

02

**GUIDELINES
FOR TEACHING
OLDER LEARNERS**

Table of content

Table of content	1
Introduction	4
1. What is creativity? Why is it crucial?	5
Creativity as A helping tool	6
Characteristics of a creative person/teacher	8
A language teacher for adults	8
How to become a creative language teacher for adult and senior learners	9
📄 TIPS FOR TEACHERS	11
Benefits of creative exercises	11
Creative exercises	12
1. Two minutes individual brainstorming	12
2. Mind mapping	13
2. Teaching principles	15
Action-orientation	15
📄 TIPS FOR TEACHERS	16
Intercultural-orientation	16
📄 TIPS FOR TEACHERS	17
Learner-orientation	18
📄 TIPS FOR TEACHERS	19
3. Teacher's Competencies	19
Teacher's competencies	20
Picture 3.1. Teacher competencies.	21
Teachers role	21
1. Rapport-Building	22
Picture 3.2. The key aspects of building rapport	23
2. Creating a friendly, safe environment.	24
3. Teacher's preparation:	24
4. Requirements/recommendations for qualification	25
5. Teacher's skills – empathy, communication, assertiveness, conflict mediation, planning (soft skills):	26
Figure 3.3. Overall teacher competencies	26
6. Suggested additions	27

4. Student assessment and feedback	29
Self-assessment	31
Types of self-assessment	32
Students' support	32
Feedback and feedforward	34
Progression feedback (or feedforward) follows three simple principles.	35
5. Student motivation and engagement	37
Seniors' low participation in non-formal activities	37
Figure 5.1. Participation rate in education and training	38
Intrinsic and extrinsic motivation	39
Student categories, different motivations (different seniors - different expectations)	40
Figure 5. 2. Seniors' motivation in learning another language	41
Differentiated motivations	41
Figure 5.3. Motives of training engagement according to Carré	42
Social styles and how to work with them	43
📌 TIPS FOR TEACHERS	44
6. Student learning techniques	45
Behaviourism, Constructivism and Cognitivism - an outline	45
The CEFR and competence-oriented learning	47
📌 TIPS FOR TEACHERS	48
6.1 Learning styles & strategies	48
Picture 6.1.1 Learning styles	49
📌 TIPS FOR TEACHERS	50
6.2 Homework and grammar	51
Picture 6.2.1. Cognitive strategies	52
6.3 Repetition	54
📌 TIPS FOR TEACHERS	56
6.4 Teamwork	56
📌 TIPS FOR TEACHERS	58
7. Distance learning – tools and methodology	59
Aim of the course	59
Picture. 7.1. Class Interactivity	60
Structure of the course	60
Preparation of a distance learning course	62

Language Learning through Art	64
Language learning through Short Films	64
Language learning through music	65
Picture. 7.2. Language learning through Music	66
Language learning through Storytelling	66
Picture. 7.3. Digital storytelling	67
Language learning through Quizzes and Games	67
Picture 7.4. Benefits of Games	68
Literature	70
Annexes	71
Annex 5.1. Good practices in seniors' engagement	71
Annex 7.1. Example of lesson incorporating VTS	72
Annex 7.2. Example of lesson incorporating short films	73
Annex 7.3. Short Movies resources	74
Annex 7.4. Tools for learning from lyrics	75
Annex 7.5. Digital tools for storytelling	75
Annex 7.6. Games and Quizzes in English language learning	77
Annex 7.7. Useful ICT tools for language teachers	81
Annex 7.8. Other tools for mastering the English language	84

Introduction

These guidelines for older language learners are one of the intellectual outputs for the project “Creating a new meaning in language education for senior learners”. The project aims to develop guidelines for English language teachers to respond better to the learning needs of older students, to motivate and activate seniors to learn and participate in lifelong learning. To find a way to help older learners with the learning process, improve their language skills and reach better results in English language learning.

To reach the goal, the project team will also develop guidelines on learning and studying a language combined with learning strategies and techniques. Furthermore, to equip senior students of the English language with the ability to express themselves in English, to reduce the stress during English classes and to improve the quality of English language learning for seniors in the partner countries by the development of this project. The guidelines will also be a collection of ideas for language teachers and ready to use materials in the classroom. All studies confirm that brain exercise has a positive effect on our health, mind and longevity. People who do not stop learning enjoy better health, later experience the symptoms of cognitive impairment and find it easier for them to live.

