

DON'T GIVE UP

**Motivating adult students to
complete language courses**

For language students, teachers and schools



Coordinator

Language School with State Language
Exam Rights PELIKAN, Ltd.
Czech Republic
www.studio-pelikan.cz

Partners

Kindersite Project Ltd.
United Kingdom
www.kindersite.org

Autonomous Language
Learning Centre C.N.A.I.
Spain
www.webcnai.com

University of Humanities
and Economics in Wrocław
Poland
www.wshe.pl

International House Tallinn
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www.ihtallinn.ee

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GIVE UP**

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complete language courses**

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Don't Give Up! is dedicated to Beatrice

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TABLE OF CONTENTS

About Authors	6
Forward	8
Introduction to the Don't Give Up! project	10
Why Don't Give Up!?	12
Research Methods and Tools	16
The Don't Give Up! Best Practices	20
Links Directory	130

ABOUT AUTHORS

Dáša Pelikánová

Dáša is the initiator and coordinator of the Don't Give Up! She is also the proprietor of the Language school PELIKAN in Brno, Czech Republic. Dáša is one the youngest people ever to have picked up the challenge of coordinating a European funded project. Dáša also had the joy of bringing in to the world her first child during this project. She believes that knowledge is greatest treasure of every human being.

Gabriel Rubio

Gabriel is father of 3 exciting boys and lives in Pamplona, Spain. He started this project as Director of Pedagogy and Innovation at CNAI in Pamplona. Currently he works for the Department of Education, Government of Navarra. His areas of teaching and research are language learning and technology. He is part of the organizing Committee of 'Expoele', the conference for professionals and experts in innovation and ICT for, Spanish as a foreign language.

Joel Josephson

Joel is the founder of the Kindersite Project, one of the most used websites for the introduction of English to very young learners. He is father to 2 girls who are being raised bilingually. Joel's expertise, apart from editing this book, is on-line dissemination and communications. In this role, he is a partner in 10 EU projects.

Denisa Blatná

Denisa is a photographer and graphic designer, who loves to travel all over the world, in reality and in her dreams. Denisa has taken part in many individual and group exhibitions. She is also an illustrator of children's posters and books. In all her work she brings her joy and love of life. Denisa created the illustrations of 'Mr. Egg', who will guide you through this book.

Katka Kvardová

Katka is a graphic designer at Zidlicky Graphic Studio and has been responsible for the design of this book. She is also a student at the Faculty of Fine Arts, Brno University of Technology. Katka adores photography, travelling and extreme sports – especially snowboarding and kiteboarding. However, most of all she loves her job which enriches her and makes her really happy!

David Židlický

David is a photographer who has linked his artistic career with a Rolleiflex twin-lens camera. He exhibits black and white pictures, developed in the traditional way in a dark chamber. The desire for quality and connection with tradition moved him to start his own graphic and photo studio. The cooperation with his nearest colleagues Katka Kvardová and Jan Vala is a source of great joy for him. He can't dispense with Italian Espresso.

FORWARD

The Don't Give Up! project was an idea of Dáša Pelikánová, a young woman who founded and runs her own highly successful and unique language school in Brno, Czech Republic. She is almost certainly one of the youngest persons ever to have carried the responsibility of coordinating a European Union funded project for language education.

Dáša had noticed that up to half of adult language students dropped out of language courses, not only in her school but from her research, in many other schools as well. There was little literature on this problem and even less available on how to deal with the problem. With the need for language learning by adults ever on the rise and clear policies from the EU and every national government to improve language learning required, Dáša had the idea for this publication and the Best Practices within. Her idea was that the motivation to learn a language is a fundamental for success in the endeavour, and this project and publication are based on this core belief.

The project was initiated at an EU Lingua contact seminar in Prague in April 2005. Dáša put forward her ideas and recruited most of the current partnership. William Aitchison, who was then one of the leaders of the Lingua action, helped Dáša recruit partners and provided some immensely helpful guidance to the nascent project.

The project was funded, thanks to the understanding and experience of the Executive Agency in Brussels, and commenced work in December 2006, with a kick-off meeting in Pamplona, Spain. As with all projects, many twists and turns were negotiated before arriving at the final result. For this we must thank all the partners but an especial thank you should go to Gabriel Rubio, one of the authors of this publication. Gabriel gave much of his valuable personal time and energy to work on this project. A true example of commitment beyond the call of duty.

In this book you will find three sections:

- About the project and why it was funded
- The methodology we used to build the Best Practices
- The Best Practices

Describing the project and why, includes sections on the European dimension to the project and the policies and problems encountered within Europe in language learning.

We decided to include the methodology we used within the project as we wish to show that the Best Practices have come from in depth research and analysis, particularly from the input of over 70 experienced language educators who identified and provided initial suggestions for many of the Best Practices. These initial needs and suggestions from the educators were then expanded on by the fertile minds of the partnership.

The Best Practices were also evaluated by two teams of language educators whose comments were invaluable.

The Best Practices were initially designed for adult language schools, their managers and directors, teachers of languages and their students, but it is very clear that almost every level and type of language education could use some aspects of the Best Practices.

It is also important to understand that a single Best Practice will not immediately raise students motivation and reduce dropouts. This is because the reasons for student dropout are rarely due to a single problem but are a combination of psychological, cognitive, financial and most often, time pressures.

The Best Practices cover almost every aspect of the teaching and learning of languages, from where is the best place to situate a language school, to what to include in a lesson. Some of the ideas you may already know and use, but we are sure there are many new ideas that will help you. A number of Best Practices are based on 'Active learning methodologies', where students take on the responsibility for their own learning. Many utilize technology to add variety, engagement and sometimes fun to language learning. A significant number include Internet links where you can find tools, documentation, descriptions and even games to help the teaching and learning of languages.

Due to the inevitable restrictions on space much information about the methodology and project that took place over 3 years that was in depth and detailed, is not contained in this book but has been placed on the project website at www.dontgiveup.eu where it can be downloaded.

I would also like to draw your attention to our Wiki site at www.dontgiveup-eu.wetpaint.com where you can comment on our Best Practices, add your own ideas of Best Practices and, best of all, give examples of their use in your schools.

We hope you enjoy the Don't Give Up! book, that you find it helpful and that it raises the motivation of your language students to succeed.

Joel Josephson
April 2009

INTRODUCTION TO THE DON'T GIVE UP! PROJECT

Don't Give Up! has been funded by the European Union Socrates Lingua programme the mission of which was to promote the learning of languages across Europe. The role of the Don't Give Up!, within the programme, is to reduce the large numbers of adult students that dropout of language courses and improve their motivation to complete courses. This publication, is the main result of the project

The project, was designed as a three year project and presented at the 2006 call for proposals. The partners, mainly involved in adult language education, researched into why adults dropout and then built up a complete set of Best Practices to prevent dropout by increasing motivation. These Best Practices originated in the knowledge and experience of the language educators within, and also from outside, the project. Reasons for adults lacking motivation to complete language courses include time constraints, other duties, family... but no specific research has been found on this issue.

During the first year and part of the second, the partnership surveyed two aspects of language courses:

- The teaching and learning of language courses
- The management and teaching structure within language schools

These included, reasons for taking courses, the structure and teaching of courses, problems students encounter etc. The team examined every detail, no matter how small. The partnership wanted to know everything, from simple ideas, running a basic resource centre to the complex, through to the overall structure of a language course.

The project built up a knowledge-base by carrying out surveys of language professionals and listening to their accumulated experience and creativity. Their thoughts and suggestions were then filtered through the experience of the partnership. The methodology is described fully below. The diversity of European education structures meant that the project sought and gained opinions from all over Europe to build up a more complete picture.

In a world of relentless change, it is increasingly important to build up knowledge in order to acquire useful skills, to get a job, or simply for personal fulfilment. Education today is now a lifelong process. Learning and training no longer means only what goes on in school or university, but also in less formal environments and at every time of life. The European Union has a stated aim to become the most dynamic and knowledge-based society by 2010, and our contribution in the field of lowering dropouts in language courses is clearly within the scope of these European objectives. The Socrates II programme was completed in 2007 and has now been replaced by the Lifelong learning programme. More information can be found on the European Union website at **www.ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm**

The Best Practices are designed for use by the managers of Language schools and institutions, language teachers and language students. Using the practices in schools will result in more cost-effective schools, more efficient use of resources, improved results, leading to more satisfied students. Language teachers will be able to see a rise in job satisfaction as the results of their work improves. Most importantly, students will feel that they can succeed in learning a language and attain a good result.

WHY DON'T GIVE UP!?

There are three primary answers to this question and a number of additional reasons.

The primary answers are:

- The existence of high dropout rates in adult language learning.
- The inadequacy of existing solutions that did not address the core of the problem, i. e. motivation.
- The need to ensure that the solutions created are disseminated to stakeholders involved in the process of learning: teachers, students, authorities, schools.

HIGH DROPOUT RATES

One of the major issues in most adult education courses is the problem of students fitting in their courses with the many other demands on their limited time and resources. For example, children, work, leisure, financial restraints. Even the most well intentioned students may find unexpected problems, that interfere with the completion of a course. The reality is that once a student starts to miss classes, the motivation to continue quickly falls. Language schools can experience up to 50% dropout rates.

These high dropout rates are extremely costly financially to language schools, colleges and course managers in planning and resource management. Student dropout is also highly detrimental to teachers as they see their planning and preparation being rejected. In addition, students suffer financially, educationally and psychologically by not achieving positive results. Students who fail in a one course will also be demotivated to try a language course again, and the failure may even impact on their desire to take other courses.

INADEQUACY OF EXISTING SOLUTIONS

Teachers are a specific group of knowledge mediators who will carry the project issues to a wide range of students. Nothing is more demoralizing for a teacher than to see half his students not completing his course. The effective methods of the project will provide greater job satisfaction, create effective teaching approaches and produce adult students that do not dropout.

Don't Give Up! wanted to create a link between what 'has gone wrong' with adult language learning and to provide realistic solutions that work.

STRATEGIC DISSEMINATION

The usefulness of the project is only as good as the ensuring that stakeholders in language education are aware of the results contained in this book. The project has placed significant resources into ensuring a strong dissemination strategy and over 30,000 language educators have been directly contacted and informed about this book. In addition, 3,000 contacts in national and local education authorities have been contacted to raise their awareness of the project and to ask them to try the Best Practices within their institutions.

THE EUROPEAN DIMENSION OF THE PROJECT

In today's European community, it is crucial for every citizen to be able to converse in their mother tongue and additional Community languages. Yet, there are many people across Europe who fall far short of this standard, having failed to learn additional languages during their educational process. Thus, later in life it becomes necessary, for work and culture, to learn these missing additional languages.

There are many specialized approaches and methodologies towards teaching children that are based on in-depth research and teaching experience that serve to motivate and produce good results. These approaches often fail to work with adult language students and most importantly do not include the differing barriers to learning that adult students have to face.

The European Community tries to stimulate the awareness of learning languages and as a consequence of this many adult students take up a language courses but as we see above, results are less than satisfactory.

ADDITIONAL NEEDS

Every teacher can state a number of reasons why adult students dropout: pedagogical aspects, psychological aspects, financial constraints, time pressure, learning tradition in his country, physical aspects of the venue and groups, among others. Nevertheless, some approaches have been trying to find an explanation that could give coherence to all the different reasons. One of the most relevant reasons is Experiential Learning, that treats the learner's subjective experience as of critical importance in the learning process.

Experiential Learning proposes an iterative series of processes that underlies learning. In other words, it is not what you teach, but how you teach it that most dramatically influences the learner. Experiential Learning is commonly used to help structure experience-based training and education programs. It is the teacher's responsibility to structure and organize a series of experiences that positively influence each individual's potential future experiences (Dewey, 1938/1997). In other

words, 'good experiences' motivate, encourage, and enable students to go on to have more valuable learning experiences, whereas, 'poor experiences' tend to lead towards a student closing off from potential positive experiences in the future.

Until now we have explained the problem of dropouts and the need for research as a strategic and valuable approach rather than the mere promotion of language courses. But, to go further, the project wanted to increase the length of time a learner spends within a language learning process by offering teachers and schools the best tools and knowledge to provide the 'good experiences' that would enable the adult learner to prevail and complete a course. This raises the third aspect highlighted at the beginning of this chapter: the need of targeted communications to the different stakeholders involved.

CONCLUSION

Don't Give Up! has addressed critical issues in the outcome of adult language learning. Existing projects primarily address either bringing students to the awareness and richness of languages across Europe or language courses themselves. Don't Give Up! has moved on from these two areas to the issue of the effectiveness of the process of language learning itself.

Don't Give Up! represents an additional strategic direction for the European Union programmes by providing answers to a recognized and real need that has not been answered in a methodological and systematic manner.

RESEARCH METHODS AND TOOLS

RESEARCH

The main objective of this part of the project was to find a body of the best and the most effective teaching methods, based on an analysis of the three research and one testing method used within the research area of the project.

The partners provided two roles in creating the best practices based on the research:

- Filtering, expanding and editing the best practice suggestions that came from outside the partnership
- Providing additional ideas for best practices

The project team utilized the services of a psychological expert (PhDr. Tomas Urbanek, Ph.D.) to gain further insight in the research and analysis of the results of the research. The project chose 3 research methods and one testing method.

All the documentation used in the research and analysis, including the raw data, compiled statistics, questionnaires, interview transcripts etc. are available for download from the project website at **www.dontgiveup.eu**.

QUESTIONNAIRES

Target group – Language teaching specialists (language teachers and methodological experts)

Reason – a questionnaire, sent by email or downloadable from the project website allowed a large number of language educators from all over Europe to contribute. The questionnaire and responses are available.

The questionnaire was designed by the project team and experts. The questionnaire was designed to gain specific information and opinions on Language schools, Language courses, Language teachers and the reasons students leave courses. It contained quantitative scales for assessment of aspects of adult language teaching that were analysed statistically, as well as open questions that required text answers and were analysed. A total of 48 questionnaires were completed and all were used within the project.

Each answer from the questionnaire was classified into one or more categories and further divided into categories that focused on those for teachers, for language teaching institutions, and for adult students themselves. They were also analysed, grouped and regrouped, in order to find a patterns, which would offer an explanation of possible relationships. This project stage lasted for a year and its final result was a detailed list of recommendations regarding the creation of the best motivational methods that can be found in the chapter below The Don't Give Up! Best Practices.

IN-DEPTH INTERVIEWS

Target group – adult language students

Reason – a face to face personal interview with a psychological specialist was used to acquire valuable information directly from language students.

The partnership considered that language course students could provide some valuable insight, particularly in the area of what they find motivating and of relevance, and what they find de-motivating and difficult. The interviews with language students took place between a group of 8 students and a trained interviewer over the course of one and a half hours.

It was also considered that the students themselves may not understand the reasons why they would drop out of a course, or that information acquired from them would only be of an anecdotal nature. To overcome this possibility two contrasting groups were interviewed – a group of successful students and a group of “eternal beginners” who have started and failed to complete language courses. It was assumed that the differences in their answers could be helpful in identifying the reasons behind attaining success or failure.

The interviews were led by Psychology experts, they were recorded, transcribed and analyzed. The analyzed results were then included in the Best Practices.

The interviews consisted of two stages. Firstly, the respondents answered questions from a list with the interviewer taking notes. In the second stage, the respondent was asked to expand on his answers. In this way, the individual thematic focus of each interview was captured.

MEANING CONSTITUTION ANALYSIS (MCA)

Target group – adult language students

Reason – the MCA method was chosen as an additional research tool. It was used to add to the information that the project team had not already obtained from the questionnaires and Interviews.

It is a methodology that analyses what people really think and feel when they talk or write. This method was chosen as a means of analysing the research in much greater depth and improving the information available to the project. The whole process was led and analysed by experts in psychology.

The MCA method is useful since it enables flexibility of focus on a certain aspect. It is also possible to use the results as additional information, or as independent research. The quantitative and quali-

tative outputs of the method were used to complete the data acquired by the two main research methods and contribute to the final Best Practices.

WORKSHOPS

Target group – Language teachers

Reason – workshops were chosen as an evaluation tool for the Best Practices and also as an internal dissemination activity. The reason was to gain comments directly from language teachers and to test the Best Practices within a real teaching situation.

The Best Practices in the draft stage were tested in workshops at Pelikan Language School (Czech Republic) and in CNAI (Spain). The workshops were organized for teachers and methodology experts and lead by Psychological and Methodological experts.

Every workshop attendee received 45 cards with basic information about each Best Practices. During the workshops they were asked several questions by a Psychologist. They also wrote their answers into a questionnaire. This was followed by a discussion among the participants in to the reasons for their answers. The result of the workshops was that the language educators gave a very positive response to the collected best practices. They made a number of useful and concrete comments, most interestingly they suggested 3 new Best Practices, they suggested clarifications of BP titles and suggested that the themes be better delineated.

The workshops were recorded and photographed. The completed workshop questionnaires, process analysis, recordings and photographs are available.

ANALYSIS

The main objective of this part of the project was to find a body of the best and the most effective teaching methods, based on an analysis of the research. This project stage lasted for a year and its final result was a detailed list of recommendations regarding the creation of the best motivational methods.

The results of the information gathering were then analysed statistically, textually and were appropriate, using the Meaning Constitution Analysis. This analysis included reading through the transcripts of the interviews and the answers to the questionnaires.

Each answer and interviews were classified into one or more categories. These categories were further classified, grouped and regrouped, in order to find a pattern, which would offer an explanation of possible relationships.

The answers were placed into a template developed specifically for this task. Much of the original data and analysis is available for download.

BP **THE DON'T GIVE UP!**
BEST PRACTICES

INTRODUCTION TO THE BEST PRACTICES

The Don't Give Up! project Best Practices are designed to help language schools and teachers to maximize the motivation of their adult student students and to help language students finish their courses successfully. The Best Practices are designed for face to face or blended courses, not for pure on-line courses or distance courses.

The Best Practices offer a clear system where schools, teachers, staff and students can understand how to deal, from a motivational aspect, with the different issues present within the teaching and learning process, organizing and running language schools and courses.

The Best Practices were not regimented or consistent by the length of each entry. This was felt to be a forced approach and it was not appropriate to try to expand simpler Best Practices just to fill space or to truncate more complicated Best Practices to achieve uniformity. Some of the Best Practices are very closely related, maybe creating a feeling of overlap. In these cases, the related Best Practices show critical aspects from different points of view, and there is real value in highlighting these different viewpoints.

Some of Best Practices fall into the field of language teaching methodology. Methodology is a mix of the structure of a class and the choice and use of resources. Some of the Best Practices must deal with these aspects as they are crucial to the engagement of students.

Many of the reasons why students dropout are personal circumstances but a lot of the reasons are closely interconnected with aspects that are within the responsibilities of teachers or schools. Motivation can be raised, or the opposite, sometimes, students need a lifeline to prevent them sinking, that's why we include BPs for schools, teachers and students. In fact, our research shows that most of the practices that can be used to avoid dropout include aspects that apply to schools and teachers.

The Best Practices are designed for use within language schools that teach adults, but it is clear that many ideas can be used in other levels of language learning. Each Best Practice indicates

whether it is specifically aimed at schools, teachers and/or students, many are for more than one sector.

You will find numerous web address links to specific pages on the Internet where you can locate further information. In LINKS DIRECTORY you will find a listing of all the web links referred to.

THESE ARE THE SECTIONS WITHIN EACH BEST PRACTICE

- **TITLE** – the name of the Best Practice
- **BP FOR** – who the BP is targeted at, generally the school, teachers, students or a mix
- **NUMBER** – a reference number
- **THEME** – the general area of the BP
- **NEED** – what need does the BP address, sometimes these are very specific often they are generic needs.
- **DESCRIPTION** – a overview of the BP and how it answers the need.
- **RESOURCES REQUIRED** – hardware, software, personal costs, financial costs, time – most BPs require some use of resources, these can be from the simple expenditure of staff time, to the use of technology hardware and software.
- **IMPLEMENTATION METHODOLOGY** – this section details how the BP can be implemented in to a language learning situation. Sometimes specific web links are provided where additional implementation information or background, can be found.
- **OTHER ISSUES** – legal, equality, diversity, access for disability, copyright (If specific issues can influence the implementation of a BP, they will be mentioned here).
- **EXTRA HELP** – tools, links, projects (in this section web links are located that offer special web tools that can be used within the BP or other examples and projects).

INDEX OF BEST PRACTICES

DEFINITIONS

SCHOOLS – includes managers, owners, directors, administrators

TEACHERS – includes part-time, full-time and on-line teachers / tutors

STUDENTS – adult students from the age of 18 years

ACTIVE LEARNING

ALL BEST PRACTICES COLOURED BLUE USE 'ACTIVE LEARNING TECHNIQUES'. ACTIVE LEARNING IS WHERE THE STUDENT IS DIRECTLY INVOLVED IN HIS OWN LEARNING PROCESS.

