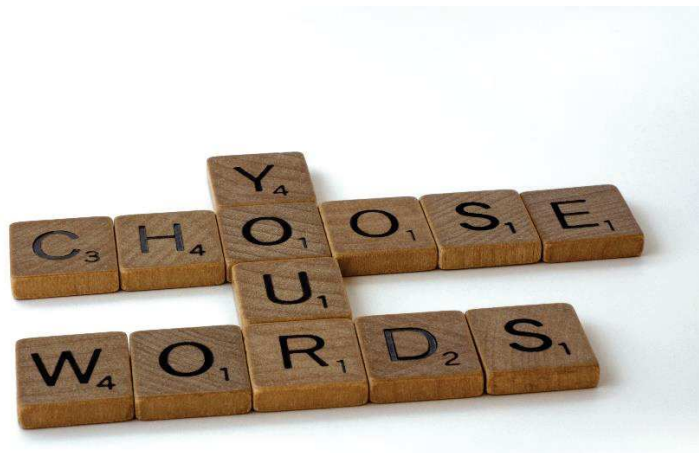
Evaluation of the activities

Evaluation criteria

As I have mentioned earlier, we may evaluate the effectiveness of the method by making students prepare their own telephone conversations and try to record mock conversations without any notice. The acquisition of the phrases may be checked during written tests. The topic of telephoning may come back while dealing with other subjects such as: holidays, booking a room in a hotel or a table in a restaurant, travelling – calling for information about our train or plane, making arrangements, so we may shortly review the material at all levels.

Frequency, levels

Students at B-1/B-2 levels can practice this vocabulary in different versions at least once a month, whereas students at A-1/A-2 levels except writing a short test a week after the lesson, should come back to this vocabulary in different forms of a quiz, at least once a month and at the end of the semester.



Storytelling – Lazy Jack

Purpose of the method

The purpose of the method is to practice a grammar structure and at the same time exploit the students' creativity in finishing the story.

Target group

The most recommended level of the learners is pre-intermediate of intermediate since both levels will guarantee the students fairly autonomous performance in producing the texts. The best group size should not exceed 10 people.

Resources and materials needed for the activities

Time: 30–40 minutes

Materials: None are necessary

In this activity the students do not require any additional materials since the whole task is based on their listening and using their creativity in completing the story.

Objectives of the method

The objective of the method is to make the participants practice the grammar structure – Should have and to practice listening and speaking

Skills gained with this method

This activity can be performed with the students of all ages as the most important thing is that it:

- increases students' willingness to communicate thoughts and feelings;
- encourages active participation;
- increases verbal proficiency;
- encourages use of imagination and creativity;
- encourages cooperation between students;
- enhances their listening skills.

Step-by-step description of the method

The teacher makes a short introduction to the story and tells the students what they will have to do. Next, he is reading the story, pausing after the first part of the text and making a comment to the action performed, using the structure:

...You should have + past participle....

Next, he continues reading the story and again after each of the subsequent episodes he waits for the students to continue with the statement "**You should have + past participle**", which would express the comment to the sentence he has just read. The whole activity is done in this way with students making comments every time the teacher finishes the next episode. When they near the end, the teacher pauses and asks them to come up with their ending.

At this point the students start working in their groups and next they present their ideas as to the conclusion of the story. What is important in this activity is the fact that it offers all the students a fair share of commitment. The students who are shy, introverted will not be willing to make the presentation in front of the whole class, but will participate in the finishing of the story, contributing

with their ideas. On the other hand, those who like speaking will be willing to perform in front of the others.

Naturally, as the teacher should point out to the class, there are no wrong endings as what counts is the creativity of the group.

Expected outcomes and conclusions

Once all the groups have presented their versions, the teacher reads the real conclusion. In this activity there were a few things raised, namely the students had to use the structure which was the core of the text (**should have + past participle**). Next, they had to use their creativity in working out the conclusion of the story. In order to do so, they had to cooperate closely within a group.

During the students' presentations the teacher does not interrupt them and does not correct any mistakes they are making. After the whole story is completed, he writes down some sentences on the board (those containing errors) without indicating which group produced those examples and asks the groups to think if they are correct or needed some rectifying. Next, being guided by the teacher all the students are working on improving the sentences.

Possible risk that may happen, suggestions on how to avoid them

For this particular activity the group should not be too large since it is based on listening and speaking where ideally all the participants (if they want it) should have a chance to present their idea as to the possible conclusion of the story. With an extensive group the activity may drag and hence lose the element of attractiveness as some students may become bored as a result of the prolonged presentations.

Evaluation of the activities

Evaluation criteria:

The evaluation is done during the lesson and it takes the form of the peer evaluation since while the students are working in their groups they may be disagreeing, as to the content of their task and negotiating its conclusion. All of this will be done in English as no mother tongue will be allowed. It's the teacher's role to monitor the groups and make sure they speak English only.

The value of this lesson is the active participation of all the students as all of them are engaged in the task and contributing to its completion.

Frequency, levels:

This sort of methodology which involves students work in teams, interacting with one another and having a discussion while trying to arrive at some solutions should be regularly held as it gradually gives the students a sense of achievement of communicating successfully with peers. Those who may fear speaking in front of the others will get used to this way of interacting with the rest of the students, which apart from gaining the speaking skills will also help them overcome their shyness.