This document contains eight sections. First, the section discusses the benefits of applying creating methods in the class. The plethora of examples should help teachers to approach older learners in more attractive ways. The second section underlines that there is no right way to teach a particular group of people a language while working with students aged 55 and beyond, and the teacher has to choose his methods. Learning processes occur similarly amongst all learners, but learning is also a highly individual process. Therefore, teachers can find teaching tips suitable for them and the group they are teaching. The third section will help to develop teachers' competencies, as effective language tearooms down to the preparation of the teacher. The fourth, fifth and seventh sections concentrate on the learners' side and discuss student assessment questions and tools to increase their motivation. Also, here, teachers can find learning techniques covering learning styles, homework, working in teams, and repetition. All of section 7 concentrates on distance learning.

1. What is creativity? Why is it crucial?

Sir Richard Branson has a mantra that runs through the DNA of Virgin companies.

A-B-C-D

Always

Be

Connecting the

Dots.

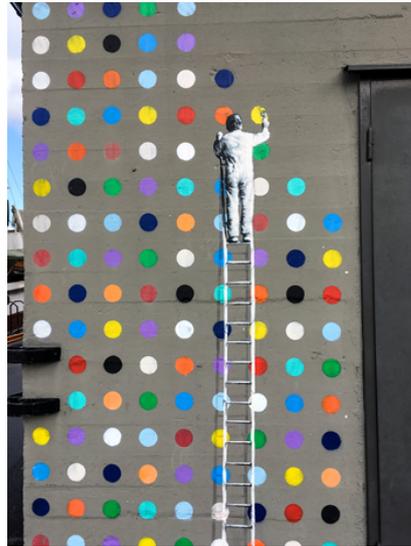


Photo by Maria Bobrova on Unsplash

The real skill is to see the bigger picture, the bigger space in which you can make new connections –new– interesting, unusual, distinctive, and better. By adding more and more connections, you will find ways to new, unique and better solutions.



It may seem sometimes obvious and comfortable to follow the coursebook for an English teacher and to get stuck with repeating the routine in a language classroom. It may lead to lowering the motivation in both the teacher and learners and losing engagement and annoyance, and even anxiety. Creativity may help make language lessons an exciting and engaging adventure, empower teachers and learners, and give them tools to overcome boredom and raise their self-esteem. Guidelines will lead to a more creative learning environment for adult learners and a more fulfilling, more rewarding teaching experience for the teachers. The guidelines help participants become more creative and innovative, turning the creative potential into a reality. These guidelines aim to build creative confidence and competence. The guidelines will highlight bringing creative habits like deep user empathy, collaboration, and experimentation to the work area. Creativity exercise will help seniors with their engagement and may also spread creativity into their daily lives.

Creativity is the act of turning new and imaginative ideas into reality; it can be used everywhere, not only in the classroom. Creativity is characterised by perceiving the world in new ways, finding hidden patterns, making connections between seemingly unrelated phenomena, and generating solutions. Creativity involves two processes: thinking, then producing.

Creativity as A helping tool

For the language teacher, working with older learners' creativity will help adapt new teaching ideas in the classroom and give the adult and senior learners the ability to perceive language learning in new ways. Imagination will bring a change that is always good and appreciated. Teachers will benefit from their motivation and willingness to act, play and study by triggering seniors' creativity in language learning. Creativity exercises bring mutual benefit. A teacher and a learner will feel like

participants in the process. Adult and senior learners very often finished their education many years ago. They do not believe in their creative potential; therefore, increasing their creativity will facilitate the process of language learning.



In this project, we would like to believe that anyone can approach the world as a designer. We want to unlock every language teacher's creative potential and prove that changes are possible and almost always lead to better situations. Each teacher can be creative and design courses, lessons, activities, future, schools and adjust them to learners. The project will help language teachers working with adult learners unlock this potential and use it. We will equip teachers with tools to make use of creativity in their work and focus on learners.