■ BP FOR SCHOOLS

● BP FOR TEACHERS

✘ BP FOR STUDENTS

BP NO	P.	TITLE	BP DESCRIPTION	BP FOR
BP 1	28	Authentic Podcast	Enhancing listening	✘
BP 2	30	Blended learning	Time restrictions	■ ●
BP 3	32	Classroom dynamics	Enhancing learning motivation	■ ●
BP 4	34	Course design – general	Practical guide for course design	■
BP 5	36	Course design – sessions	Practical guide for course design	■
BP 6	38	Digital whiteboard	Enhancing learning with ICT made easy	■ ●
BP 7	40	Employer sponsored courses	Employer courses	■
BP 8	44	Ensuring good quality	Raising quality	■
BP 9	46	Entrance Interviews	Personalizing needs and solutions	■
BP 10	48	EU projects: innovation	Utilizing EU resources	■ ●
BP 11	50	EU projects: mobilities	Learning by doing	✘
BP 12	52	EU projects: professional development	Utilizing EU resources for teachers	■ ●

BP 13	54	European Language Portfolio – ELP	Learner progress monitoring at European level	■ ● ✕
BP 14	56	European Social Fund	Financial constraints	■ ✕
BP 15	58	Group work – Collaborative work	Communication and social skills	■ ●
BP 16	60	Homework	Efficient homework methodology	■ ● ✕
BP 17	62	Learner diary	Learner progress monitoring	● ✕
BP 18	64	Learner portfolio	Learner progress monitoring	● ✕
BP 19	66	Learning outside the classroom	Increasing interest using mobility	■ ● ✕
BP 20	68	Mini grammar videos	Solution to time restrictions	■
BP 21	70	Motivational Trips	Enhancing learning (reading and talking)	■ ●
BP 22	72	On-line booking system	Resource material booking system	■
BP 23	74	On-line School Resource Centre	Links to language materials and tools	■ ● ✕
BP 24	80	Parking facilities & public transport	School facilities	■
BP 25	82	Producing Podcast	Enhancing listening and speaking	■ ●
BP 26	84	Project work – Task based learning	Communication skills, team work	● ✕
BP 27	86	Purpose-built materials	Enhancing learning	■ ● ✕
BP 28	88	Questionnaires	Entrance information on students	■ ●
		Reasons for studying languages		
BP 29	90	Regular meeting with teachers	Teacher motivation	■
BP 30	92	Regular reporting – Course monitoring	Practical guide for course monitoring	■
BP 31	94	School Environment	Studying environment	■
BP 32	96	School Journal	Enhancing learning (writing)	■
BP 33	98	School Resource Centre offline	Open approach to resources	■
BP 34	100	Self assessment	Control over cognitive learning process	■ ● ✕
BP 35	102	Setting own objectives	Active approach to studying	■ ● ✕
BP 36	104	Staff reward plan	Staff motivation	■
BP 37	106	Suggestion Box for students	Using student's ideas	■
BP 38	108	Teacher diary	Teacher time management	■ ●
BP 39	110	Teacher training and workshops	Teachers professional development	■ ●
BP 40	112	Teaching material – Reward system	Efficient use of teaching material	■
BP 41	114	Teaching timetable	Efficient timetable usage	■
BP 42	116	Using multiple methodologies	Utilizing new teaching methods	●
BP 43	118	Using on-line communication	Time restrictions and communications	■ ● ✕
BP 44	120	Using on-line resources	Lack of learning and teaching material	■ ● ✕
BP 45	122	Using web stories	Enhancing learning (writing)	● ✕
BP 46	124	Video Recording of lessons	Time restrictions	■
BP 47	126	Workshops – Best Practices	Teacher motivation, teacher training, implementing the DGU Best Practices	■ ●
BP 48	128	Writing process	Learning to learn how to write	● ✕

BP AUTHENTIC PODCAST

Theme
BP for

ENHANCING LISTENING
Language students

NEED

It is clear that the more time a student can be immersed in a language the better they learn. But adult students don't have a second to spare, with their work and family time pressures. They need to find time to study. In reality adults do have time, and time that is very often wasted. For example, they travel to work, spend time on short trips, or long journeys, go the gym, wait for the doctor, or pass time in traffic jams.

The need is to utilize this waiting or unproductive time usefully.

DESCRIPTION

Thanks to podcasting Internet users can subscribe to audios that are of interest. They can subscribe to a particular podcast source, be informed when new podcasts are available, and download them on to digital players and then listen to them whenever it is convenient as described above.

Podcasting is derived from the name of the Apple iPod and broadcasting, though in fact you can listen to a podcast on any device that can play digital audio. According to Wikipedia, 'a podcast is a series of audio or video digital media files which are distributed over the Internet by syndicated download, through Web feeds, to portable media players and personal computers. Though the same content may also be made available by direct download or streaming, a podcast is distinguished from most other digital media formats by its ability to be syndicated, subscribed to, and downloaded automatically when new content is added'.

www.en.wikipedia.org/wiki/Podcast

This Best Practice focuses on the use of this system to provide language input to students. It is possible for a language school and/or the teacher to record their own Podcasts and then place them on the Internet so that their students can subscribe to them (see BP25 below).

RESOURCES REQUIRED

- Internet connection, better if broadband
- MP3 player, or any other device iPod, MP4, mobile phone with audio, multimedia capacity, you can also listen to a Podcast on a PC or Laptop
- Podcast receiver (see Extra help below)
- Software that collects and downloads the podcast for which the user is subscribed
- A collection of sites to subscribe to, for example:

www.podcastsinenglish.com

www.britishcouncil.org/professionals-podcast-english-listening-downloads-homepage.htm

www.eslpod.com

IMPLEMENTATION METHODOLOGY

Listening to a podcast can be a way to make the best of your time while going from one place to other, but students can make the best of the activity if they follow some simple steps:

Before listening:

Think what they know about the topic, and ask themselves, 'Why I am listening, set a goal'.

While listening:

Do not try to understand everything, concentrate on important words. Repeat, if needed, the listening session.

After listening:

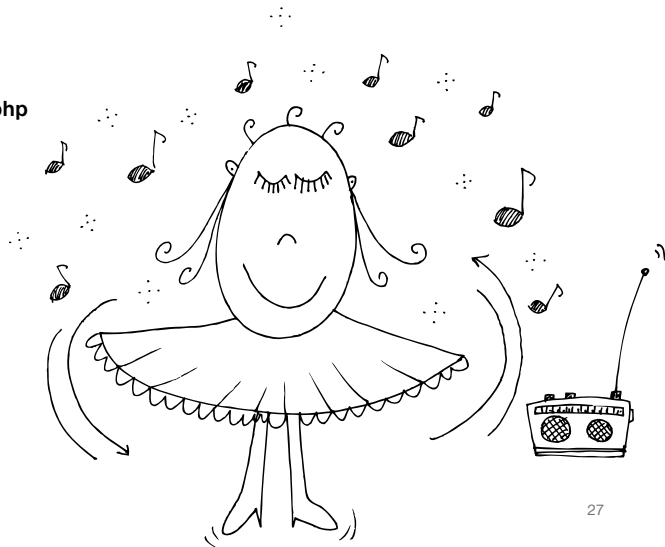
Repeat in their own words what they can, imagine that they are telling a friend what the podcast was about.

EXTRA HELP

Podcast receiver

www.juicereceiver.sourceforge.net/index.php

www.apple.com/es/itunes



BP BLENDED LEARNING

2

Theme
BP for

TIME RESTRICTIONS

Language schools
Language teachers

NEED

Time constraints are one of the biggest issues for adults trying to learn any topic. Ways to make it easier to attend a course are always welcome.

A possible solution is 'On-line courses'. In language learning these have proved problematic as the motivation pressure from teachers and schools is generally very limited. Thus alternative solutions are required.

DESCRIPTION

Broadly speaking, blended learning is the combination of face-to-face groups and classroom based sessions with on-line or self-access activities between the time allocated for the face-to-face meetings.

The important factor is to divide the course up carefully.

The face-to-face sessions should include:

- Discussion of last periods on-line work, including reflection on aspects of the work
- Review of last unit
- Introduction of new unit
- Preview of the next periods on-line exercises

The on-line/distance part of the course will include:

- On-line exercises to review vocabulary and grammar
- Writing tasks
- Listening
- Self-assessments

This is only an example, the exact organisation will need to be based on the level and needs of the students.

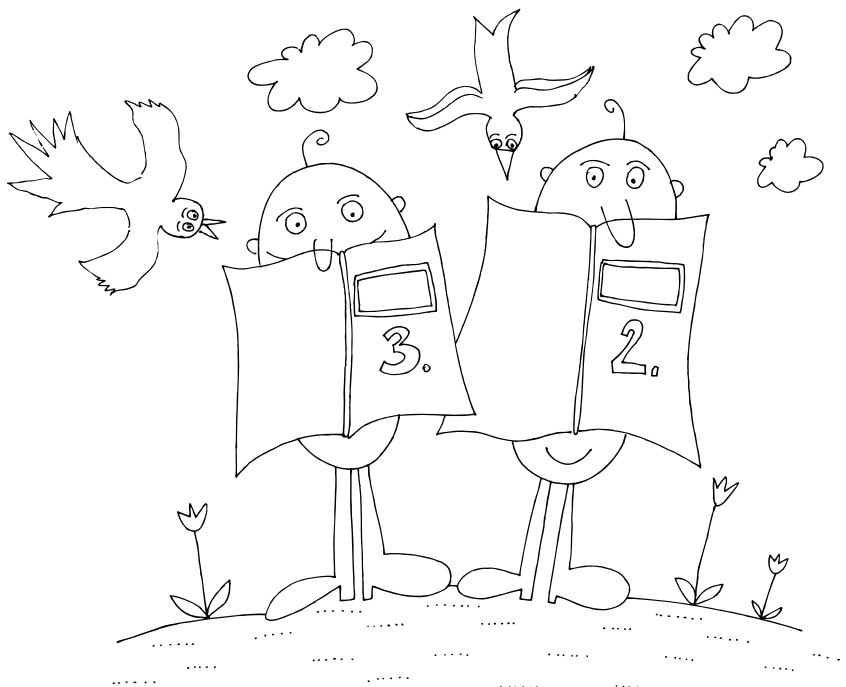
RESOURCES REQUIRED

To start a blended learning programme requires soft skills including good course design, extensive training for teachers in charge of groups, time to prepare contents, and time for tracking students and promoting on-line activities. In addition students and teachers will need access to computers and the Internet, inside and outside of the school. A demonstration will be required for students and a troubleshooting session. Usage notes and course notes will need to be prepared.

Creating a blended course need not cost a lot of money; the main investment will be the time of the school and teachers in preparing the courses and this will depend a lot on the nature of the course you design the kind of resources you will need. An example of a resource on the Internet that can be exploited.

EXTRA HELP

www.britishcouncil.org/brussels-learning-blended-learning.htm



BP **CLASSROOM DYNAMICS**

3

Theme
BP for

ENHANCING LEARNING MOTIVATION

Language schools
Language teachers

NEED

Good classroom management is a keystone to successful learning. Students can be motivated or not, depending on the kind of management methodology chosen by the teacher. Careful school management can produce a good atmosphere, conducive for studying and thus enhance the attractiveness of lessons.

DESCRIPTION

Personal relationships, individual likes and dislikes are important factors to the atmosphere in a class. Adult students frequently look for social and emotional components in courses.

Teachers need to convert the classroom in to a place where different people can enjoy the learning experience together. To achieve good classroom dynamics requires careful preparation, taking into account the personal needs and differences of the students.

Language schools should:

- Organize leisure and cultural activities linked to the languages (social activities and trips)
- Follow other criteria than the simply linguistic (social, learner style, desire for progress or maintenance)
- Let the students participate in the designing of the course content (as most of them are told what they should or have to learn by their employers, teachers)
- Involve teachers in course planning
- Try to lower the number of students in one course
- Design the classroom with as much foreign language media as possible (posters, notice boards, grammar sheets)

- Provide for teachers and students the facility to share experiences/difficulties with their peers (organizing parties, trips, meetings)

A good language teacher should:

- Make lessons more entertaining, involving, dynamic and communication-oriented
www.eflclassroom.ning.com/index.php
- Make the course more interactive
- Give the students more freedom to control their own learning (see BP34)
- Emphasize participation in class
- Try to develop learner autonomy
- Prepare classes that include fun materials
www.spellingcity.com
- Be positive
- Include tension
- Support cooperation of the group members
- Keep students with the same classmates wherever possible

RESOURCES REQUIRED

- Material for classroom decoration
- Extra material for making lessons attractive (projector, DVDs, computers with internet connection)
- Plan for cultural activities (trips, cinema, meeting with natives)

IMPLEMENTATION METHODOLOGY

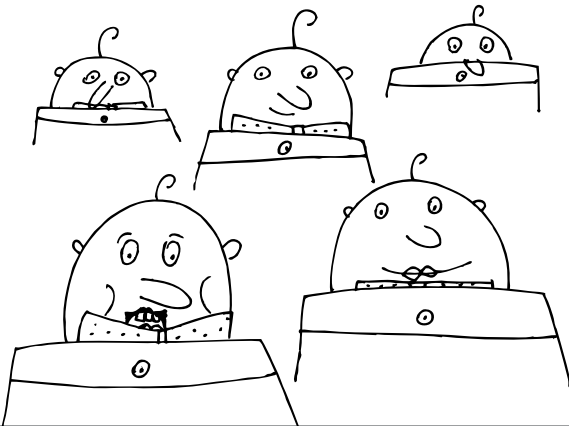
- CD (Class Dynamics), as per The ICLA Curriculum
www.tesol-edu.org
- Training via the LAT-TESOL Courses

EXTRA HELP

www.editors.merlot.org/ClassroomDynamics.htm

Classic book on the field in:

www.oup.com/elt/catalogue/isbn/0-19-437147-6?cc=global



NEED

Successful course design leads to improvements in course completion. From the general point of view there are some rules and recommendations, which make successful languages courses, successful teachers and successful schools. If the school management meets the students needs and is able to design a successful course and atmosphere it will reduce the student dropout rate.

DESCRIPTION

Here are some basic rules for success.

Recommendations for schools:

- At the end of a course students could be given a certificate of attendance which shows their progress and what level they have achieved. This could be complementary to the use of European Language Portfolio.
- Have good monitoring and in-service training for teachers, to enable the professional development of the teachers. The better the teacher, the better the course is true, but this only works within a well monitoring system.
- Regularly check the teachers results; for example, questionnaires for students to express their opinion on the teachers.
- Proactive staff planning. Sometimes the best teacher is not suitable for some types of students. The quality of a teacher is a subjective point that appears where students needs and learning styles, and teacher performance and teaching style, cross. This has to be carefully monitored by the management of a school and the teacher changed if required – if the students do not like the teachers style or the teacher is not appropriate for the learning style of their students.
- Assign a personal teacher to every student to monitor progress and avoid problems.

Recommendations for course design:

- Balance a course – divide evenly grammar, conversation, new vocabulary, listening, reading, group work within the lesson (for more information see the Results of statistical analyses on the project websites).
- All language skills have equal importance and should be balanced in the course.

Grammar:

- Grammar is the basis, but many people know grammar very well theoretically, the teacher must connect grammatical rules with real language with interactive exercises
- Grammar should not dominate the process of learning, lessons will be boring.
- Grammar can be learned inductively with multi-media based lessons where the source material acts as the grammar source.
- Grammar can be introduced at lower levels – students have to understand the grammar without any doubts thus the teacher should always explain clearly at a lower level till everybody understands.
- Grammar should be introduced through elicitation rather than being simply explained by the teacher – give students the opportunity to bring grammar to life with dialogs, essay and group work.
- Grammar is a tool, students need to learn structure so that they can construct comprehensible speech.

Vocabulary:

- Without vocabulary, communication quickly breaks down.

Speaking:

- Speaking is the ultimate target of all language students.
- Of primary importance is to prepare activities for students to develop speaking skills.

Listening:

- Listening is most important for communication, do not underestimate listening.
- Students need to see the connection between grammar and conversation as well as listening for information.

Practising:

- It is best to allocate enough time for productive practice – a student studies for 20%, and should practice for 80%.
- Class is for doing things that students can't do on their own, or that are difficult.

IMPLEMENTATION METHODOLOGY

[Larry Ferlazzo websites for language students](#)

www.larryferlazzo.edublogs.org/2008/11/13/the-best-reference-websites-for-english-language-students-2008

[Language teaching](#)

www.teachingenglish.org.uk

www.writing.colostate.edu/index.cfm

www.englishclub.com

BP

COURSE DESIGN - SESSIONS

5

Theme
BP for

PRACTICAL GUIDE FOR COURSE DESIGN

Language schools

NEED

A core component of good motivation is the actual course sessions. Designing good sessions is a core need to raise motivation. There are many ways and ideas how to design course sessions. Based on teacher's, project partner's and methodological expert's experience a checklist for a course is provided.

DESCRIPTION

There are many ways and ideas how to design course sessions. The following suggestions have been tested in the classroom.

COURSE SESSION DESIGN DEPENDS ON:

Students and their goals:

- How much time students can spend a week
- The kind of the course
- Students profiles, for example, courses for immigrants or for University students

Frequency of the lessons:

- Ideal: 3 times a week if travel time is not an issue
- At least: 2 times a week
- Lower levels need more frequent classes
- Advanced students can do much work on their own – 1-2 lessons per week

Lesson duration:

- Ideal: 90 minutes
- At least: 60 minutes
- It is always necessary to include a break

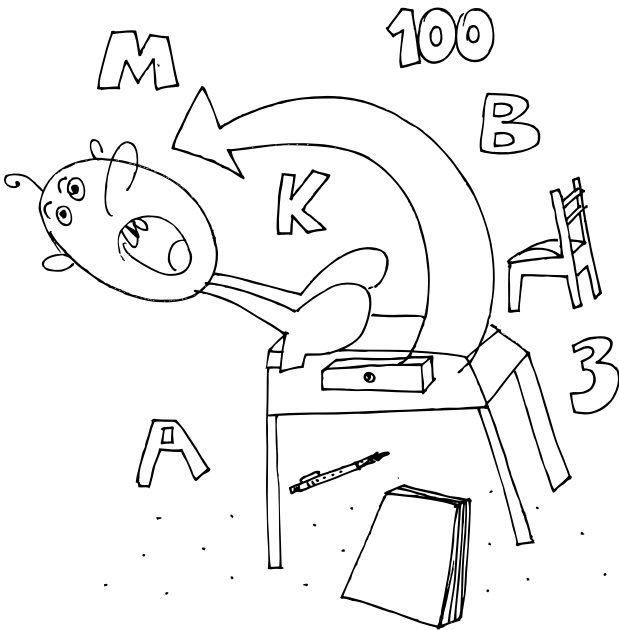
- The most impressive positive changes seem to occur when lessons are between 1 hour 45 minutes and 2 hours long and are held every other day (three times a week)

Course duration:

- Intensive 40 hours
- Extensive 80 hours
- Immersion 100 hours
- Optimal: start young and never ever stop, language learning needs to be a life-time commitment to be really effective
- 4 months course or short-term course needs to stress the importance of short-term objectives

Class size:

- Depends on circumstances, on the methods used and how the time is structured
- Up to 15 students – teenagers don't mind bigger class sizes
- Young adults and adults – 6 students
- 2–4 students – for senior citizens (50+)
- Up to 24 students – in multimedia rooms
- Generally – The older the students the smaller the class size
- Generally – the smaller the group the better



BP **DIGITAL WHITEBOARD**

6

Theme
BP for

ENHANCING LEARNING WITH ICT MADE EASY

Language teachers
Language schools

NEED

We are immersed in a multimedia world. One of the spaces where this is not true is within language schools. The need is to bring the interactive and multimedia possibilities in to the classroom.

DESCRIPTION

Thanks to digital whiteboards we can show websites, news, videos, and interactive activities with the students. If the whiteboard is interactive, we can add more possibilities. There are two systems:

- White projection screen with a projector and a computer connected to the Internet low cost and effective.
- Interactive digital whiteboard: a large wall screen that allows interaction, and software to manage it. Expensive for a small school, you have to evaluate and see if it is worth the investment.

RESOURCES REQUIRED

- Laptop or PC
- Projector
- Internet
- Interactive White board system (if you go for the expensive solution)

IMPLEMENTATION METHODOLOGY

Depending on the system, probably talk about resources of the school, needs analysis etc. A very simple implementation is to choose the lower cost option and search for videos on YouTube

www.youtube.com

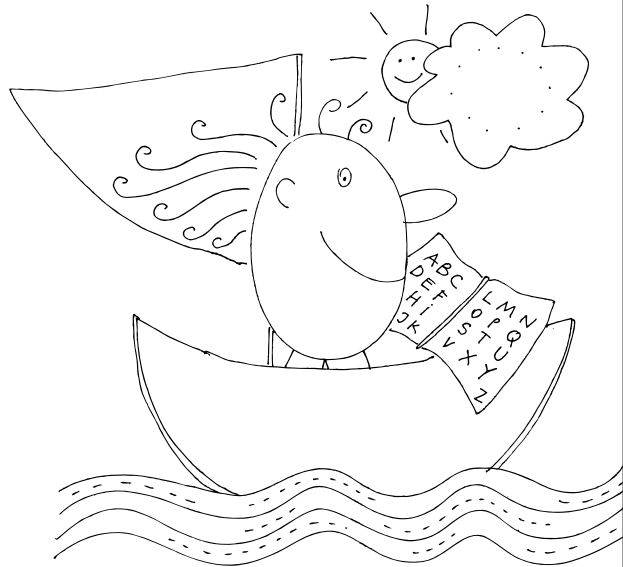
There are many videos that could be used for vocabulary, culture, to improve listening comprehension, to start a debate, or just for fun!

Another useful website that can be used for interactive activities suitable for ESL only is the Kindersite Project www.kindersite.org. This website is targeted at primary students but many of the activities can be used for beginning English students.