Example of the work-sheet for the learners

Storytelling – Lazy Jack

Once, long ago in England, there lived a boy called Jack and his old, widowed mother. They were very poor. The old woman worked hard all day spinning and weaving and somehow managed to earn a few coins to feed herself and Jack. Jack, though a strong and healthy boy, was too lazy to do anything. In summer, he would find a warm sunny spot on the hillside and spend all his time day dreaming; in winter he would spend his days huddled by the small fire in their cottage.

One day his mother, who was feeling more tired than usual that day, said to him, 'Jack, get up. Go out and find some work, and don't come back unless you have earned your evening meal.'

Jack looked at his mother in surprise, but shrugged his shoulders good-naturedly and went off to find some work. He managed to hire himself for the day to a farmer. Jack worked hard all day long, and in the evening, when it was time to go home, the farmer gave him his wages – a big, round, shiny penny. Jack took the penny, and with the coin clutched in his hand, set off happily for home. On the way he had to cross a brook, and as he hopped and skipped across the stream the penny dropped from his hand into the water. When he reached home, he told his mother what had happened.

'Oh, you silly boy,' cried his mother. 'You **should have put** the penny in your pocket. That way you would not have dropped it.'

'Next time that is what I will do,' replied Jack.

The next day Jack set off again in search of work, and hired himself for the day to a dairy farmer. At the end of the day the dairy farmer paid him his wages – a jar of warm fresh cow's milk. Jack, remembering what his mother had said the previous day, carefully put the jar of milk in his pocket. Of course, he had spilled the milk long before he reached home.

'You **should have carried** the jar on your head,' cried his mother. 'That way you would not have spilled it.'

'Next time,' replied Jack.

The next day Jack hired himself for the day to a farmer once again. At the end of the day, the farmer paid Jack with a large slice of fresh cream cheese. Jack thanked the farmer and set off for home, taking care to balance the cheese carefully on his head. Of course, by the time he reached home the cheese had spoiled completely – it had melted and run into his hair!!

'You stupid boy!' cried his mother in despair. 'You **should have carried** the cheese in your hands!'

'Next time,' replied Jack, and went off sadly to wash the cheese out of his hair.

The following day dawned bright and clear, and Jack set off once more to find work. This time he hired himself for the day to a baker, who gave him a large tom cat as his wages. Jack set off for home, holding the cat carefully in his hands. But the cat didn't like that, and scratched him so severely that he had to let it go.

'You **should have tied** it with a string and dragged it along after you,' said his mother.

'Next time,' said Jack.

The next day Jack went out again and found work for the day with a butcher, who paid him generously with a large shoulder of mutton. Jack tied the mutton carefully with a string, and dragged it along after him all the way home. Of course, by the time he reached home, the meat was completely ruined.

His mother looked at him sadly. 'You **should have carried** it on your shoulder,' she wept, holding her head in her hands.

Jack patted his mother soothingly on her shoulder and replied, 'Don't cry mother, next time I will remember to carry it on my shoulders.'

The following day Jack hired himself to a cattle-keeper, who gave him a donkey as his wages. Jack remembered what his mother had told him, and being a strong boy, hoisted the donkey on to his shoulders and set off for home, whistling cheerfully. This time he was sure he had got it right, and he smiled happily to himself thinking of the joy on his mother's face when he got home with the donkey.

Now, along the path that led Jack home, there lived a rich man with his only daughter. The rich man's daughter was deaf and dumb. She had never laughed in her life, and the doctors had declared that she could not be cured unless she laughed. The rich man had tried everything to make her laugh – he had called upon the most famous jesters and clowns of the day and promised them handsome rewards – but no one and nothing had made her laugh. At last, in despair, he had declared that he would give half his fortune and his daughter in marriage to any man who made her laugh. Many had tried but none had succeeded.

That evening, as Jack passed by, the rich man's daughter was standing at her window. She stared in surprise at Jack – was that really a donkey he had on his back? As he came closer, she saw that he did indeed, and the sight of the poor animal on the young man's back, its legs flailing helplessly in the air, struck her as so comical that she burst out laughing, and instantly became able to speak and hear.

The rich man, overjoyed that his daughter was well again, kept his promise and married her to Jack. So Jack became a rich man himself and lived in a large house with his wife. He brought his mother to live with them, and she spent the rest of her days in comfort and ease.

Strengths of this teaching method

- It covers speaking, listening, reading and writing.
- It is good for all levels.
- It is very useful for exercising grammar.
- Very versatile and engaging method – encourages creative thinking.
- It improves speaking and communication.

Weaknesses of this teaching method

- Primarily focused on writing and grammar.
- Not every subject can be taught using this method.
- More suitable for intermediate and higher language levels.
- Some students will be less active than others.
- Pressure to come up with something good and funny.

Threats of this teaching method

- It requires good teamwork.
- Use of the mother tongue.
- Some students do not like working in groups – the more active ones may dominate the team.
- Students missing creativity, reading or writing skills.
- It may be time-consuming.

Opportunities of this teaching method

- It is good for teamwork and interpersonal skills.
- It encourages expressing of feelings and thoughts.
- Practising soft skills as well as language skills.
- It can be adjusted to online learning.
- Relaxing grammar exercise.

Skills practised

Reading, speaking, listening, writing

Interesting points

- A very good cooperative exercise.
- An interesting way of learning.
- A good brainstorming exercise.
- Using visual cards and dices to enhance involvement in creating the story.



Sources:

<https://www.fluentu.com/blog/educator-english/teaching-english-to-adults/>

Approaches to language acquisition for adult students

2019-1-CZ01-KA204-061367



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



**Co-funded by
the European Union**