We also get to open up creatively, pursue lots of different ideas, and arrive at unexpected solutions by embracing ambiguity and trusting that the human-centred design process will guide us toward an innovative answer. We permit ourselves to be incredibly creative.¹

Much research was done on creativity and how it is crucial in our lives and education. A study/test developed by Dr George Land and Dr Beth Jarman by George Land shows that people are born creative, and as we grow up, we learn to be uncreative. Schools kill our creativity. We all know that fact. 98% of preschoolers were considered creative geniuses, and less than 2% of the adults tested in studies were creative geniuses. Therefore, there is much space to take action and to retain or restore our aboriginal creativity.

Creativity can be learned and begins with a foundation of knowledge, learning a discipline, and mastering a way of thinking. To be creative, you should experiment, explore, question assumptions, and use your imagination. Practice makes masters. Therefore you should practice your creativity and practice the creativity of your learners.

¹ IDEO www.ideo.com The field guide to human centered design

The behaviours (Studies by Clayton M. Christensen and his researchers uncovered The Innovator's DNA) that optimize a brain for creativity and discovery and help in generating ideas are:

1. **Associating:** finding connections between questions, problems, or ideas from unrelated fields
2. **Questioning:** posing queries that challenge common wisdom
3. **Observing:** scrutinizing the behaviour of customers, suppliers, and competitors to identify new ways of doing things
4. **Networking:** meeting people with different ideas and perspectives
5. **Experimenting:** constructing interactive experiences and provoking unorthodox responses to see what insights emerge²

You should practice those skills regularly each day, and it will help develop your skills in creativity and innovation.

Characteristics of a creative person/teacher

A language teacher for adults

According to the Creative Diversity Model (Michael Kirton, Robert Sternberg, and Teresa Amabile, Dr Kathryn W. Jablokow), everyone is CREATIVE, and we are not all creative in the same way. There are many different types and approaches to creativity; we are all different. We can describe our creative diversity using four variables (according to Michael Kirton):

- The creative level can be measured using intelligence, aptitude, knowledge, skill, and experience. One can have a talent for music and the other for dancing or physics. A teacher can be good at storytelling or drawing.

² <https://www.creativityatwork.com/2014/02/17/what-is-creativity/>

- The creative style – we are born with creative style. It is the way we approach problems or deal with a change, and it can be structured or unstructured. This is the way the teacher wants to explore in the creative process how it works.
- The motive is about what motivates you to teach.
- The opportunity is about how and what we recognize as an opportunity and if we make use of it or not

Gary Davis has sorted over 200 adjectives and brief descriptions of creative personality traits and found 16 categories. You can read those categories and see how many you think you have.



Picture 2.4 Creative personality traits ³

How to become a creative language teacher for adult and senior learners

As mentioned before, everyone can be creative, and we are all different in our creative styles. Teachers can work on the development of THEIR DAILY creativity and awake THEIR creativity that will definitely help in their teaching success;

³ <https://contagiouscreativity.wordpress.com/2008/10/08/creative-personalities/>



-
- By searching and focusing on annoyances as they can trigger your creative potential and turn it into a creative tool to fight them. As a language teacher, try to catch up with your annoyances while teaching a language to adult and senior students, make a list of 10 and then try to find solutions to mitigate or eliminate them. You should think out of the box and make notes of the ideas that come to your mind, even those that are completely irrational. They may be a starting point to fighting those annoyances. It is just an exercise that aims to move the Focus from negative aspects to more positive. A good example given by teachers working with adults and seniors is that they always ask for explanations and translations. To solve this, a teacher can invent a system of making a catalogue of the most frequently asked questions (this is very often a question about the use of present perfect) or point to a person who will answer during the whole lesson. ⁴
 - Trying to make a well-known brainstorming session with your learners during the lesson can be in English, searching for an answer to a problem or asking the same questions by learners. A teacher may ask students to help them by generating ideas, thinking out of the box. It is essential to let learners be free to invent ideas without boundaries, even the most bizarre ones.
 - By giving yourself time to play and to relax and by giving your learners time to just play. It is very important as when you indulge yourself in playful activities, many ideas and solutions may come to your mind unintentionally. Playing with learners and giving them time to play is a way of triggering their creative potential. The ability to play with ideas is an essential part of our creative process. Playfulness is an essential part of creativity. Playfulness is a characteristic that teachers should encourage in all learners, regardless of age. Having fun in the classroom, overcoming inhibitions are ways to engage learners and increase their motivation. You should start from yourself by dancing during the day or singing, playing with a ball or pretending to be somebody else. As a teacher you may ask your adult learners and seniors (that may not be easy but it is worth trying) to act as children, so they may be children during the lesson or flowers.
 - By incorporating creativity in everyday life.