EXTRA HELP

www.eslteachersboard.com/cgi-bin/articles/index.pl?read=3295

www.cilt.org.uk/books/impactonlearning/classroom.htm





EMPLOYER SPONSORED COURSES

Theme
BP for

EMPLOYER COURSES

Language schools

NEED

The highest rate of adult dropout is in courses paid for by employers.

The main reasons are:

- Adult students don't have a direct financial motivation.
- The courses are often organized in the work place and students frequently leave a lesson if they need to deal with something important for their work.
- They often attend courses with their managers and logically they can feel uncomfortable sharing a different situation were the authority level is changed. This situation affects the managers as well.
- Attendance at language courses is mostly at the direction of management and not a personal choice.
- Students in a course often have different language levels (companies want to save money).
- There are generally more than 6 students in one course (companies want to save money).
- The courses are mostly organized after or before work time. Lengthening the working day, increasing tiredness and adding to family and leisure pressures.
- The course sessions are arranged according to the employers needs often without regard to individual student needs.
- The work environment is often not conducive for education. Students can find it hard to concentrate.

These reasons are why high dropout rates are recorded in courses organized by employers. This results in frustration for teachers as they do not have sufficient control of the situation to keep

students in the course. Also Language schools don't look professional if there is big withdrawal of students.

DESCRIPTION

Employers should ensure that their language students understand that gaining competency in additional languages increases their employment prospects with the employer and could lead to promotion and better pay. The employer should also point at that students who fail may be sanctioned and how.

Students can be rewarded for good achievement and even for completing a course.

Awards can be:

- Trips
- Financial award
- Paid exam
- Better prospects for promotion

Alternatively, employers can sanction poorly performing students.

The language school should organize testing procedure of all the students at the beginning of the courses and set attainment goals for each student based on their existing knowledge of the target language. Later in the course the teacher will test the students again with a written assessment of each student. Every student will also receive a questionnaire of satisfaction. Students should also have their attendance monitored. The Language school and teachers analyze and evaluate the documents and send them to the employer.

The company will evaluate the assessments and sanction the students who don't reach the individual goals. Students that do not reach their goals could be required to cover part of the financial cost themselves or have to stop attending the courses because they hinder the other students.

IMPLEMENTATION METHODOLOGY

Testing and Evaluation Procedure

Tests designed for all levels of language ability have to be available with rating and evaluation. Usually every Language school has their own testing resources or on-line tests (see BP23 – On-line School Resource Centre) can be used.

Satisfaction Questionnaire

The questions in the questionnaire can be very simple. It can include teacher rating and an evaluation of each part of a course (grammar explanation, listening part, conversation, homework) It should also question the student's satisfaction with the course.

Attendance book

Very simple notebook.

Details can be:

- Date of the lesson
- Names of attendees
- Names of missing students
- Content of lesson
- Name and signature of teacher

Evaluation and Sanction plan

Clear goals should be set that can be reached within the course. The tests have to be in accordance with the goals. Teachers have to inform all students what rating they need to achieve in a test. Employers have to set up the rules and inform employees before the course start. The simplest way is that the reward and sanction plan is in accordance with course attendance and test results.

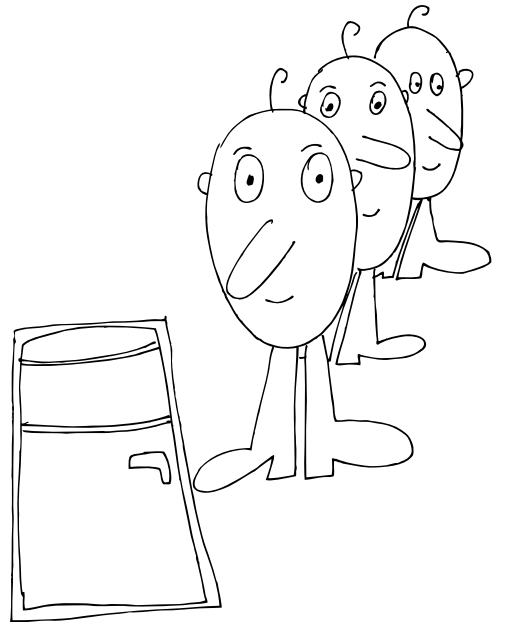
RESOURCES REQUIRED

- Tests and evaluation template
- Set of required course outputs
- Evaluation plan
- Questionnaires of satisfaction
- Attendance book

OTHER ISSUES

Financial costs of testing procedure and evaluation can be covered in two ways:

- The cost is covered by the company
- The cost is included in course price and covered by the Language school





ENSURING GOOD QUALITY

Theme
BP for

RAISING QUALITY
Language schools

NEED

Transparency is a key factor of motivation for everybody involved in education, and it is extremely helpful to realize that the school is complying with accepted standards whether European or global. This need can be covered by adopting a Quality Assurance (QA) or accreditation system.

DESCRIPTION

EAQUALS www.eaquals.org is a pan-European association of language training providers. It is the only international association of language schools that has a formal inspection scheme to verify the quality offered by its accredited members. Below are some of the criteria.

RESOURCES REQUIRED

This is a link for additional information on the EAQUALS system www.eaquals.org

Financial costs

Inspection fee and annual membership

www.clients.squareeye.com/uploads/eaquals/2009%20Membership%20fees%20final.pdf

IMPLEMENTATION METHODOLOGY

1. ADOPTION OF CHARTERS

THE GENERAL CHARTER

The General Charter is about the commitments, undertakings, duties and legality of Accredited Members of EAQUALS.

It mentions in particular:

- Non-discrimination
- Continuous internal development
- Clear information to clients, students and staff
- Health and safety
- Compliance with relevant legislation
- Compliance with the other EAQUALS charters

THE EAQUALS COURSE PARTICIPANT'S CHARTER

This charter is a clear undertaking by each accredited member to provide quality services in all areas related to a language course provided by an EAQUALS accredited member. The main areas covered are: qualifications, experience and professional skills of the teachers and trainers; the teaching and learning materials and organisation of the teaching programmes; suitability of the premises; and the provision of detailed, truthful information about the course of studies. The complete Course Participant's Charter is to be displayed in each EAQUALS accredited school.

THE EAQUALS STAFF CHARTER

This charter concerns the working conditions, duties and entitlements of both the academic and non-academic staff where not already defined in national law. It requires an EAQUALS school to deal fairly with its staff, in accordance with local norms, to provide suitable working conditions, and, for example, to provide training for staff. The Staff Charter is to be displayed in full in the staffrooms and offices of EAQUALS accredited schools.

THE EAQUALS INFORMATION CHARTER

This charter guarantees the veracity, comprehensiveness and clarity of the information provided by the school in its brochures, publicity, websites and other information sources.

CHARTER FOR EAQUALS ASSOCIATE MEMBERS

Associate Members do not undergo inspection but have to demonstrate that they support and comply with the Charter for Associate Members. Additional requirements are made of Associate Members that are examination boards.

2. INSPECTION SCHEME

The four EAQUALS Charters are guarantees of the quality of courses provided by EAQUALS-accredited institutions. The EAQUALS inspection is the means of ensuring that EAQUALS schools are delivering the level of quality specified in these Charters. This inspection scheme sets out in detail the 162 points that must be checked before a school can be accredited for the first time by EAQUALS, and are checked again every three years after that. The inspection system defines EAQUALS' understanding of quality in relation to the provision of language training.

EXTRA HELP

EAQUALS www.eaquals.org/page.asp?p=2538

BP ENTRANCE INTERVIEWS

9

Theme
BP for

PERSONALIZED NEEDS AND SOLUTIONS

Language schools

NEED

A typical situation for students is to find that their studies are not in harmony with their personality, knowledge and needs. This should be expected as neither the schools nor the students are aware of all the facets of being a student. Adult students are individuals and have various needs and expectations and they need to be fitted to courses as individuals.

DESCRIPTION

Using an Entrance Interview is the best way to select the right course for each student. Each student should be interviewed by a pedagogical expert to understand at what level and what needs the student has.

A 15 minute conversation is held with each student before the language course commences. An expert or teacher will write the list of recommendations for students. In accordance with the recommendation each student should be placed into the language course, individual, group, special targeted courses, and blended learning course. If possible a teacher should be chosen that fits with the interview results.

RESOURCES REQUIRED

- Expert pedagogue
- Audio recording device – if appropriate and student gives permission (Dictaphone or digital)
- Template of questions
- Evaluation plan

Suggested areas for questions:

- What are main reasons for you studying?
- Have you ever studied foreign languages before?
- If yes, why did you stop?
- What do you think is your strongest area in language learning?
- What do you think is your weakest area in language learning?
- Write your objectives and over what period?
- Why did you choose this school?
- Do you have a study plan?
- What is it?
- Describe your expectations.

IMPLEMENTATION METHODOLOGY

An expert or experienced teacher should hold the interviews.

OTHER ISSUES

The students have to be asked for permission to be recorded. This can be completed with a standard permission form.

The problem of this BP is financing the interviews. The solution is to include the cost in the price of the course.



BP EU PROJECTS: INNOVATION

10

Theme
BP for

UTILIZING EU RESOURCES

Language teachers
Language schools

NEED

A school of languages, even if it is small, requires innovative solutions to their real needs, and to find a place in the market with a unique selling point. One way they can gain a competitive advantage is to be aware of the new methodologies and the latest Best Practices.

DESCRIPTION

One of the most effective means to raise a schools positioning, and to be connected to the latest thinking, is to participate in the European Union (EU) calls for funded education projects. This programme is called the Lifelong Learning Programme.

There are a number of different calls that are suitable for schools of languages, but the most important criteria is that the EU holds language learning high on its list of priorities.

You can see information on the calls on the website of the Executive Agency in Brussels who run the programme.

www.ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm

Within the programme there are sub-programmes for every level of European education, from schools (Comenius), Universities (Leonardo) etc. There are also programmes that cross over educational levels (Transversal). One of these Transversal programmes is devoted to language learning.

RESOURCES REQUIRED

Staff time to find partnerships that are making proposals. Every programme requires levels of funding by the participating partners, currently partners have to fund at least 25%. The projects pay in full for travelling expenses.

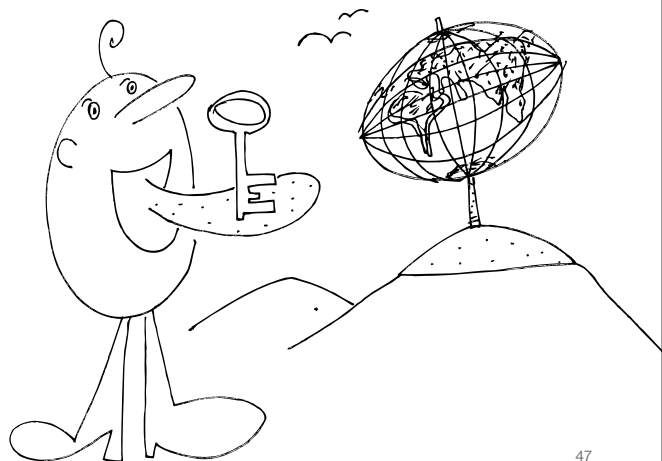
IMPLEMENTATION METHODOLOGY

It is not simple to find partnerships that are putting together new proposals. The best starting point is to contact the EU National agency in your country that has a responsibility to help institutions in their country get involved. On the Executive Agency website you will find a list of the national agencies in your country.

www.ec.europa.eu/education/programmes/llp/national_en.html

Europe funds different meetings where prospective partners can make contacts, some of these are fully funded. These include 'Contact seminars' and 'Info days'.

You can also look at past funded projects and contact partners.



BP EU PROJECTS: MOBILITIES

Theme
BP for

LEARNING BY DOING
Language students

NEED

Students need to feel that the language they are learning is useful in the short term. The EU Commission is providing funds to individuals, via their schools, to visit a foreign country and learn in real situations.

DESCRIPTION

There are a number of possibilities to find grants from EU funds to travel abroad and practise the language, they are called Mobility Projects and fall within the Leonardo programme. Your country's European national agency (NA) will have details of how you can apply and what is available. See www.ec.europa.eu/education/programmes/llp/national_en.html for a list of European national agencies.

There are 3 types of students that are permitted within the programme, the exact descriptions will be found within each NA guidelines:

- PEOPLE IN INITIAL VOCATIONAL TRAINING (IVT)
Those enrolled on a full-time or part-time course of initial vocational training including Apprentices.
- PEOPLE IN THE LABOUR MARKET (PLM)
Those undertaking work-based training, those who have graduated from college or university, or those not currently employed.
- VOCATIONAL EDUCATION AND TRAINING PROFESSIONALS (VETPRO)
Those who are employed in a business or training environment designing or delivering training, professional development or careers guidance.

RESOURCES REQUIRED

Staff time, completing application forms and dealing with the local National Agency.

IMPLEMENTATION METHODOLOGY

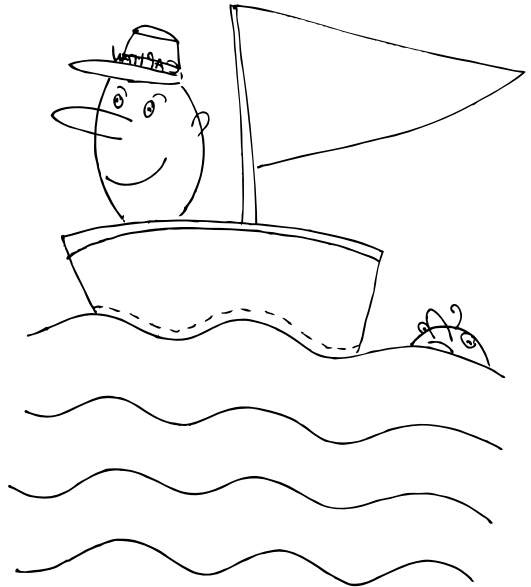
You will need to identify who your student participants will be, and then choose an appropriate European partner to deliver the placement. The EU have provided a database of partners at:

www.leonardo.org.uk/partnersearch

EXTRA HELP

It is important to understanding that these opportunities may only be offered once a year with a deadline, you will need to plan ahead and start early.

Your school could also host students from other countries, their fees and a management fee, will be paid.



BP

EU PROJECTS: PROFESSIONAL DEVELOPMENT

12

Theme
BP for

UTILIZING EU RESOURCES FOR TEACHERS

Language teachers
Language schools

NEED

Training teachers does more than just improve their professional development but also increases the motivation and effectiveness of teachers.

DESCRIPTION

The potential for teachers to attend training courses in other European countries is highly motivating. They also have a very high value in professional development terms.

The European Union funds a programme just for adult teacher training called Grundtvig. Every year hundreds of courses are available for teachers. These courses range through almost every conceivable field of teacher training. Providing eligibility requirements are fulfilled, most courses are fully funded.

Most importantly, courses can be taken in a country of the teachers' target language.

RESOURCES REQUIRED

Staff time, completing application forms and dealing with the local country National Agency.

IMPLEMENTATION METHODOLOGY

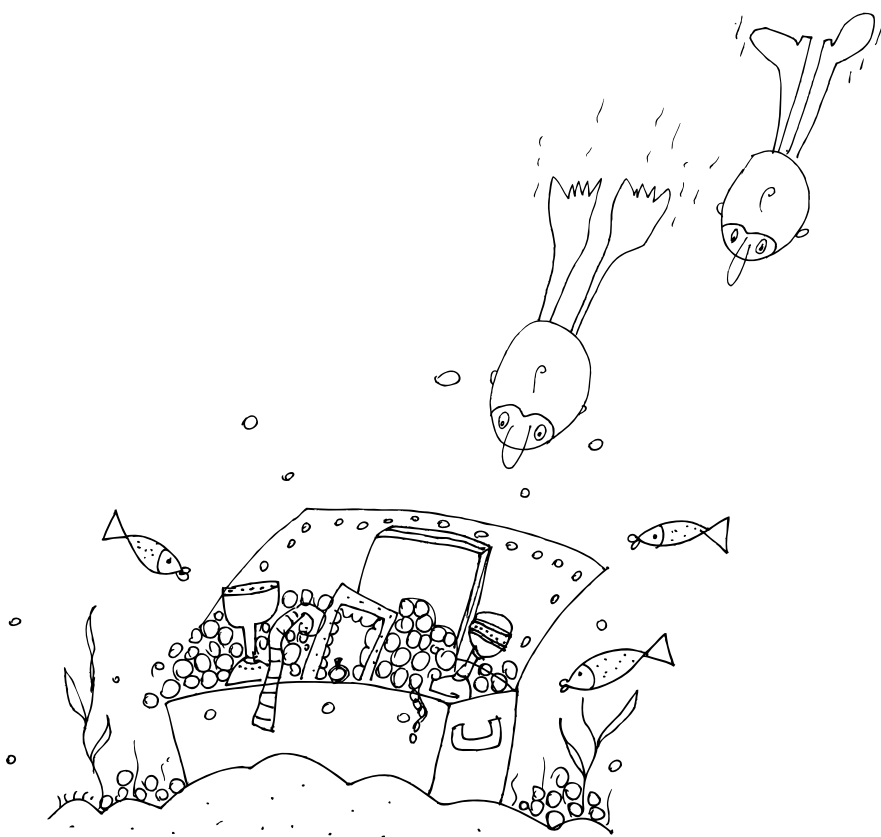
There are 2 steps that are required:

- Firstly a search of the European Union Training database at:
www.ec.europa.eu/education/trainingdatabase
- Secondly contacting the national agency in your country, see:
www.ec.europa.eu/eueducation/programmes/llp/national_en.html

EXTRA HELP

This is an example of a real listing in the Grundtvig workshop database. What may be of particular interest to many language educators is that this course is being offered by a private language school in the UK.

• Title	Aspects Of Teaching English
• Reference Number	UK-2008-741-004
• Start Date	12/10/2009
• End Date	23/10/2009
• Location	Brighton – United Kingdom
• Organizing Institution	The English Language Centre, Brighton&Hove



BP EUROPEAN LANGUAGE PORTFOLIO - ELP

13

Theme **LEARNER PROGRESS MONITORING
AT EUROPEAN LEVEL**

BP for Language teachers
Language students
Language schools

NEED

In the last fifty years, the increase in interest in learning languages, and the growth of language schools across the world, has created a situation where it becomes difficult to know the exact level of a competence certificate awarded to a learner. This is a problem for students wanting to travel to other countries and to companies wanting to employ workers from other countries.

DESCRIPTION

In Europe, the Council of Europe has created a framework document that describes in detail language learning competences and assigns levels to each competence.

Partly based on the methodology developed for portfolios, the European Language Portfolio (ELP) goes further and has designed a way to produce homogenisation of language school certifications, and transparency among the differing educational systems across Europe.

The ELP has three parts:

LANGUAGE PASSPORT

The Passport section provides an overview of the individual's proficiency in different languages at a given point in time; the overview is defined in terms of skills and the common reference levels in the Common European Framework; it records formal qualifications and describes language competencies and significant language and intercultural learning experiences; it includes

information on partial and specific competence; it allows for self-assessment, teacher assessment and assessment by educational institutions and examinations boards; it requires that information entered in the Passport states on what basis, when and by whom the assessment was carried out. To facilitate pan-European recognition and mobility a standard presentation of a Passport Summary is promoted by the Council of Europe for ELPs for adults.

LANGUAGE BIOGRAPHY

The Language Biography facilitates the learner's involvement in planning, reflecting upon and assessing his or her learning process and progress; it encourages the learner to state what he/she can do in each language and to include information on linguistic and cultural experiences gained in and outside formal educational contexts; it is organized to promote plurilingualism i.e. the development of competencies in a number of languages.

DOSSIER

The Dossier offers the learner the opportunity to select materials to document and illustrate achievements or experiences recorded in the Language Biography or Passport.

www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/contents_portfolio.html

RESOURCES REQUIRED

Students will need a validated model, that can be found on the Council of Europe website:

www.coe.int/T/DG4/Portfolio?L=E&M=/main_pages/portfolios.html

IMPLEMENTATION METHODOLOGY

It is not very easy to explain in the limited space in this publication how to work with this document, as it has so many possibilities. It is recommend to read the documentation on this website.

[The European Language Portfolio](#) – a guide for teachers and teacher trainers

www.coe.int/T/DG4/Portfolio/documents/ELPguide_teacherstrainers.pdf

EXTRA HELP

www.coe.int/portfolio

[Electronic version of the Language Passport](#)

www.europass.cedefop.eu.int

BP EUROPEAN SOCIAL FUND

14

Theme
BP for

FINANCIAL CONSTRAINTS

Language schools
Language students

NEED

Sometimes, students face financial difficulties to enrol in a course. Nevertheless, the learner needs the training to improve his/her position, and the whole system needs to have better employees, to improve productivity in the workplace.

DESCRIPTION

The European Social Fund (ESF), created in 1957, is the European Union's main financial instrument for investing in people. It supports employment and helps people enhance their education and skills. This improves their job prospects.

Member States and regions devise their own ESF Operational Programmes in order to respond to the real needs on the ground'.

The ESF supports:

- The design and introduction of reforms in education and training systems: reforms that make people more employable, that make initial and vocational training more relevant to employers' needs, and that update the skills of the educators and trainers, reforms that take account of the need for innovation and the knowledge based economy. In particular, these reforms widen the relevance and availability of routes to lifelong learning for workers.
- Networking between higher education institutions, research and technology centres and enterprises. These organisations are all involved in vocational training, so communication between them is critical for the relevance and effectiveness of training programmes – and also for the design and implementation of innovative approaches to lifelong learning.

In the less-developed EU regions, the ESF is funding additional types of activity:

- To implement reforms in education and training systems in ways that raise people's awareness of the importance of the needs of the knowledge-based society, and in particular the need for lifelong learning.
- Increasing participation in lifelong learning by reducing early school leaving, reducing gender disparities in some subjects, and improving access to quality education.
- Developing more researchers and innovators by supporting postgraduate studies and the training of researchers.

RESOURCES REQUIRED

The way each country manages the funds is different. So you have to contact the institution in charge in your area.

Find here a list of institutions:

www.ec.europa.eu/employment_social/esf/members/index_en.htm

IMPLEMENTATION METHODOLOGY

- ESF funding is available through the Member States and regions. The ESF does not fund projects directly from Brussels. Contact the institution in charge in your area.
- Each Member State together with the European Commission agrees on one or more Operational Programmes for ESF funding for the 2007-2013 period, as do those regions that have their own Operational Programmes (not all do). Operational Programmes set the priorities for ESF intervention and their objectives.
- The Operational Programmes are implemented through individual projects run by participating organisations (known as 'beneficiaries'). A beneficiary designs a project, applies for funding and, if this is granted, implements the project.
- Beneficiaries in ESF projects can be of many different types: such as public administrations, NGOs and social partners active in the field of employment and social inclusion.
- Potential beneficiaries in ESF actions should contact the ESF Managing Authority in their own Member State or region. To find the relevant ESF contact address in your country, visit the ESF in Member States section.
- Participants in ESF projects are people who take part in projects and benefit from them, for example by receiving training in new skills or guidance in how to get a job. Organizations and businesses can also be participants in ESF projects, for example through training courses on new skills for their workforce, or help for management on new working practices.

EXTRA HELP

All the above information has been retrieved from:

www.ec.europa.eu/employment_social/esf/index_en.htm

We suggest visiting that site to learn more.

BP **GROUP WORK - COLLABORATIVE WORK**

15

Theme
BP for

COMMUNICATION AND SOCIAL SKILLS

Language schools
Language teachers

NEED

This need for individual student motivation is at the core of this publication. The solution below is a fundamental that will immediately raise motivation among most students.

DESCRIPTION

At the level of class dynamics, students working in groups ensure the shifting of teacher-centred education to learner-centred education. The teacher acts as a guide, and monitor for the work of the group. The teacher passes the responsibility for learning, to the students.

For adult students a group relationship is a strong motivator and an invaluable support. A class design that empowers collaborative group work and tasks, directly impacts on the learner continuing to study. The relationships built during class time will help him/her to continue.

Collaborative work requires the allocation of tasks to small groups of students. They organize themselves, or with the help of the teacher, to perform a task. Group work can be used outside of the classroom, for homework, projects and for individualizing the learning process.

RESOURCES REQUIRED

Classroom with enough space to split students in to small groups that can work without disturbing one another.

If you want students to work on-line, you will need to have a forum where discussions can take place, plus a communication system. This could be by telephone, email, Skype, where the different groups can collaborate.

Planning by the teacher, curriculum coordinator.

IMPLEMENTATION METHODOLOGY

Group work has to be planned carefully: tasks, times, roles, rules. Depending on the type of students, and the level of their autonomy. Their levels will determine how much planning is required and how much of the decision-making can be devolved down to the student groups.

Below is a suggestion for a simple way to organize groups:

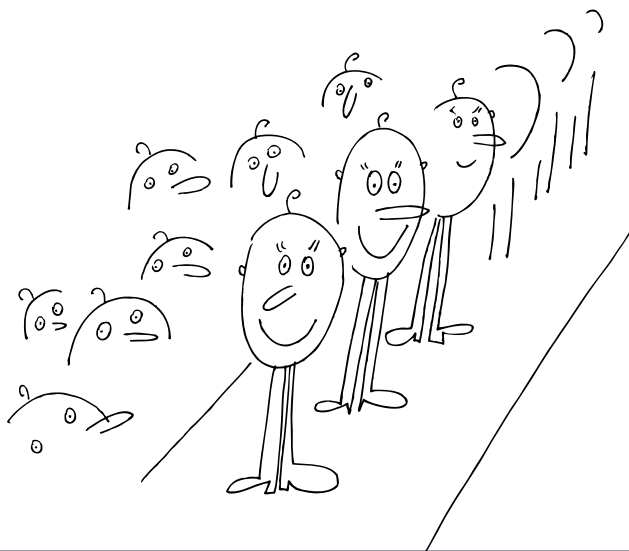
- Define clearly the objective, and suggest steps.
- Split students into groups – there are a lot of possible criteria: people they know and like, stronger students with less strong students, similar levels, no criteria at all.

Each group should appoint a secretary, who should make a table with the allocation of tasks. Set a time for each part of the work processes.

EXTRA HELP

Forum and communication web tools:

Blogger	www.blogger.com
Wetpaint	www.wetpaint.com
Yahoo	www.groups.yahoo.com
Google	www.groups.google.com
Basecamp	www.basecamp.com



BP **HOMework**

16

Theme
BP for

EFFICIENT HOMEWORK METHODOLOGY

Language schools
Language teachers
Language students

NEED

Homework – is a very specific and problematic issue in Adult language education. It is well known that homework and self studying is critical to achieve good results. The problem, as with much adult learning, is available time. Generally adults do not study at home enough. This is frustrating for teachers who then find pressure on their teaching plan as the students have not completed their homework.

DESCRIPTION

General description – Homework has been shown as a basic factor in achieving good results. Thus students must learn at home, as it is an essential part of the learning process.

It should be used to:

- Practise and improve language skills
- Prepare for the next class
- Raise autonomy
- Consolidate learning
- Stimulate interest between each class

Below is a list of Best Practices for teachers to help Adult students work at home. Home studying can rapidly reduce student dropout. The amount of homework should be adjusted to students level and abilities.

The teacher should:

- Ask the students in the first lesson and occasionally later throughout the course (or give questionnaires) how much they want to work at home (the results of the questionnaire should be kept and shown to them later, if required).
- Explain to students that it is impossible to achieve success without home preparation
- Explain to students that they cannot learn everything in the classroom.
- Check homework regularly and provide feedback.
- Promote learning at home using multimedia (DVDs, documentaries, research; internet resources, foreign magazine and newspapers).
- Invite students to explore and experiment with language (example: using chat rooms, Skype, ICQ to speak and write in studying languages with natives).
- Not overload students with too much homework. It is a clear demotivator.
- Suggest resources for use outside of the classroom that suit the level of the students.
- Motivate students to spend at least 10 minutes a day on revising/doing homework.
- Not give students only written work.
- Try to introduce some collaborative work for students (semester projects).
- Give 'extra' homework to students who are willing to do more.

RESOURCES REQUIRED

- Computer with internet connection
- Microphone or headphone
- Section for students and teachers on school websites (for on-line communication)
- Resource material (books, DVDs, newspaper, magazines)

IMPLEMENTATION METHODOLOGY

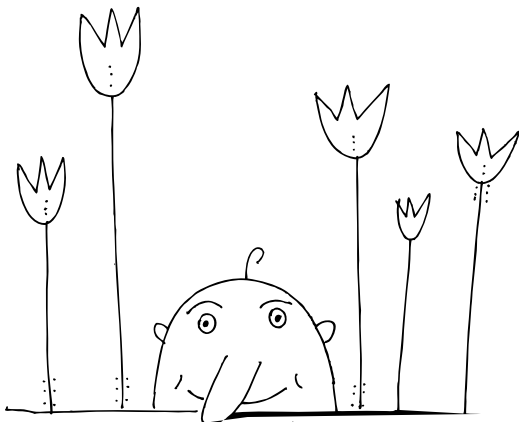
Training pronunciation at home:

www.esflow.com/pronunciationlessonplans.html

www.dest.gov.au/archive/ty/litnet/docs/Teaching_Pronunciation.pdf

EXTRA HELP

This Best Practices is based on the Questionnaire Analysis. You can find more ideas on the project websites in the section Research and Analysis.



BP LEARNER DIARY

17

Theme
BP for

LEARNER PROGRESS MONITORING

Language teachers
Language students

NEED

Adult students can be characterized as often having many worries and responsibilities that constantly nag at them. This can be combined with absences from their language courses due to family and work demands.

When we are learning a new language we can easily feel that we are not doing enough, not improving enough, adult students tend to be pessimistic.

This Best Practice allows students to stay connected to their courses.

DESCRIPTION

An answer is for students to keep track of the work being completed by using a diary. It becomes a resource that the learner can come back to every time that he needs to. He can see exactly where he is in his course, what he was doing, where he is supposed to continue. This tool can also provide realistic feedback about the work being done.

By having this tool, students can evaluate, in a realistic way their commitment, and can measure if they are achieving or not, bearing in mind their personal circumstances.

Apart from these practical reasons, reflective writing is a good aid to develop writing skills.

If desired, the teacher can choose a very structured way of writing, through asking the students to answer some points everyday (see example below from Pearson), or through asking some questions at fixed times, based on the lesson.

Learner diaries can also help teachers, as they can better follow each student's progress, and understand interests, needs, and personal circumstances. Diaries are a means to achieve real individualisation.

RESOURCES REQUIRED

- A simple notebook, where the students write every day that they have studied, can be enough.
- The system can use traditional notebooks, or files with separate sheets, or an Internet Blog, or other digital system.

IMPLEMENTATION METHODOLOGY

Flexibility is the key element of using learner diaries. Below we detail a single example of how to implement this tool.

On the first day of the course, when all the students are in class, explain the idea, the reasons behind writing a diary, the benefits and the way it will be monitored. It is important that they feel that the teacher is also interested in what they are writing.

After that, decide (or negotiate with students) how many times a month you are going to read their Diaries, and set exact dates. By having deadlines, everybody will know their responsibilities and when they will need to deliver. For the first entries you could provide a template to help (see examples below) and some questions to make the students think. You can fix the time they will be writing or leave it completely open. From 15 minutes a day, to 15 minutes a week. Review the Diary frequently, and make students feel that it is useful.

An explanation about learner diaries can be included in a student introduction to the course.

EXTRA HELP

[Explanations, comments by users, and some background by Nik Peachey](#)

www.teachingenglish.org.uk/think/articles/learner-diaries

[Templates, and some real life examples](#)

www.pearsonlongman.com/newopportunities/students/cef-learner-diary.html

BP LEARNER PORTFOLIO

18

Theme
BP for

LEARNER PROGRESS MONITORING

Language teachers
Language students

NEED

The traditional ways of evaluating students often focus on fragmented skills that cannot offer a global vision of the learner's performance.

DESCRIPTION

Learner portfolios are a tool for measuring complex abilities, they allow the teacher to observe a student's competence in a field. A learner portfolio uses the actual results of students' work as the main source of information

Portfolios are a method for teaching and learning that have been experimented with in the last few years, they are generally used at University level. The methodology took as a basis the portfolios where photographers and artists show their work, this system was then adapted to general Education.

In a portfolio, students show their results (written, oral... for all fields), in which competences can be observed. Students and teachers can follow the process and check achievements of the results.

They can have the following sections:

- Index of contents and instructions by the teacher.
- Documents (results) provided by the learner to show his achievements – for example: a recorded oral exposition, a written report, a letter for a friend written in the target language, etc. The results stored will be closely related to the curriculum, the teacher can ask that particular ones be included, although the learner should be able to include more samples about other topics.

- Final section – summary of learning achieved. The learner will explain what he has learnt based on the results saved and shown in the portfolio.

RESOURCES REQUIRED

- Students' completed work
- File/portfolio to store the outputs

IMPLEMENTATION METHODOLOGY

- Initially, the learner has to produce evidence and outputs, completed during the period. For example, it can include exams, mind maps, interviews or texts read in newspapers. Many types of things can be included, no matter where they were completed, in class or in personal time. What is important is that they show the level of competence the learner has in the field.
- Selection of evidence. Only the best work should be included.
- Reflection process. Students should explain why those examples were included, how to improve them and any difficulties faced.
- When complete the student should find a creative way of presenting the portfolio.

EXTRA HELP

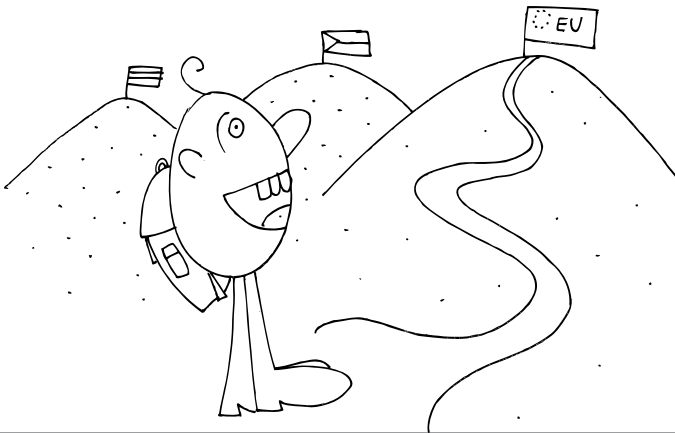
www.coursecrafters.com/ELL- Outlook/2006/jan_feb/ELLOutlookITIArticle7.htm

www.cal.org/resources/Digest/0010assessment.html

Papers by V. Kohonen, among others:

www.uta.fi/laitokset/okl/tokl/projektit/eks/pdf/babylonia100.pdf

If you are interested in application of this methodology, you can learn more in BP 13 – European Language Portfolio, where an example that takes some of the ideas of this methodology, as recommended by the Council of Europe, can be seen.



BP **LEARNING OUTSIDE OF THE CLASSROOM**

19

Theme
BP for

INCREASING INTEREST USING MOBILITY

Language schools
Language teachers
Language students

NEED

Adult students who are at work all day (often in an office) and then follow their working day with language lessons, are often bored by the school environment as their tolerance threshold is low (even if the school is beautifully decorated as described in BP31). This is particularly true during the summer when being outside is most attractive.

DESCRIPTION

Organizing lessons outside of the classroom increases a lessons attractiveness and raises interest. It is literally a breath of fresh air to a wilting student and will have a positive effect on their concentration and improve results.

Where to organize a 'Out of Classroom Lesson':

- In the summer and spring – in a park, by a lake, by the sea (if possible), in a forest
- In the autumn and winter – in a café, in a lobby of a public building

Lessons can be 'Walking and talking' at a zoo, a shopping centre or street, at an exhibition or museum. Visits could be made to a cinema or theatre and the performance made the subject of the lesson afterwards.

RESOURCES REQUIRED

- Preparation of the lesson around the activity
- Reservations or tickets purchased in advance when necessary, café, zoo, theatre etc.
- Experienced teachers or native speakers (especially for 'Walk and talk' lessons)

IMPLEMENTATION METHODOLOGY

Outside classroom lessons can be arranged on a regular basis, perhaps once a month or a whole summer course can be organized out of the classroom.

Options for Lesson methodology:

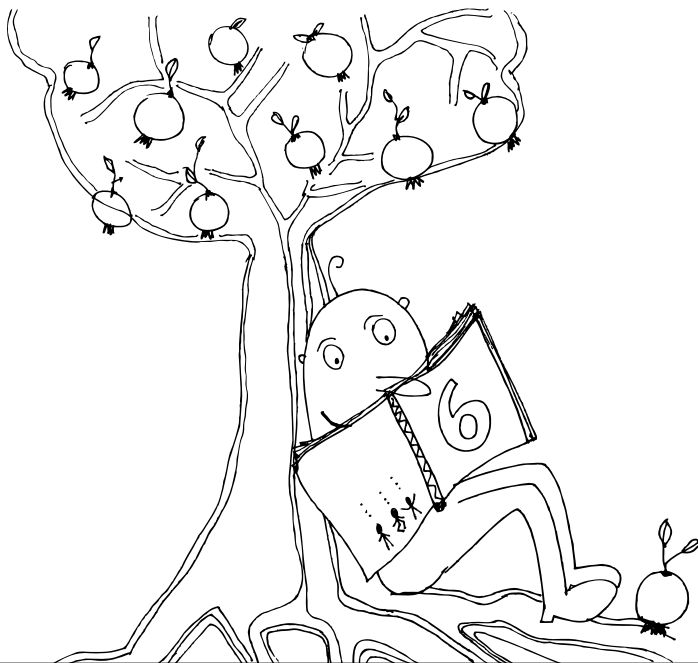
- Similar methodology as used in the classroom.
- The lessons can be organized as conversation lessons only.
- Essay reading, presentation and discussion (the teacher assigns a theme of the essay as homework).
- Simulation of a real situation and dialogues (arguing, presentation, shopping, travelling, job interview).
- Walk and talk – lessons simulate 'real life', students and teachers use the taught language only.

EXTRA HELP

LINGO study on motivation – 50 examples where motivation is at the heart of language learning.

See more good ideas about learning out of the classroom at:

www.euointeractions.com/projectlingo.htm



BP MINI GRAMMAR VIDEOS

20

Theme
BP for

SOLUTION TO TIME RESTRICTIONS
Language schools

NEED

This BP is a simpler and lower cost version of BP46 – Video Recording of lessons and is an alternative for smaller language schools. The need is the same that the most frequent problem of Adult language learning is that students miss more than one lesson and thus lose motivation and continuity of their course.

DESCRIPTION

The language school and its methodical experts and teachers will develop and record short videos (less than 5 minutes) with grammar explanations and a demonstration of using a particular grammar rule in real life (short conversations). The Mini videos will be designed for each level of the target language. These videos can be used by students who miss the lesson.

IMPLEMENTATION METHODOLOGY

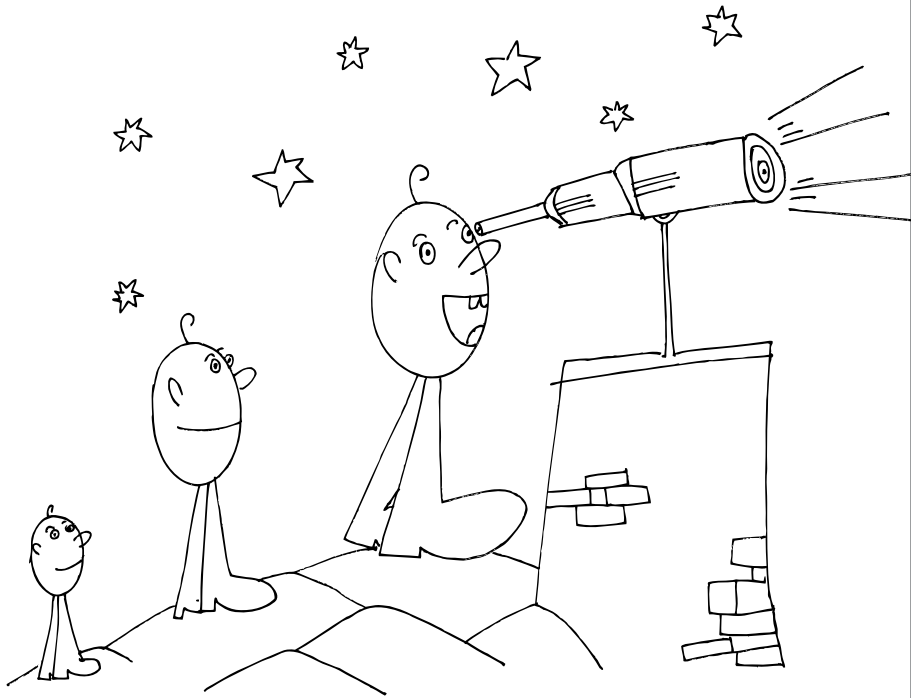
Mini grammar videos will be recorded and edited. The recorded teachers have to have an understanding of the methodology.

RESOURCES REQUIRED

- Financial sources for video making
- Digital camera
- Editing expert or software
- Methodology for grammar explanations and conversational sections
- Computer with speaker

OTHER ISSUES

All the property rights have to be addressed.



BP **MOTIVATIONAL TRIPS**

21

Theme
BP for

ENHANCING LEARNING (READING AND TALKING)

Language schools
Language teachers

NEED

Losing motivation and giving up a course is often caused by not having the opportunity to speak with native speakers. When students of a foreign language have the opportunity to be understood in a foreign language it encourages their motivation for studying. Speaking with native speakers at home or abroad is the best self-test and also good motivation for future studying.

DESCRIPTION

More extensive courses can be complemented with a trip to the nearest country that uses the target language. The teacher can prepare a programme how to help students speak with foreigners. Maybe the teacher could arrange a visit to a language school.

Alternatively, there may be native speakers of the target language in your locality. Contact the groups and try to arrange a social function, maybe in a bar, restaurant or café, with them and the students.

RESOURCES REQUIRED

- Trip plan
- Guide and map of the foreigner country
- Reward plan
- Strategy for activities afterwards

IMPLEMENTATION METHODOLOGY

The teacher has to prepare a programme for the trip and a strategy about how students will communicate with foreigners (shopping, sport activities, asking for a way... etc.). Afterwards the students could write an essay or small article about their trip experience. The pictures from the trip could be placed into the school's website and on notice boards to motivate new students.

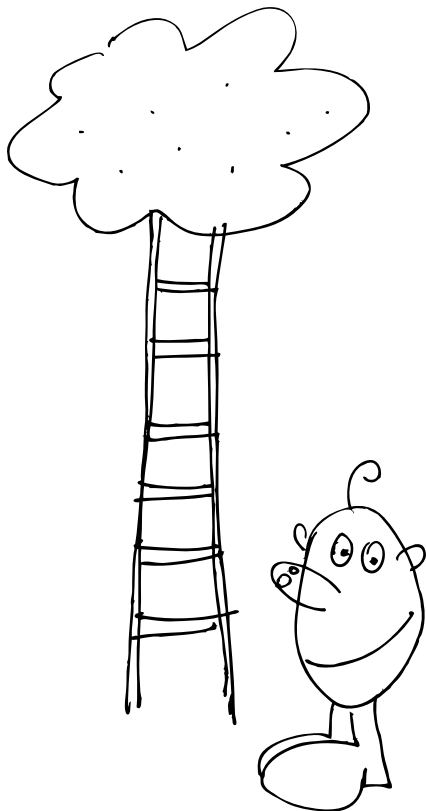
If a local group, you will need to locate the group, you can check in local directories of the municipality for groups or the embassy of the country to see if they know of groups.

The European project LANGUAGE CAFÉ offers good ideas for 'Language meetings and trips'. See project website www.languagecafe.eu/en/intro.html

OTHER ISSUES

General recommendations for schools:

Students will have to pay the expenses themselves; maybe if their course is paid for by their employer, the employer will pay.



BP ON-LINE BOOKING SYSTEM

22

Theme
BP for

RESOURCE MATERIAL BOOKING SYSTEM

Language schools
Language teachers

NEED

If the school decides to build a resource center, then the management of the different resources becomes a must. No matter if the school is small or big, even a simple system to keep record of the continuous movement of resources will be necessary.

DESCRIPTION

Depending on the size of the school and the number of resources you can use one of the following systems (from simple to more complete):

- A simple table in a word document, printed, where you list all the resources available in one column and in other column write who books the resource.
- An excel file, where you can update the life of the document, and manage a larger number of resources, include and update dates, make searches according to criteria you need, and create some calculations for your internal statistics.
- A complete system, to manage all your resources and users on-line. In the software available for this option, you can find a lot of scalable possibilities: from management of loans, to all the billing needs.

RESOURCES REQUIRED

Depending on the system you decide.

- Computer
- Resources assistant (clerical/technical grade) or administrative staff
- Software – from basic Office tools, to dedicated software

IMPLEMENTATION METHODOLOGY

Depending on the system you decide.

EXTRA HELP

On-line systems, open source

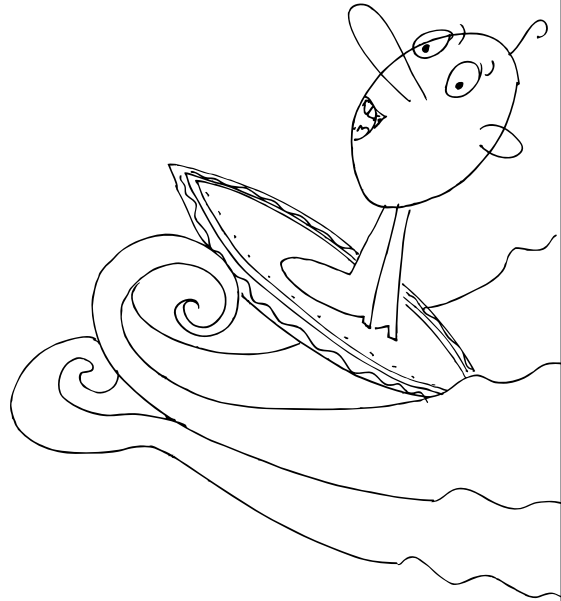
www.sourcecodeonline.com/details/openbiblio.html

www.verussolutions.biz/web

www.biblioteq.sourceforge.net

www.biblios.org

www.koha.org



BP ON-LINE SCHOOL RESOURCE CENTRE

23

Theme
BP for

LINKS TO LANGUAGE MATERIALS AND TOOLS

Language schools
Language teachers
Language students

NEED

Expanding the range of materials, media types and increasing access is a need that will be welcome in schools with existing resource centres.

DESCRIPTION

An on-line resource centre can be created on a school's website. This library can consist of:

- Texts (that have been copied)
- On-line books
- Videos
- On-line dictionaries
- On-line exercises
- Trial tests
- Games and motivational tools

It is also possible for staff and students to place their work on-line as resources for other students.

RESOURCES REQUIRED

- Computer with internet connection in the school and student accessible.
- Staff time to locate and if appropriate copy material.
- Setup of a Wiki for staff and students to place material.

IMPLEMENTATION METHODOLOGY

The schools website will need to be updated with a listing of links with descriptions.

Wetpaint www.wetpaint.com provides a very simple and free Wiki resource with full instructions including videos. The Wiki can be kept as a private space. If a Wiki is for educational use then advertising can be turned off.

EXTRA HELP

The links suggested below are organized by learning resources directly for languages, the final set of links are primarily for motivation and fun and are mainly for ESL.

FOR ENGLISH LANGUAGE

TESTS

EASY ENGLISH

www.easyenglish.com

English tests – choice of level, test duration

DICTIONARIES

SEZNAM – DICTIONARY

www.slovník.seznam.cz

6 languages, translates mutually (see also German & Spanish)

CAMBRIDGE DICTIONARIES ON-LINE

www.dictionary.cambridge.org

On-line monolingual dictionary, can switch between UK & US

THESAURUS

www.thesaurus.reference.com

For advanced level

DIXINERY

www.dixinery.com

Picture dictionary for beginners, divided thematically (German & Spanish)

REWİN

www.rewin.cz/WebForm1.aspx

On-line free translator (Czech, English, Deutsch, Russian)

E-LEARNING

ON-LINE ENGLISH

www.lang.jannemec.com/english/tests.php

Grammar, hints, idioms, texts, tests, pronunciation

LEARN ENGLISH

www.learnenglish.de

English learning web Grammar, vocabulary, exercises, games, chat

ENGLISH CLUB

www.englishclub.com

Advanced students. Grammar Set of games, tests, grammar

CANADA ESL

www.canada-esl.com/lessonsindex.html

Phrasal verbs, frequent mistakes, slang

WORDAHEAD - VOCABULARY VIDEOS

www.wordahead.com

Video vocabulary builder

FOR GERMAN LANGUAGE

TESTS

GOETHE - TESTS

www.goethe-verlag.com/tests

German Tests in Arabic, Bulgarian, Chinese, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Indonesian, Italian, Japanese, Norwegian, Polish, Portuguese, Russian, Serbian, Spanish, Swedish, Turkish

DICTIONARIES

DUDEN

www.duden.de

Dictionary, plus puzzles

WORTSHATZ UNIVERSITÄT LEIPZIG

www.wortschatz.uni-leipzig.de

Interesting morphological website

E-LEARNING

DEUTSH - ON-LINE

www.deutsch-online.com

Completed website with a lot of learning material

GAMES

WORTSPIELE

www.wortspiele.de.pogo.com

Games to improve your vocabulary

FOR SPANISH LANGUAGE

DICTIONARY

INSTITUTO CERVANTES

www.62.97.114.150/ats_0001.aspx

On-line Spanish translator

LEARNING MATERIAL

SPANICITY

www.spanicity.com

Spanish audio lessons, speak Spanish phrases, Spanish music, vocabulary, dictionary and quiz

EJERCICIOS DE ESPANOL

www.dilupear.blogspot.com

E-learning blog of Spanish

EDELSA

www.edelsa.es/inicio_content.php

Addendum to textbook Nuevo Ven. Exercises, grammar, vocabulary

E-LEARNING

LANGUAGE GUIDE

www.languageguide.org/espanol

For beginner students, vocabulary with pronunciation & testing of verb conjugation

CURSO DE ESPAÑOL

www.learn-spanish-online.de

Spanish on-line – grammar, a promenade, exercises

OTHER ESL WEB SOURCES

HENNY JELLEMA'S ON-LINE TPR EXERCISES

www.digischool.nl/oefenen/hennyjellema/engels/tpr/voorbladtp.htm

ENGLISH TRAILERS

www.english-trailers.com/index.php

A free website for studying English using movie commercials

EMBEDDED LEARNING PORTAL

www.rwp.qia.oxi.net/embeddedlearning/searchinteractive.cfm

Interactive learning

Materials are interactive, screen-based literacy, language and numeric practice materials

LISTEN AND WRITE

www.listen-and-write.com

Free listening practice – improve your listening skills and hear about the news

YAKITOME

www.yakitome.com

Listen to documents, homework, PowerPoint presentations, emails or novels while you relax, commute or exercise

DVOLLER MOVIE MAKER

www.dfilm.com/live/moviemaker.html

Make your own movie

SPELLING RACE

www.tutpup.com/plays/new/2-word-game

Learn to spell

SPELLING CITY

www.spellingcity.com

English speaking game – learn to spell

WORD FROG

www.arcademickillbuilders.com/games/frog/frog.html

Funny game to exercise your vocabulary – search for correct antonyms, synonyms and homonyms

SPECIAL RESOURCES

CHILDREN'S INTERNET DIGITAL LIBRARY

www.en.childrenslibrary.org

This has books at many levels, 3745 books in 51 languages. Because they are children's books they are at a lower level (suitable for language students). The books are full text.

PROJECT GUTENBERG ON-LINE BOOK CATALOG

www.gutenberg.org

Full Text books

YOUTUBE

www.youtube.com

Videos on every subject and in every language

BP **PARKING FACILITIES AND PUBLIC TRANSPORT**

24

Theme
BP for

SCHOOL FACILITIES
Language schools

NEED

Time is a critical issue for adults, work, family, the home, leisure, there is never enough time. Research has shown that the lack of time is a major reason why adult students do not finish their language courses successfully. Using or saving time for students, in any way, is a positive step.

DESCRIPTION

Our research has clearly shown that placing the language school near a town centre with easy public transport and/or with parking facilities will have a positive impact on the school.

Students do not have time to waste and will often choose a school that is accessible by public transport or with parking.

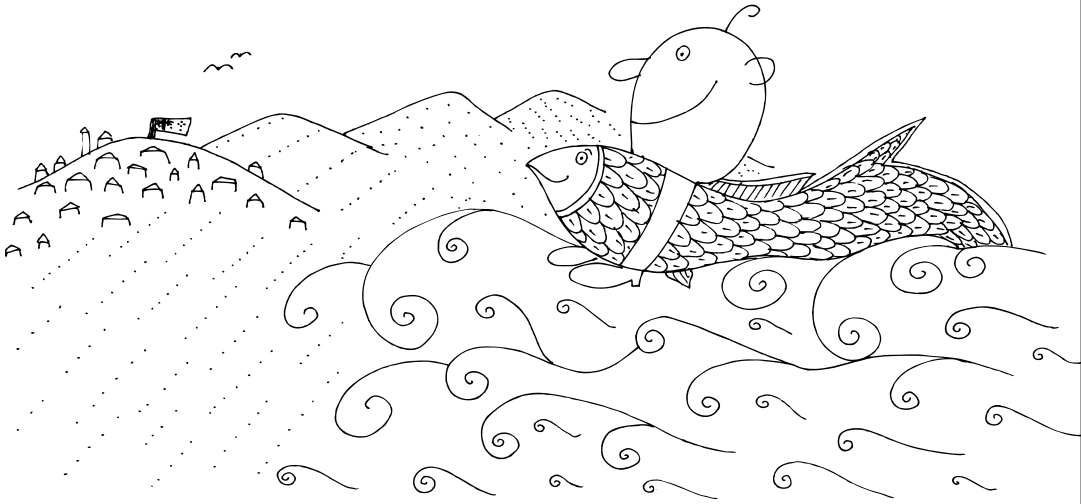
RESOURCES REQUIRED

- Parking facilities
- Proper location

IMPLEMENTATION METHODOLOGY

If the school management wants to maximize the number of students, the school should be located:

- Near or in the town centre
- With sufficient parking
- Near public transport
- Near a train and bus station



BP PRODUCING PODCAST

25

Theme
BP for

ENHANCING LISTENING AND SPEAKING

Language schools
Language teachers

NEED

This BP is a continuation of BP1, with the same need being addressed.

DESCRIPTION

In most cases, adult students are going to use the language they are learning for travel reasons, or for work reasons, meetings, and negotiations. In both cases, the oral production skill is a key element. In class, they have conversations, and play roles, but a good strategy for improving pronunciation and oral expression in general is placing the students in a situation where they have to produce something recorded for an audience.

Production of focused podcasts by a language school or teachers for the needs of their students.

This Best Practice focuses on improving the learner's oral expression.

RESOURCES REQUIRED

- Computer
- Microphones
- Internet connection
- Preparation time by the staff of the school

IMPLEMENTATION METHODOLOGY

The recording of the Podcast should be planned as if it was a normal classroom activity, including objectives, contents, expected output (for example a summary of the news, a short explanation

about some issue, publicity about your town, a story that could be told in different chapters, time, tasks, etc.). The kind of didactics that are easy for teachers!

For the technological part, the easiest way is to go to a free site for creating a podcast, see:

www.podomatic.com

You will be able to register from a web browser and upload your recording. The site will publish it. The students will need to be given the correct information so that they can subscribe (RSS) to the schools Podcasts using a Podcast subscribing tool. Here is a link to a webpage that tells you 'How to subscribe to a podcast':

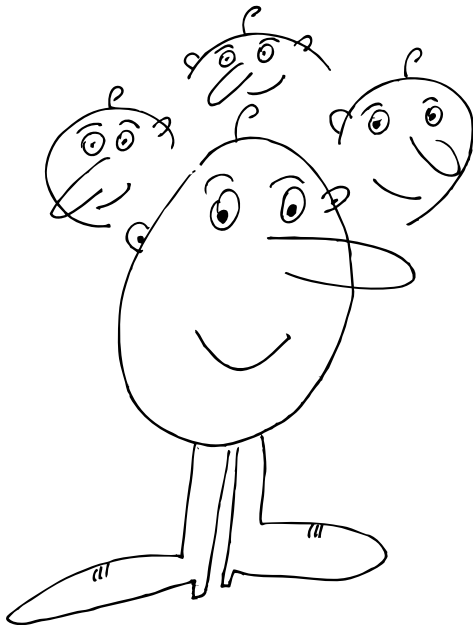
www.slamidol.tripod.com/podcatching.html

This is software so you can receive Podcasts, Juice, the cross-platform podcast receiver:

www.juicereceiver.sourceforge.net/download/index.php

EXTRA HELP

If you want to do-it-yourself, and enjoy the technology, then go to 'How to create your podcast – step by step teacherial' **www.radio.about.com/od/podcastin1/a/aa030805a.htm**



BP PROJECT WORK - TASK BASED LEARNING

26

Theme
BP for

COMMUNICATION SKILLS, TEAM WORK

Language teachers
Language students

NEED

Students need to feel that what they are doing in class is closely related with their real needs.

DESCRIPTION

Project work consists in organizing the class activities towards the production of some meaningful results for the students. The class is divided into groups, and the work is targeted at problem-solving activities, analyzing, evaluating, collaborating, reporting, presenting etc. over a period of time. At the end of the project, students must have created a product, tangible and relevant to them.

RESOURCES REQUIRED

Depending on the project chosen from simple to complicated:

- Photocopies
- Discussing a case-study
- Internet research to prepare a oral presentation about a topic of interest to students

IMPLEMENTATION METHODOLOGY

Additional information can be found here:

www.teachingenglish.org.uk/think/articles/a-task-based-approach

The following procedure is extracted from that website and written by Richard Frost, British Council, Turkey.

PRE-TASK

The teacher introduces the topic and gives the students clear instructions on what they will have

to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

TASK

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

PLANNING

Students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

REPORT

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

ANALYSIS

The teacher then highlights relevant parts from the text of the recording for the students to analyze. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

PRACTICE

Finally, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

EXTRA HELP

www.calper.la.psu.edu/projectwork.php

www.englishonline.org.cn/en/community/featured-blog/jane/autonomy-project

BP PURPOSE BUILT MATERIALS

27

Theme
BP for

ENHANCING LEARNING

Language schools
Language teachers
Language students

NEED

Students have to learn what they really need. If teachers are following a course book, very often the student feels that he is not going to use most of the contents included in that book and this can act to lower motivation. For example, I will never need to prepare a recipe in English, but it is more probable that I will need to read about didactics in English, as I'm a language teacher. Many of the comments received in our research are clearly saying that learning should be as meaningful as possible.

DESCRIPTION

Tailored materials can be special worksheets, books, leaflets and audio files that include language content that is really needed by students. The amount used will be dependent on the amount of time and/or money you can invest. The materials can be very developed or just a minimum.

RESOURCES REQUIRED

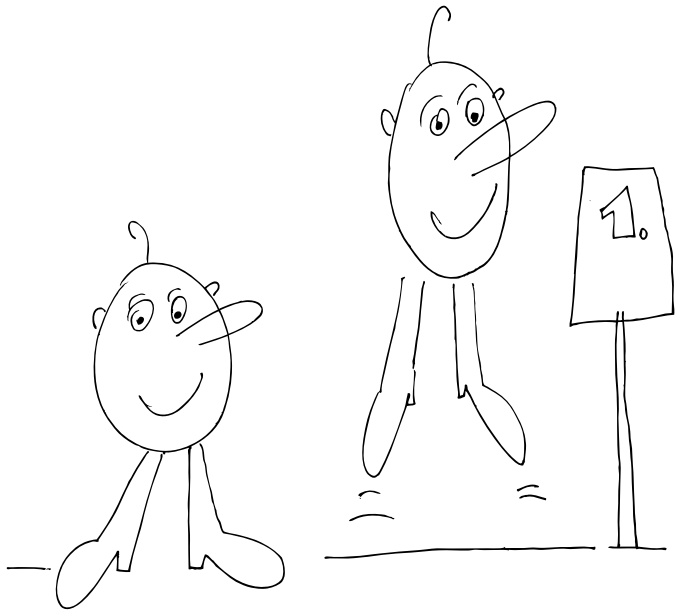
Tailor-made materials can be expensive if you try to do everything, but here you can find some tips to make them more 'cost-friendly'.

- Have sound information about the real learning needs of your students, so you can address them accurately (see BP 9 – Entrance Interviews).
- Involve them in producing materials, in looking for texts or media files they need to use/produce. Ask them to bring them to class.
- Use homework time for working with the materials, as a personal plan of the student.
- Use commercial offers specific to some fields, place them in your school library.

- Make your teachers share materials, and use enter them in a Database so they can be easily located.

IMPLEMENTATION METHODOLOGY

An understanding of the students' real learning needs can be obtained during the initial course interview suggested in BP 9.



Theme
BP for

ENTRANCE INFORMATION ON STUDENTS

Language schools
Language teachers

NEED

Adult students have concrete and strong motivations for studying a foreign language at the beginning of their language course. Their motivation often dissipates during the first 3 months of a course.

DESCRIPTION

A list of the initial reasons that motivated students join a course is written down by each student. The teacher can suggest the areas – work, tourism, self-development etc.

RESOURCES REQUIRED

- Eligible questions prepared by an expert.
- Teachers must be shown how to incorporate the reasons for studying of their students to the language course. For example, how to implement special topics into the lessons.

IMPLEMENTATION METHODOLOGY

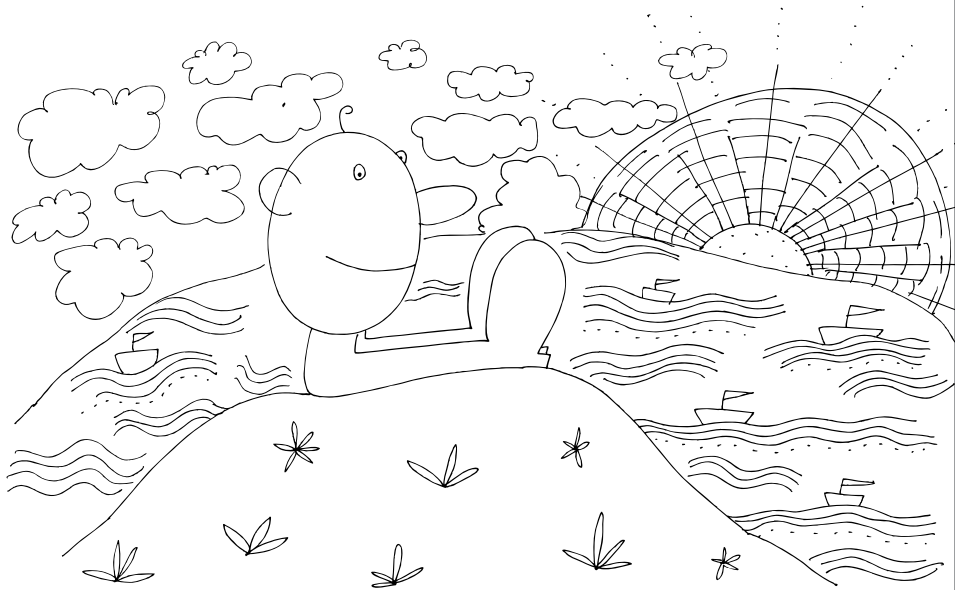
The students' lists can be posted on a wall in the school, or if preferred can be used later, by the teacher to remind the students why they are studying.

The actual reasons in the student's lists can be useful for lesson planning.

This BP could be also useful if a learner diary is going to be used (see BP 17).

OTHER ISSUES

Students' approval that their reasons and ideas can be used for the improvement of the courses.



BP **REGULAR MEETINGS WITH TEACHERS**

29

Theme
BP for

TEACHER MOTIVATION
Language schools

NEED

Language teachers of adult students do very important and difficult work. Often 50% of Adult students give up on learning a language before the end of a course. The teacher can find this extremely frustrating and this may lower the motivation to teach and their overall job satisfaction.

DESCRIPTION

Teachers need to be clearly shown, by the school management, that their work is valued and how their ideas and experience are valued by the school to obtain better results, in the form of regular meetings between the staff and the school management.

RESOURCES REQUIRED

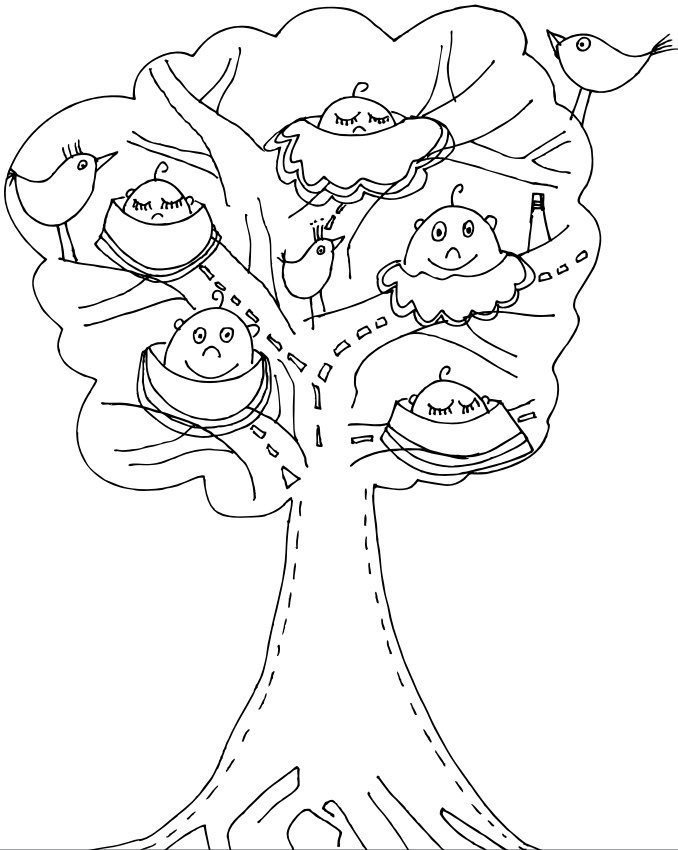
- Time of teachers and managers to meet regularly

IMPLEMENTATION METHODOLOGY

On a regular basis, the school director and the curriculum/methodology expert can have a formal meeting with their language teachers, and listen to their ideas, complaints and problems. Minutes should be kept and any ideas or suggestions should be studied by the school management. Every idea or problem should receive a full reply, the format of the reply being based on the point raised. Responses can be orally to the individual teacher, a written response, or brought up at the next regular meeting.

When there is a clear suggestion that has value, the school can organize a workshop to test and find ways to use the new suggestion.

An additional idea is to create a Staff reward plan to recognize a teachers input that directly helps the school (see BP 36 for further ideas).



BP

REGULAR REPORTING - COURSE MONITORING

30

Theme
BP for

PRACTICAL GUIDE FOR COURSE MONITORING
Language schools

NEED

Every aspect of a language school should be monitored so that progress or lack of progress can be identified and dealt with. Courses, students and teachers should be monitored.

DESCRIPTION

To design and use a monitoring plan is a basic activity for a language school.

In accordance with a monitoring plan the school management and teachers should be able to monitor the students from the start to the end of their attendance in the course. The school management has to be actively involved in the teaching process by monitoring, problem solving and evaluation of the language course.

Before the start of a course:

- School management should understand their students' expectations.
- If adult language students have faced problems in the past, the school should carefully identify the problems and ensure to address the problems.
- To offer courses that correspond to the students' needs.

During a course:

- Give students an opportunity to express their opinion about teachers (questionnaires)
- Conduct regular anonymous surveys in order to understand the students' satisfaction with their course (where the student is anonymous).
- Management should visit classrooms at random intervals (at least once every month)
- Show an interest in posted scores and accomplishments (management can sign the papers).

- Provide time and opportunity for collaborative assessment of students' difficulties and for devising suitable responses.
- Listen to suggestions from staff and students.

Course monitoring helps:

- Raise student motivation
- Improve course design
- Improve teachers' work
- Increase student activity and responsibility for their work
- Reduce dropout rates

School management needs information on:

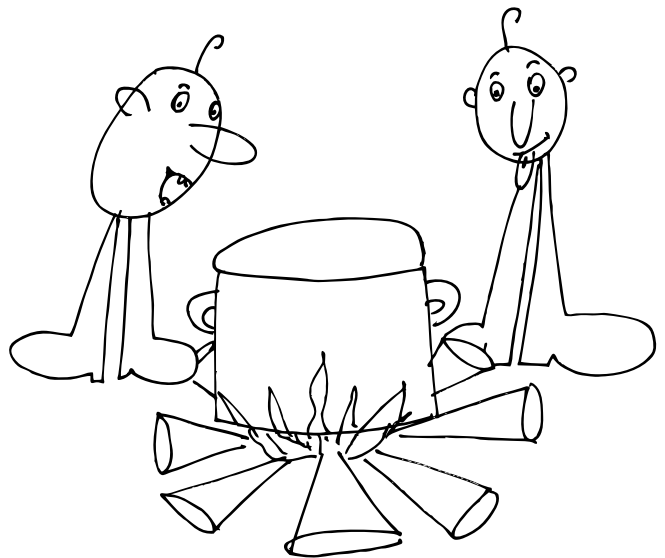
- Student progress
- Student satisfaction
- Teaching methods

RESOURCES REQUIRED

- Reporting plan
- Regular meeting with teachers
- Open hours for students to meet
- Questionnaires (for students to express their opinion about teachers)
- Inspection plan

IMPLEMENTATION METHODOLOGY

Staff and management meeting to design a monitoring plan.



BP SCHOOL ENVIRONMENT

31

Theme
BP for

STUDYING ENVIRONMENT
Language schools

NEED

Often language schools take on the vapid institutional look of the education sector. There is no need for this as language schools should be informal learning institutions. Adult courses often take place in the evening, after students' daily work. They are tired and need to unwind from the problems of the day. Adult students need to feel that they have entered a relaxed and friendly environment away from the pressures of their work.

DESCRIPTION

The school should offer an environment that lowers stress and is comfortable, a halfway between home and work.

Recommendations for decorations and facilities:

- As many flowers and plants as possible.
- Friendly and unusual look of the reception desk – the decoration or design of the reception desk could be provided by a young artist and designer.
- School lobby can be used as a photo and picture gallery – the work of young artists is exhibited in school lobby and the exhibition launch could be organized by the school for their students and teachers as entertainment.
- Atrium in the school and big windows in classrooms – it has been shown that day light helps to raise the result and effectiveness of study, night time lighting should be subdued in public areas, but classrooms must be well lit.
- Coloured walls – it has been shown by psychologists that the lighter shades of green, orange, yellow, pink affect people positively.
- Comfortable chairs.

- Big tables or desks with enough work space.
- Pictures, photos and colourful posters on classroom walls.
- Notice boards in each classroom with photos of events, the students, teachers or students best works, articles etc.
- A teachers room with library and computers – for teachers to use for preparation and meetings.
- An informal room arrangement – for language classes it is best to arrange desks into a 'U' shape with the teacher's desk in the middle.

RESOURCES REQUIRED

The cost of the suggestions above need not be high. A young designer can be used to create a congenial atmosphere and an original look for the school. Teachers and school staff could be asked for their ideas as well.



BP SCHOOL JOURNAL

32

Theme
BP for

ENHANCING LEARNING (WRITING)
Language schools

NEED

Engaging students can positively contribute to students motivation.

DESCRIPTION

A school can create a School Journal (SJ) divided into sections. Each section can be for a different language. Languages for SJ can be based on the frequency of languages taught in the school. Any student's work in the School Journal can also be included in the Learner portfolio (see BP18). Students articles published in the SJ can also be added into their CV.

The Journal can include:

- Student's work, essays, short poems, presentation, short articles
- Teacher's work, links to new teaching tools, methods and exercises
- School information, new events, plans for the future
- Pictures and photos
- Stories with vocabulary
- Audio versions of songs and stories for a digital version
- Photos or name of teachers and students
- The school can introduce a foreign film evening once a month. Students can talk about the film before and after the session. They can be encouraged to write their ideas about the film or be invited to be film critics.

The Journal could be printed or available electronically or both depending on the school budget. A designer could prepare a template for the Journal structure and design.

RESOURCES REQUIRED

- Computer
- Software for design
- Template for Journal structure and design
- Designer
- Printer for printed version
- CDs or space on the school website for electronic version
- Training for teachers on how to include work for Journal in their lessons

IMPLEMENTATION METHODOLOGY

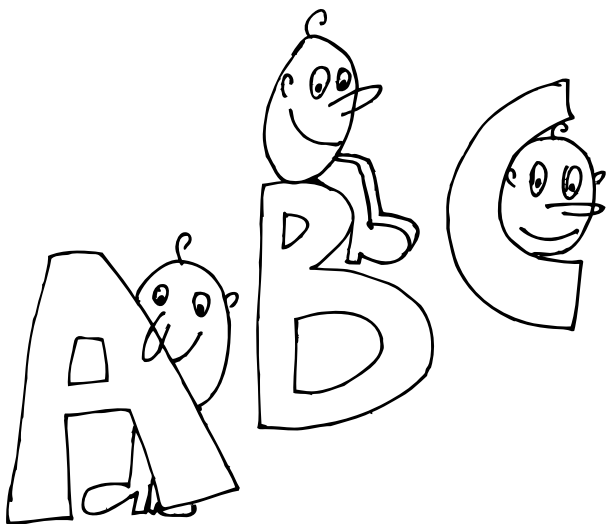
The teachers will be trained on how to include work for Journal into their lessons. They could take training on design on a PC. This training is an added value from schools for their teachers.

OTHER ISSUES

Students' and teachers' approval that their work can be used in the School Journal and be published. This BP is a strong Motivation tool for intermediate and advanced students.

EXTRA HELP

There could be an open work space on the School websites where all teachers and students could write in the Journal. A Wiki is an ideal way to prepare collaborative articles.



BP SCHOOL RESOURCE CENTRE OFFLINE

33

Theme
BP for

OPEN APPROACH TO RESOURCES
Language schools

NEED

Every year new improved materials for studying and teaching languages are published but schools and teachers have limited financial sources for buying new teaching material. To increase standards Language schools should provide teachers with accessible teaching material either in the school or in an on-line library.

DESCRIPTION

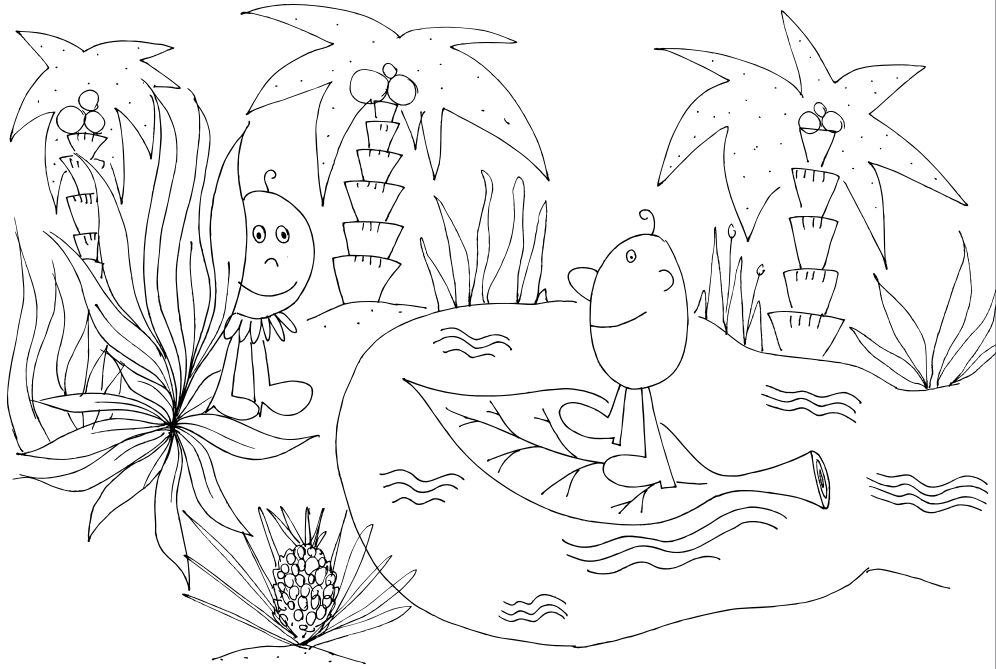
The provision of a school resource library for teachers and students with appropriate material allows teachers to enrich their lessons and students with additional language learning resources. Due to the high price of textbooks and teaching materials additional materials can be placed in the schools on-line library on the school's website, as well.

Materials for a school library:

- Textbooks
- Teacher books
- Novels in target languages
- Dictionaries
- Magazines in target languages
- Newspapers (English, German, Spanish etc.)
- CD with listening exercises
- DVD with movie in teaching languages
- Testing material
- Samples of exams

RESOURCES REQUIRED

- Room and shelving for the school library
- Indexing system
- Financial resources



BP SELF ASSESSMENT

34

Theme
BP for

CONTROL OVER COGNITIVE LEARNING PROCESS

Language schools
Language teachers
Language students

NEED

One of the aspects that is being constantly highlighted by research, and is now driving policy recommendations, is the need for handing over the control of their learning to the students. In a context of lifelong learning, students need to know how to monitor their own learning.

The ability for students to understanding how they can measure themselves means that they will know how to raise themselves to achieve autonomy. They will understand how to be able to motivate themselves to set new goals and continue learning.

DESCRIPTION

Self-assessment can be organized in many different ways. The base line is to enable students to be aware of their own learning. They will be capable of making judgments about their own work and recently acquired skills, in the new language.

Teachers can design the tables they need, according to the lessons. These can include tables to measure the level achieved writing a composition or to measure the level of achievement in a particular skill. Tables will provide criteria that will be used for the self-assessment and columns for rating (from 1 to 5), where students can tick the level they think they have achieved. In some cases, just a YES/NO answer can be very helpful.

For example: I can understand short messages when the speaker talks slowly? YES/NO

RESOURCES REQUIRED

- Curriculum
- Sheets with tables
- Questionnaires that can be accessed On-line or Offline

IMPLEMENTATION METHODOLOGY

As can be understood, from the description section, you can implement self-assessment in many different ways.

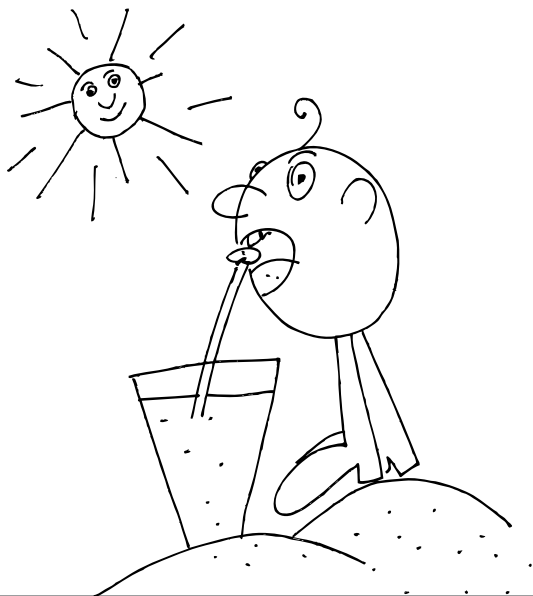
For example:

- At the beginning of each lesson, teachers could define carefully the objectives of the lesson.
- Teachers then will explain how students can achieve the objectives. Examples can be offered of what achieving an objectives means, like the level of the language the students will have to produce or understand.
- At the end of the lesson, students can revisit the list of the objectives and decide if they have understood the objectives or not.
- To further develop autonomy and writing skills, students can be asked to write a short report about their achievements and difficulties during that lesson.

EXTRA HELP

Access to some samples of self-assessment tools:

www.linguanet-europa.org/plus/en/level/tools.jsp



BP **SETTING OWN OBJECTIVES**

35

Theme
BP for

ACTIVE APPROACH TO STUDYING

Language schools
Language teachers
Language students

NEED

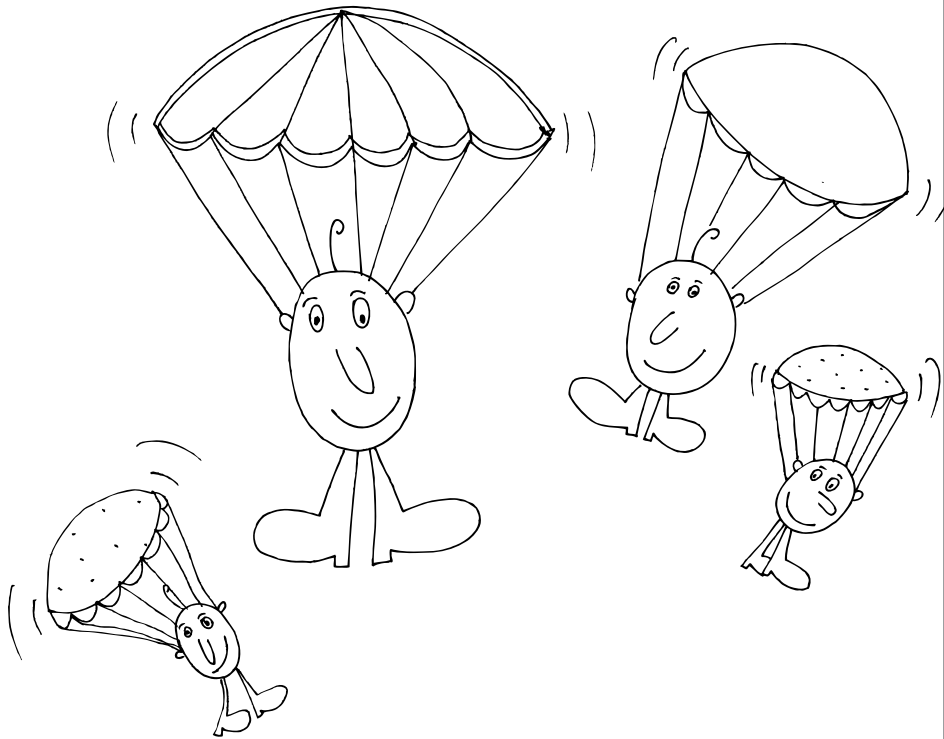
The need for this Best Practice is very similar to the previous one. Setting one's own objectives is not an easy task as it implies certain command of the target language, and some level of knowledge about the difficulties of the target language and how to make progress in that language.

DESCRIPTION

At a more advanced level, once the students are used to self-assessing their achievements, and can understand the methodology, they can be invited to set their own objectives. They have to state them in a way that will allow measurement, by others, expressed as products.

RESOURCES REQUIRED

- Curriculum
- Sheets with tables for every lesson



BP **STAFF REWARD PLAN**

36

Theme
BP for

STAFF MOTIVATION
Language schools

NEED

Teaching languages is not an easy task. Teachers are in the middle, between the management on the one hand and the students on the other. They need to feel that their work is valued and their opinion matters to a school.

DESCRIPTION

A reward system for teachers for particular practices and achievements.

The reward system should include rewards for effort in facing and dealing with difficulties, as well as tangible results. Difficulties can include unusually busy periods, complaints from students, special needs from students etc.

The system should be very transparent and teachers should be able to see their colleagues are rewarded for a good job and also why.

RESOURCES REQUIRED

- Clear methodology to show all staff members what will be rewarded and what the reward will be
- Newsletters sent by school management to all teachers to inform them who was rewarded and why
- Finance

IMPLEMENTATION METHODOLOGY

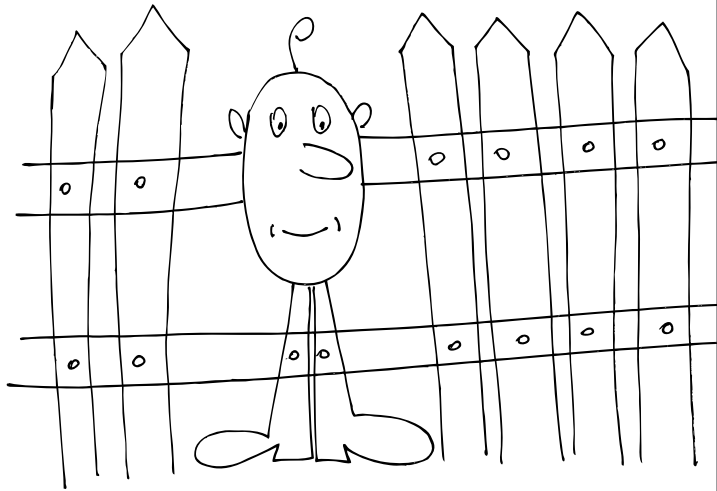
A Teacher reward plan should be completed and distributed to all teachers.

The reward system can include:

- Student retention
- Student achievement
- Teacher effort
- Teacher suggestions for improvement

OTHER ISSUES

A problem that can arise from this practice is when teachers are not rewarded or feel that circumstances outside of their control, led to them not receiving rewards.



BP SUGGESTION BOX FOR STUDENTS

37

Theme
BP for

USING STUDENT IDEAS
Language schools

NEED

This Best Practice answers two needs:

STUDENT PROBLEMS

Adult students sometimes have a problem with their teachers, the teaching methods, classmates, lesson structure etc. that they would prefer to discuss anonymously, as they may be concerned that a direct approach could impact on their results negatively.

STUDENT INVOLVEMENT

Students may also have concrete ideas for improving aspects of their teaching, courses or school that could be of benefit to the management and achievements of the school.

DESCRIPTION

A simple box with a slot, is placed in the lobby of the Language school, preferably in a place where some privacy can be assured. Students can then place their suggestions, complaints and problems into the box.

RESOURCES REQUIRED

- The Box
- A methodology within the schools to deal with the 2 types of issues. This methodology should be transparent everyone involved in the school should be aware of how issues brought up are dealt with.

IMPLEMENTATION METHODOLOGY

At the start of a course, every student is made aware of the 'Suggestion box' and told that it can be used for their ideas, complaints or problems. They can choose to place their message anonymously or with their names, if they wish. It may be an idea to offer a reward for good ideas to named students. The school should decide on criteria for reward and what the rewards are and make students aware of the reward.

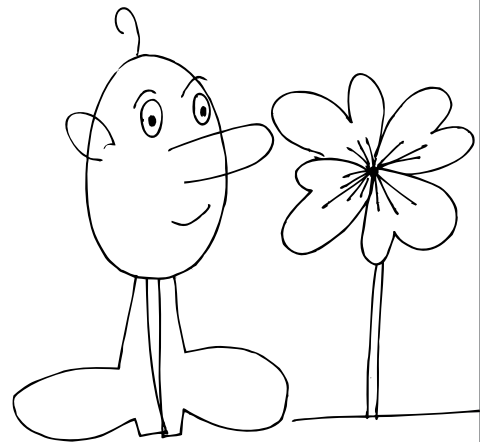
The school management should check the box regularly and make a response to messages placed there. The response should be obvious to the students. In regular meetings between teachers and school management, messages placed in the box should be discussed. Problems should be mentioned within student lessons, or alternatively in a regular school newsletter, with a solution or an explanation.

OTHER ISSUES

It is imperative, even with small groups, to ensure that privacy is respected.

EXTRA HELP

The ideas 'from the box' will be placed on the language school websites. The teachers can put some comments there. It can also be interactive; students from the course can comment on it.



BP **TEACHER DIARY**

38

Theme
BP for

TEACHER TIME MANAGEMENT

Language schools
Language teachers

NEED

Classes are innumerable. Usually teachers go from one to another, sometimes in different locations. It is difficult for them to remember details of classes they took a couple of months ago. Nevertheless, it is very good practice for professional development to think and reflect on the classes taught. To complete a successful reflection, it is necessary to keep a record of the activities and what was successful or not, and what were the results.

DESCRIPTION

Teacher diaries are the solution, as the BBC/British council describes, 'A teacher diary is a diary where a teacher records what happens in their classes and their thoughts about it'. Teacher diaries can be used as a development tool.

An example

After a class went badly, the teacher makes notes in her diary about what occurred, what the causes were and ideas on how to change them. This can be completed with a short action plan.

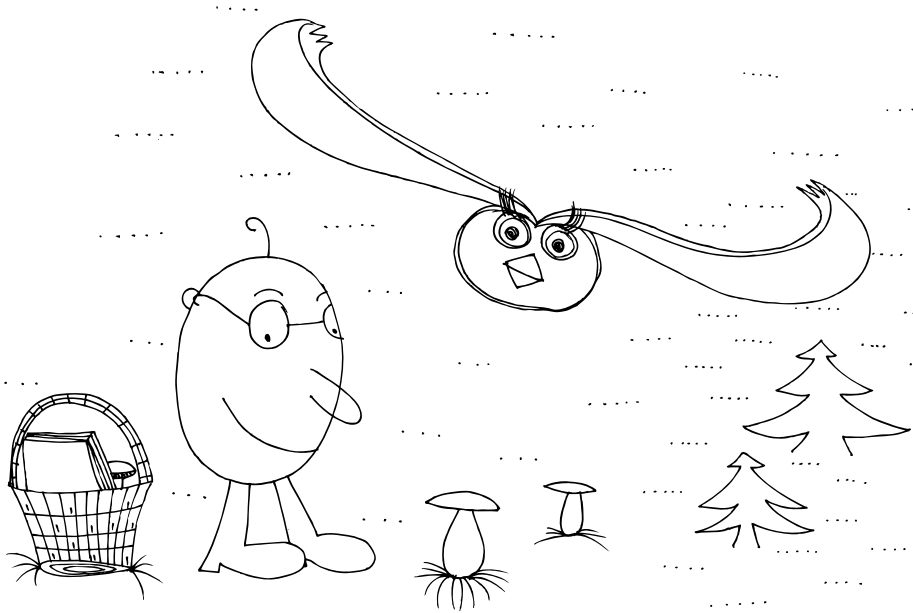
In the classroom

Teacher diaries are a good way to start a course of development. A natural second step is peer observation, i.e. getting another teacher to analyze the class.

See also www.teachingenglish.org.uk/think/knowledge-wiki/teacher-diary

RESOURCES REQUIRED

A simple notebook can be sufficient. Alternatively a school can create a template so that thoughts can be shared among all the teachers in the school.



BP **TEACHER TRAINING AND WORKSHOPS**

39

Theme **TEACHERS PROFESSIONAL DEVELOPMENT FOR TEACHERS**

BP for Language schools
Language teachers

NEED

Teaching is a dynamic skill and constantly being updated with new ideas and methods. Teachers need to keep ahead of new development with regular training. Training and workshops are also important for raising motivation and cohesiveness.

Teachers' work is often strenuous and frustrating. Bringing teachers together and enabling them to discuss problematic issues in teaching languages is motivating and encouraging for them in their work because of the support and sharing they will gain.

DESCRIPTION

There are many possibilities for teacher training:

- The Language schools can organize training and workshops for their teachers – this supports teacher motivation, team building and cohesiveness.
- Textbook publishers often organize training as part of their marketing – teachers will be presented with new teaching materials and new teaching methods. They are also provided with samples of new textbooks.
- Certificated teacher training provided by in-training centres, completed with an exam.
- There are many workshops and training courses organized at the European level, these are generally under the Grundtvig programme. A database of current courses can be found at www.ec.europa.eu/education/trainingdatabase – these are also important for raising teachers motivation and European cohesiveness.

- E-learning and Blended learning courses organized by Language schools and Training organisations in Europe – this has added value for teachers as well as language schools.

The new methods implemented in language education enhance the lessons as well as make the courses more interesting for students.

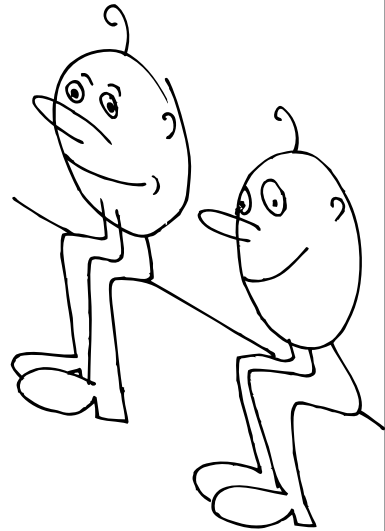
An important part of any training is that the teacher participants are provided with completion certificates that they can use for their professional development.

IMPLEMENTATION METHODOLOGY

Implementation depends on the type of the training or workshop. There are also many training courses organized at EU level.

RESOURCES REQUIRED

- Financial resources, trainer, new methodology and ways of teaching (if the school organizes the training by itself)
- Fee (in some courses)
- Language and technical knowledge



BP **TEACHING MATERIAL - REWARD SYSTEM**

40

Theme
BP for

EFFICIENT USE OF TEACHING MATERIAL
Language schools

NEED

The need is to raise standards by improving teaching materials such as student textbooks, dictionaries, testing material (paper or electronic).

DESCRIPTION

A reward system, set up by school management, is a good way to enhance student and teacher motivation.

A REWARD SYSTEM FOR TEACHERS

This reward system should include rewards for effort as well as tangible results. The rewards proposed here have impact on the teacher motivation and improve the quality of teaching. Text books, dictionaries, DVDs with teaching tools and many other materials can be given to teachers, for free, as a reward for a perfect job or as a Christmas or birthday present.

A REWARD SYSTEM FOR STUDENTS

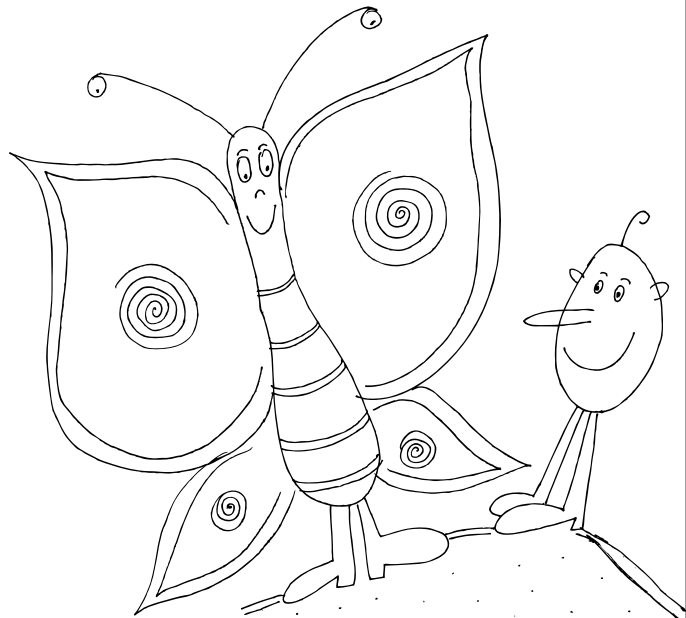
Loyal students (who attend courses in the school for a long time) are provided with study materials appropriate for their language level.

These methods will:

- Enhance students and teachers motivation
- Enhance loyalty to the school
- Enhance the course content
- Increase teachers activity

RESOURCES REQUIRED

- Clear methodology to show all staff members and students what will be rewarded and what the reward will be.
- Newsletters sent by the school management to all teachers to inform them who was rewarded and why.
- Newsletter system on the school websites.



BP **TEACHING TIMETABLE**

41

Theme
BP for

EFFICIENT TIMETABLE USAGE

Language schools

NEED

Many different courses, seminars, events, conferences and meetings are organized in language schools. From the financial point of view the use of classroom space has to be maximized.

A well organized timetable is necessary because:

- It will use student and teacher time more efficiently
- It will improve school finances
- Using the school for additional activities will promote the school in the community
- It will avoid confusion

DESCRIPTION

GENERAL RECOMMENDATION FOR SCHOOL:

- Place a well-designed timetable in the school lobby. Ensure to update it regularly with new courses and activities in the school.
- Set up an on-line timetable in the students and teachers' section of the school website and update regularly.
- Send e-mails to students with the timetable and any updates.
- At the beginning of each school year inform all teachers about the timetable plan and system.
- Encourage direct and open communication.
- Provide teachers with the email addresses and phone numbers of his/her students.
- Give teachers the opportunity to communicate with students by newsletters about the timetable and any changes.
- Colour coded classrooms can help to the teachers with better orientation with the school timetable system.

- Give the teachers the opportunity to use the school website for on-line communication with students.
- Have flexible timetables for students and teachers to take advantage of the resource rooms.

Teacher can also prevent their students dropping out. If the teacher is flexible and tries to use available resources to reach their students the dropout rates can be reduced.

BEST PRACTICES FOR TEACHER:

- Devote private time and stay with students after classes to help them catch up with the rest of the group.
- Monitor absences from class.
- When a student has not attended two lessons contact the student by phone.
- Try to identify potential dropouts.
- Try to minimize stress.
- Patience towards the slower students.
- Send students exercises, if they miss a lesson.
- Communicate frequently in personal terms.
- Help students with their problems and doubts.
- Communicate with students on-line.

RESOURCES REQUIRED

- Colour coded classrooms
- Timetable plan made at the beginning of school year with monthly updates
- On-line timetable in students and teachers section of school website updated every week
- On-line timetable chart in school lobby updated every week in accordance with new course and activities
- Computer with internet connection
- Microphone or headphone
- A simple free blog for each class – Blogger www.blogger.com
- Open a free Wiki – Wetpaint www.wetpaint.com
- Section for students and teachers placed on school websites (for on-line communication)

BP USING MULTIPLE METHODOLOGIES

42

Theme
BP for

UTILIZING NEW TEACHING METHODS
Language teachers

NEED

Different students have different ways of learning. All methods of language learning have some good points that could help certain students, certain types of intelligence, and certain learning contexts. Often, students dropout because the teaching is designed in a way that is not compatible to their learning needs (too auditory or visual, very grammar focused etc.).

DESCRIPTION

It is necessary for schools to be aware of different methodologies that they can implement so they can tailor courses to the students.

Over the past 60 years enormous progress has been made in the language learning methodology. At present, the teaching of languages is based on the communicative approach and task based learning, as described in the Common European Framework of Reference (CEFR), however, teachers should be able to apply different methodologies, and adapt them to the actual students they have. This is known as methodological eclecticism.

RESOURCES REQUIRED

- Training

IMPLEMENTATION METHODOLOGY

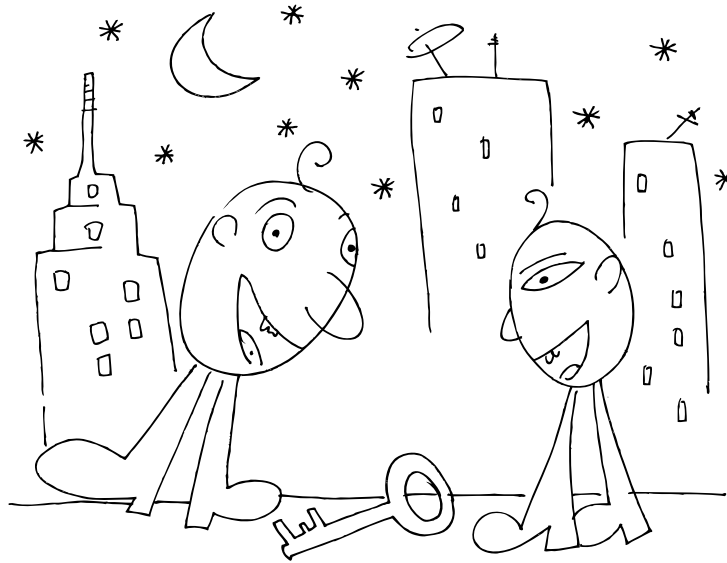
To implement this strategy schools can use the results of the Entrance Interview evaluation (see BP9) and constant evaluation of the student.

EXTRA HELP

www.en.wikipedia.org/wiki/Learning_styles

On-line publication

www.sil.org/lingualinks/languagelearning/otherresources/YorLrningStylAndLnggLrning/contents.htm



BP USING ON-LINE COMMUNICATION

43

Theme
BP for

TIME RESTRICTIONS AND COMMUNICATIONS

Language schools
Language teachers
Language students

NEED

Adult students need to have very close contact with the language school. This is often very difficult, due to timetables, and commitments. It is necessary to have a system that allows open and permanent communication with the school, so that the student can feel the support of the teacher and the school.

DESCRIPTION

[Student to teacher communication](#)

While it is possible to use the telephone this solution could be a problem for the teacher who may have periods when being disturbed would cause problems. Setting aside specific times for telephone communication may be a solution but there also may be problems associated with overloads or fully understanding the student's problems or needs.

The optimal solution is to set up a digital communication between the student and teacher as this allows communication based on the students and teachers availability. There are many possible solutions from simple email messaging, forming on-line groups where messages and files can be exchanged or opening Wikis or Blogs.

The solutions listed below are not very complicated systems and only Basecamp requires payment.

[The basic idea is to open communications with the students that allow:](#)

- Homework exchange and support
- Work plans for the week/period
- Messaging to their teachers

Research has already shown that these kinds of systems reinforce the commitment of the student and motivation.

RESOURCES REQUIRED

Schools can setup:

- A simple free blog for each class – Blogger **www.blogger.com**
- Open a free Wiki – Wetpaint **www.wetpaint.com**
- Open a Private social network – Ning **www.ning.com**
- Open a Yahoo or Google group – Yahoo **www.groups.yahoo.com** or Google **www.groups.google.com**
- Purchase a subscription to a full communication platform – Basecamp **www.basecamp.com**

The school will need to complete a needs study and to carefully design a usage methodology. Minimal training will be necessary for both the staff involved and the students. It is highly advisable that the school has access to a computer, so that demonstrations can be carried out. Also a simple instruction sheet can be prepared for the teacher on setting up a system for a new class, and the students on usage and what 'Acceptable usage' is.

IMPLEMENTATION METHODOLOGY

STAGE ONE

Evaluation of Internet tools available

STAGE TWO

Needs analysis, this will take into consideration, the number of classes, size of classes, technical understanding of the teachers and students, financial and technical restraints

STAGE THREE

Setting up the system:

- Creating a class system
- Training the teacher/students in its daily use
- Documentation

OTHER ISSUES

This system requires the school and students to have access to the Internet and PCs. An acceptable use policy may need to be implemented to prevent cases of misuse.

EXTRA HELP

Forum and communication web tools:

Blogger	www.blogger.com
Wetpaint	www.wetpaint.com
Ning	www.ning.com
Yahoo	www.groups.yahoo.com
Google	www.groups.google.com
Basecamp	www.basecamp.com

BP USING ON-LINE RESOURCES

44

Theme
BP for

LACK OF LEARNING AND TEACHING MATERIAL

Language schools
Language teachers
Language students

NEED

Adult students need to have the support of the resources of the language school. Often the adult student does not have the time to visit a school to access the available resources there.

DESCRIPTION

The optimal solution is to open a private digital platform where a variety of basic resources can be accessed by the student, at their convenience. A complete system can include on-line library, database of hardcopy resources in the school, booking system for the resources, dictionary, and course-based vocabulary.

RESOURCES REQUIRED

HARDWARE

At least one laptop per teacher, as they will have to enter regularly into the system, and make demonstrations. Better if some computers are available for classes, so some training sessions can be carried on with them.

SOFTWARE

- Moodle
- Blackboard
- List of e-learning platforms:

www.en.wikipedia.org/wiki/Virtual_learning_environment#List_of_some_virtual_learning_environments

COSTS

Nowadays it is possible to implement open source solutions, but you will need to have staff with good technical skills. If you go for plug-and-play solutions you can go for Moodle-partners or for contracting proprietary e-learning platforms.

The school will need to complete a needs study and to carefully design a usage methodology. Some training will be necessary for both the staff involved and the students. It is highly advisable that the school has access to a computer, so that a demonstrations can carried out. Also a technical help system can be prepared both for students and for teachers.

IMPLEMENTATION METHODOLOGY

STAGE ONE

Evaluation of Internet tools available:

www.edutools.info/static.jsp?pj=4&page=HOME

STAGE TWO

Needs analysis, this will take in to consideration, the number of classes, size of classes, technical understanding of the teachers and students, financial and technical restraints

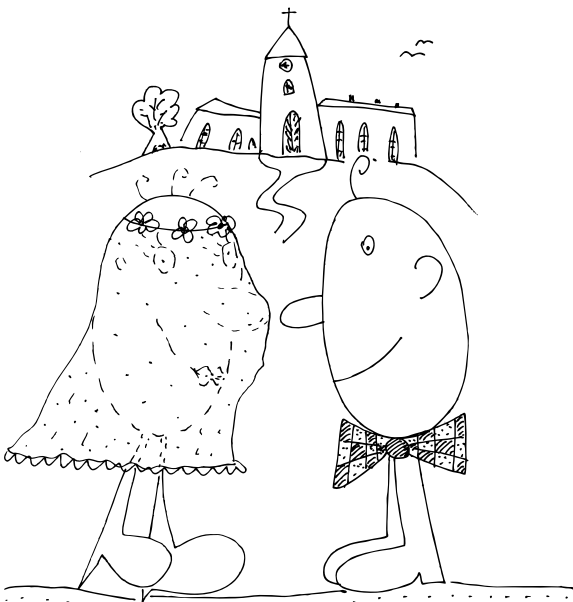
STAGE THREE

Setting up the system:

- Creating a class system
- Training the teacher/students in its daily use
- Documentation

OTHER ISSUES

This system requires the school and students to have access to the Internet and PCs.



BP USING WEB STORIES

45

Theme
BP for

ENHANCING LEARNING (WRITING)

Language teachers
Language students

NEED

Adult students need to explore ways to experiment and enjoy using their newly acquired skills in a format where they do not feel inhibited but can still exhibit results that they can be proud of.

DESCRIPTION

Web comics and animated web movies allow users to add images and text (in any language) and then share results.

Students can experiment and make these using a number of websites that offer free tools. Often the results can be shared and/or printed.

The tools are simple and intuitive to use. Tutors can set themes for students. The results can be printed, placed in the classroom and discussed and enjoyed by the students. The potential is to encourage writing and reading skills within a non-stressed environment.

RESOURCES REQUIRED

- Computer connected to the Internet (students and/or school)
- Printer (for results)

IMPLEMENTATION METHODOLOGY

School and tutors have to understand the tools available on the Internet and create a theme for their students.

OTHER ISSUES

Schools must ensure no-abuse of the system.

EXTRA HELP

Websites where free comic software is available:

NO REGISTRATION REQUIRED

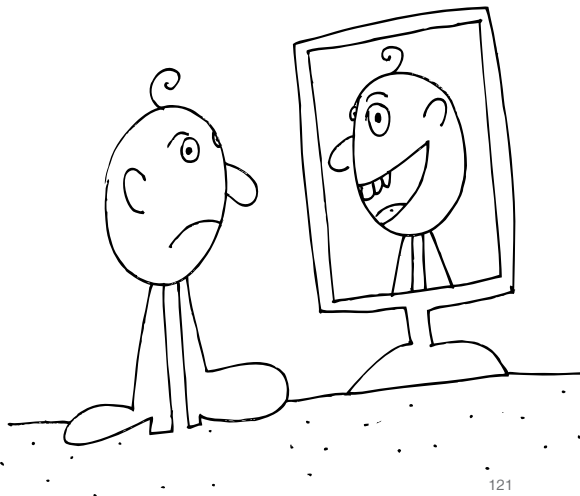
Make Beliefs Comix	www.makebeliefscomix.com/comix.php
Bubblr!	www.pimpumpum.net/bubblr/index.php
KiddoNet	www.kiddonet.com/kiddonet/comicsPlatform/thecone.html
Scholastic's Captain Underpants	www.scholastic.com/captainunderpants/comic.htm
Make Your Own Sam and Max Comic Strip	www.telltalegames.com/samandmax/comics/create

SITES THAT REQUIRE REGISTRATION

Pixton	www.pixton.com
Comiqs	www.comiqs.com
Toonlet	www.toonlet.com
Comicbrush	www.comicbrush.com

ANIMATED WEB MOVIES

Myths and Legends	www.myths.e2bn.org/story_creator
Minivid	www.fuzzwich.com/minivids/index/_fz_build/1
Dvolver Moviemaker	www.dfilm.com/live/moviemaker.html



BP VIDEO RECORDING OF LESSONS

46

Theme
BP for

TIME RESTRICTIONS
Language schools

NEED

Adult students have many problems attending all the lessons in a course, due to work and family needs. It is clear when one or more lessons are missed they can quickly lose motivation. This is one of the main reasons why students can give up their language course.

DESCRIPTION

Parts of a classroom session are recorded on a digital video camera, uploaded on to a website and made available to students to view as they require.

A digital video camera with a microphone with an extension is placed in the classroom that records parts of the lessons. Parts recorded should be new vocabulary, subject matter, and exercises. Ideally all the new material of that lesson. The resulting, video (preferably edited) is then placed on the Internet for viewing by any student that missed the lesson.

RESOURCES REQUIRED

OBLIGATORY

- Digital Video Camera and microphone with extension
- PC/Internet connected with video extraction software
- A set methodology for recorded courses
- Preparation by the teacher (to decide which parts of the lesson should be recorded)
- Registration on suitable video hosting websites or on the schools website

OPTIONAL

- The teachers can be trained in using the system
- A specialist for editing the resulting video

- The videos can also be RSS linked so that students automatically can find and view the lesson each time period

IMPLEMENTATION METHODOLOGY

The teacher will have to understand how to teach within a recorded course. The need is to have a video that is not too long as a long video creates problems for uploading and viewing on the Internet. Thus the structure of the lesson needs to be divided in to revision and reflection sections, with new material clearly separated and recorded.

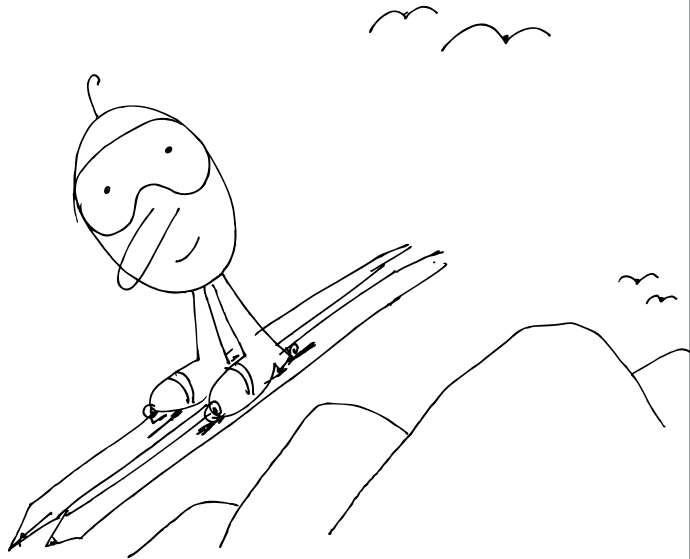
The teacher or a specialist will edit the video and place it on the web or the schools website. Only students of the course will have access.

The video can be placed on the schools own website or Internet video hosting sites like YouTube and marked as Private, only students invited by the teacher will receive invitations to view. There are other sites that the video can be placed, as well, and restricted to 'Private' viewing only.

OTHER ISSUES

If individual students appear in the video it can be a good idea to ask for written permission, although if the recording is ONLY available privately, this is not a critical issue. If the video is made available publicly then permissions should be sought.

Recordings can be saved and if a course is carefully structured, re-used in a subsequent course, avoiding the need to record, edit and upload again.



BP WORKSHOPS BEST PRACTICES

47

Theme **TEACHER MOTIVATION, TEACHER TRAINING,
IMPLEMENTING THE DGU BEST PRACTICES**

BP for Language schools
Language teachers

NEED

The Don't Give Up! project has produced a set of Best Practices for language educators, but language educators who have seen the draft of the Best Practices in the Czech Republic (Language school PELIKAN) and in Spain (CNAI) have noted that additional help would be very useful to implement them fully. They have asked for workshops or courses.

It is clear that there is a real need for workshops on the Best Practices.

DESCRIPTION

Workshops and courses for language school managers and directors and language teachers based on the Don't Give Up! book.

RESOURCES REQUIRED

[The Don't Give Up! book](#)

Please apply on the website for additional copies.

www.dontgiveup.eu

IMPLEMENTATION METHODOLOGY

Language schools will need to build workshops or a course around the DGU Best Practices as described in the book. This should be completed by a specialist in language teacher training who understands the Best Practices and language education for adults.

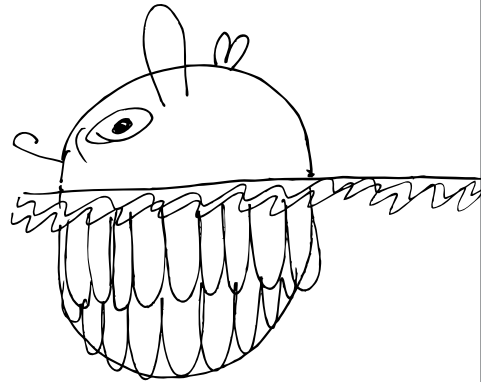
The workshops will need to cover:

- How to work with and use the DGU Best Practices
- How to present Best Practices to students
- How to present Active learning to students
- Practical Group work – testing Best Practices as a teaching tool

At the end of a workshop all attendees should receive a certificate as a proof that they have been trained on how to motivate adult language students to complete their courses and achieve Active Learning.

OTHER ISSUES

The Don't Give Up! Best Practices are copyrighted material and cannot form the basis of workshops or courses without the express permission of the copyright owners. If you are a teacher trainer, company or institution and would like to deliver workshops on using the Don't Give Up! Best Practices please contact us directly through the website or e-mail joel_josephson@kindersite.org to obtain a licence.



BP WRITING PROCESS

48

Theme
BP for

LEARNING TO LEARN HOW TO WRITE

Language teachers
Language students

NEED

One of the most difficult tasks in language learning is to produce clear written text. The task is difficult even in your mother tongue, and clearly not everyone can produce clear text. Foreign language teachers, often face a situation where they need to teach how to produce a clear text, but the basic skills are not even present in the mother tongue of the student.

If we see writing as a process, with logical steps, we can then simplify the task. In addition, once the skill has been taught it can be transferred across all the languages being learnt.

DESCRIPTION

Writing is a process that involves at least four distinct steps:

- Prewriting
- Drafting
- Revising
- Editing

It is a recursive process. While you are revising, you might have to return to the prewriting step to develop and expand your ideas.

You can access open courseware materials that describe the technique:

www.ocw.usu.edu/English/english-1010/writing-process.html

Research has shown the benefits of this approach that has been extensively used in USA and now in Europe.

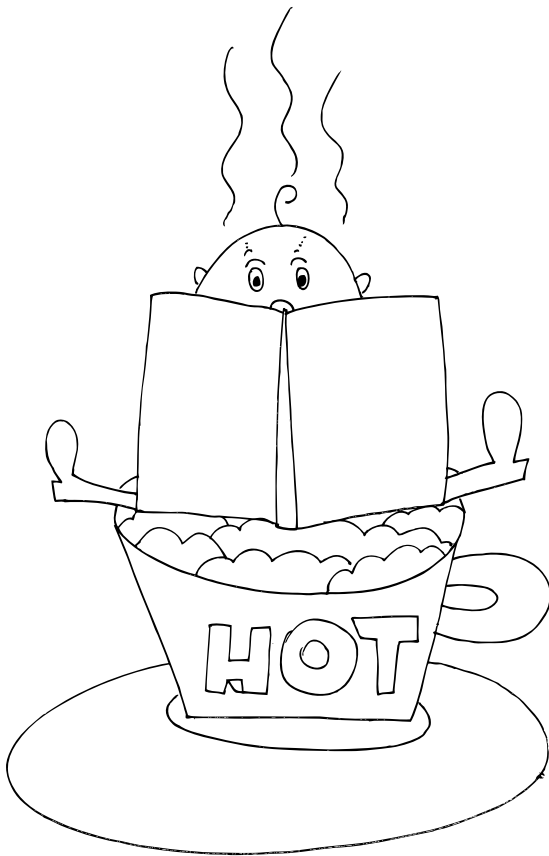
EXTRA HELP

Writing centre at MIT:

www.web.mit.edu/writing/Writing_Process/writingprocess.html

Interesting proposal at MIT:

www.ocw.mit.edu/OcwWeb/Writing-and-Humanistic-Studies/21W-784Fall-2005/CoursePedagogy



AFTERWORD

Please note

You can add comments and your ideas on the Don't Give Up! Best Practices on the project Wiki space at dontgiveup-eu.wetpaint.com

LINKS DIRECTORY

PLEASE NOTE

ON THE PROJECT WEBSITE THESE LINKS WILL BE MONITORED AND UPDATED IF REQUIRED.

NAME OF LINK	WEB ADDRESS	DESCRIPTION	BP
About	www.radio.about.com/od/podcastin1/a/aa030805a.htm	Producing Podcast	25
Apple	www.apple.com/es/itunes	Authentic Podcast	1
Basecamp	www.basecampHQ.com	Web communication tools	43, 15
Biblios	www.biblios.org	On-line booking system	22
Blogger	www.blogger.com	Web communication tools	43, 15, 41
British Council	www.britishcouncil.org/brussels-learning-blended-learning.htm	Flexibility	2
Britishcouncil	www.britishcouncil.org/professionals-podcast-english-listening-downloads-homepage.htm	Authentic Podcast	1
Britishcouncil	www.englishonline.org.cn/en/community/featured-blog/jane/autonomy-project	Meaningful learning	26
Britishcouncil	www.teachingenglish.org.uk/think/articles/a-task-based-approach	Meaningful learning	26
Bubblr!	www.pimpampum.net/bubblr/index.php	Web comics	45
Calper	www.calper.la.psu.edu/projectwork.php	Meaningful learning	26
Cambridge on-line dictionary	www.dictionary.cambridge.org	On-line monolingual dictionary	23

Canada ESL	www.canada-esl.com/lessonsindex.html	Phrasal verbs, slang	23
Center for Applied Linguistics	www.cal.org/resources/Digest/0010assessment.html	Learner portfolio tools	18
CILT – The National Centre for Languages	www.cilt.org.uk/books/impactionlearning/classroom.htm	Incorporating real life to classes	6
Classic book	www.oup.com/elt/catalogue/isbn/0-19-437147-6?cc=global	Classroom dynamics	3
Classroom dynamics	www.editors.merlot.org/ClassroomDynamics.htm	Classroom dynamics	3
Comicbrush	www.comicbrush.com	Web comics	45
Comiqs	www.comiqs.com	Web comics	45
Council of Europe	www.coe.int/T/DG4/Portfolio?L=E&M=/main_pages/portfolios.html	Certification	13
Courseware materials	www.ocw.usu.edu/English/english-1010/writing-process.html	Writing process	48
Creating podcast	www.podomatic.com	Producing Podcast	25
Curso de Español	www.learn-spanish-online.de	Spanish on-line	23
Deutsch – on-line	www.deutsch-online.com	Completed websites with learning materials	23
Dixinery	www.dixinery.com	Picture dictionary Spanish	23
Don't Give Up!	www.dontgiveup.eu	Motivating adult students to complete language courses	47
Duden	www.duden.de	Dictionary, plus puzzles	23
Dvolver Moviemaker	www.dfilm.com/live/moviemaker.html	Animated web movies	23, 45
EAQUALS system	www.clients.squareeye.com/uploads/eaquals/2009%20Membership%20fees%20final.pdf	Financial duties	8
EAQUALS system	www.eaquals.org/page.asp?p=2538	Pan-European association of language training providers	8
Easy English	www.easyenglish.com	English tests – choice of level, test duration	23
Edelsa	www.edelsa.es/inicio_content.php	Addendum to textbook Nuevo Ven	23

Edutools info	www.edutools.info/static.jsp?pj=4&page=HOME	Evaluation of Internet tools	44
Efl classroom	www.eflclassroom.ning.com/index.php	Classroom dynamics	3
Ejercicios de Español	www.dilupear.blogspot.com	E-learning blog of Spanish	23
ELL Outlook	www.coursecrafters.com/ELL-Outlook/2006/jan_feb/ELLOutlookITIArticle7.htm	Using Portfolios with English Language Learners	18
Embedded Learning Portal	www.rwp.qia.oxi.net/embeddedlearning/searchinteractive.cfm	Interactive learning	23
English Club	www.englishclub.com	Advanced students	23, 4
English Trailers	www.english-trailers.com/index.php	ESL using commercials	23
ESL Teachers board	www.eslteachersboard.com/cgi-bin/articles/index.pl?read=3295	Incorporating real life to classes	6
Eslflow	www.eslflow.com/pronunciationlessonplans.html	Homework	16
ESLpod	www.eslpod.com	Authentic Podcast	1
European Commission	www.ec.europa.eu/education/programmes/llp/national_en.html	EU projects: innovation	10, 12, 11
European Language Portfolio	www.coe.int/T/DG4/Portfolio/documents/ELPguide_teacherstrainers.pdf	Certification	13
European Language Portfolio	www.coe.int/portfolio	Certification	13
European Social Fund	www.ec.europa.eu/employment_social/esf/index_en.htm	Information	14
European Social Fund	www.ec.europa.eu/employment_social/esf/members/index_en.htm	List of institutions	14
Executive Agency in Brussels	www.ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm	EU projects: innovation	10
Explanations and comments by users	www.teachingenglish.org.uk/think/articles/learner-diaries	Learner diary	17
Goethe – tests	www.goethe-verlag.com/tests	German Tests	23
Google	www.groups.google.com	Web communication tools	43, 15
Henny Jellema's On-line TPR Exercises	www.digischool.nl/oefenen/hennyjellema/engels/tpr/voorbladtpr.htm	On-line TPR Exercises	23
Instituto Cervantes	www.62.97.114.150/ats_0001.aspx	On-line Spanish translator	23

International Children's Digital Library	www.en.childrenslibrary.org	3745 books in 51 languages	23
Juice Receiver	www.juicereceiver.sourceforge.net/index.php	Authentic Podcast	1
Juice Receiver	www.juicereceiver.sourceforge.net/download/index.php	How to subscribe to podcast	25
KiddoNet	www.kiddonet.com/kiddonet/comicsPlatform/thecone.html	Web comics	45
Kindersite Project	www.kindersite.org	Interactive ESL activities	6
Language Café	www.languagecafe.eu/en/intro.html	Meet new people, speak language	21
Language Passport	www.europass.cedefop.eu.int	Certification	13
Language teaching BBC	www.teachingenglish.org.uk	Course design	4
Languageguide	www.languageguide.org/espanol	For beginner students	23
Larry Ferlazzo's Websites	www.larryferlazzo.edublogs.org/2008/11/13/the-best-reference-websites-for-english-language-students-2008	Websites for language students	4
Learn English	www.learnenglish.de	English learning web	23
Learner portfolio	www.uta.fi/laitokset/okl/tokl/projektit/eks/pdf/babylonia100.pdf	Learner portfolio tools	18
Life long learning programme	www.leonardo.org.uk/partnersearch	EU projects: mobilities	11
LINGO study on motivation	www.euointeractions.com/projectlingo.htm	50 examples about students motivation	19
Linguanet Europa	www.linguanet-europa.org/plus/en/level/tools.jsp	Metacognitive strategies	34
Listen and Write	www.listen-and-write.com	Free listening practice	23
Make Beliefs Comix	www.makebeliefscomix.com/comix.php	Web comics	45
Minivid	www.fuzzwich.com/minivids/index/_fz_build/1	Animated web movies	45
Mit Open Course Ware	www.ocw.mit.edu/OcwWeb/Writing-and-Humanistic-Studies/21W-784Fall-2005/CoursePedagogy	Writing process	48
Myths and Legends	www.myths.e2bn.org/story_creator	Animated web movies	45

NewGenLib	www.verussolutions.biz/web	On-line booking system	22
Ning	www.ning.com	Social network platform	43
On-line English tests	www.lang.jannemec.com/english/tests.php	Grammar, hints, idioms etc	23
On-line publication	www.sil.org/lingualinks/languagelearning/otherresources/YorLrnngStylAndLnggLrnng/contents.htm	Eclectic methodology	42
On-line system Koha	www.biblioteq.sourceforge.net www.koha.org	On-line booking system	22
Longman Dictionaries on-line	www.pearsonlongman.com/newopportunities/students/cef-learner-diary.html	Full-featured open-source ILS	22
Pixton	www.pixton.com	Learner diary	17
Podcast in English	www.podcastsinenglish.com	Web comics	45
Project Gutenberg	www.gutenberg.org	Authentic Podcast	1
Rewin	www.rewin.cz/WebForm1.aspx	Full Text books	23
Sam and Max – Comic Strip	www.telltalegames.com/samandmax/comics/create	On-line free translator	23
Seznam – dictionary	www.slovník.seznam.cz	Web comics	45
Scholastic's Captain Underpants	www.scholastic.com/captainunderpants/comic.htm	6 languages, translates mutually	23
Slam idol	www.slamidol.tripod.com/podcatching.html	Web comics	45
Spanicity	www.spanicity.com	How to subscribe to podcast	25
Spelling City	www.spellingcity.com	Spanish audio lessons	23
Spelling Race	www.tutpup.com/plays/new/2-word-game	English speaking game	23, 3
Teacher Diary	www.teachingenglish.org.uk/think/knowledge-wiki/teacher-diary	Learn to spell	23
Teacher trainings and workshops	www.ec.europa.eu/education/trainingdatabase	Class analyzing	38
Tesol edu	www.tesol-edu.org	Database of current courses	12, 39
Thesaurus	www.thesaurus.reference.com	The ICLA Curriculum	3
Toonlet	www.toonlet.com	For advanced level	23
Training pronunciation	www.dest.gov.au/archive/ty/litnet/docs/Teaching_Pronunciation.pdf	Web comics	45
		Homework	16

Wetpaint Wiki	www.wetpaint.com	Web communication tools	43, 15, 41, 23
Wikipedia	www.en.wikipedia.org/wiki/Podcast	Authentic Podcast	1
Wikipedia	www.en.wikipedia.org/wiki/Learning_styles	Eclectic methodology	42
Wikipedia	www.en.wikipedia.org/wiki/Virtual_learning_environment#List_of_some_virtual_learning_environments	List of e-learning platforms	44
Word Frog	www.arcademicskillbuilders.com/games/frog/frog.html	Fun game to exercise your vocabulary	23
WordAhead	www.wordahead.com	Video vocabulary builder	23
Wortschatz universität Leipzig	www.wortschatz.uni-leipzig.de	Interesting morphological website	23
Wortspiele	www.wortspiele.de.pogo.com	Games to improve vocabulary	23
Writing centre at MIT	www.web.mit.edu/writing/Writing_Process/writingprocess.html	Writing process	48
Writing@CSU	www.writing.colostate.edu/index.cfm	Course design	4
Yahoo	www.groups.yahoo.com	Web communication tools	43, 15
YAKiToMe	www.yakitome.com	Listen to your documents	23
Source Code On-line	www.sourcecodeonline.com/details/openbiblio.html	On-line booking system	22
European Language Portfolio	www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/contents_portfolio.html	Certification	13
YouTube	www.youtube.com	Broadcast Yourself	6, 23

DON'T GIVE UP!

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DON'T GIVE UP

Motivating adult students to
complete language courses

Do your students dropout of your language courses?
Do you have problems learning a foreign language?

Then this book is for you.

DON'T GIVE UP! has almost 48 Best Practices to help you learn a foreign language successfully. This book includes Best Practices for language school managers and directors, language tutors and teachers and students as well.

Each Best Practice is based on a clear need; it describes the Best Practice and then gives practical steps how the Best Practice can be used by educators and their students.

DON'T GIVE UP! has been funded by the European Union to find solutions to the problems of teaching and learning of languages.



Education and Culture

Socrates

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