⁴ <https://www.coursera.org/learn/ignite-creativity/lecture/BOPXN/annoyances>

TIPS FOR TEACHERS

Daily creativity according to Dewitt Jones (Everyday Creativity) is:

1. Creativity means being able to see the extraordinary in seemingly simple things (explore your surroundings, admire a flower and its complexity in beauty).
2. Every act can be a creative activity (your lesson, your test, your welcoming hello, your outfit – that should inspire, make smiling your learners).
3. Creativity depends on how you look at things (make an effort and think about it).
4. There isn't one correct answer in creativity (make attempts and try as a language teacher, invent and reinvent).
5. For creative people, difficulties trigger new opportunities (never give up, empower your learners, if they are annoyed or bored, try to find new Solutions, think out of the box).
6. Don't be afraid to make mistakes (be courageous, a mistake is a lesson and it is a power to move forward, only somebody who does nothing makes no mistakes, say it to your learners or write it on the wall so people can always refer to that).
7. Break the established rules (in a classroom full of adults and seniors it is really needed for a teacher and for them, ask your students how to do it).
8. Train and improve your techniques.

Benefits of creative exercises

Both language teachers and adult and senior learners can benefit from creativity exercises and tasks. They contribute to:

- Improved flexible thinking, you become more open minded, more flexible to the solutions and you can see more solutions and more connections that you have not seen before. You become able to apply even a bizarre way of teaching as a means to experiment to reach a teaching and learning goal.

- Discovery of multi-dimensional ideas: If you teach the same group of learners for a long time and you use the same coursebook, the same methods and techniques, you repeat the process and you lose enthusiasm. Creativity exercises help you discover new ways of teaching or small changes that contribute to bigger ideas, activities.
- Embracing work challenges: you become able to deal with new challenges at work, in teaching because you practice and you are aware that challenges are crucial for your development and you should treat them as something to look forward to as an opportunity.
- Seeing new concepts: you will be able to see more, in a broader sense or in a new way, it will help you to develop your creative vision.
- And definitely you will get and improve teamwork, among your learners and between you and your learners. Creativity exercises will improve communication, problem-solving and unity. ⁵

Creative exercises



1. Two minutes individual brainstorming

This activity may help students focus on groups of words, may trigger their imagination and may be used for practicing grammar and vocabulary and also speaking.

⁵ <https://www.indeed.com/career-advice/career-development/creativity-exercise>

1. Ask students to write as many words as possible referring to some subject in two minutes (e.g. means of transport, clothes, adjectives...). It can be just vocabulary related to another word, for instance what comes into your mind when you hear a word – swimming pool?
2. Check the highest number of words produced.
3. Ask students divided in groups to divide words they have produced into groups and categories, for instance positive/negative or flying/swimming.
4. Search for some unusual answers and ask for some explanations.
5. Let each group present their categories or let each person to present their words and connections between them.

This activity can be used before we introduce specific language functions.

We can ask students to divide the words into categories such as – verbs, adjectives, adverbs etc. or write all the words they would never use while speaking formally (it can be done using their mother tongue). Then, it could be a starting point for an engaging conversation. Students share their vocabulary and discuss without the necessity of any input or help from their teacher.

2. Mind mapping



Materials - A piece of paper and a pen, colour pencils.

1. A personal mind map helps you think, collect knowledge, remember and create ideas around yourself.
2. A central theme – YOU – a learner is placed in the centre of a page in a circle. It can also be the title, the subject, a problem, a place. When you start thinking of something, images automatically take form in your head.



-
3. Ask learners to draw a line from the central circle to some more circles around the central circle and fill in these circles with dates, names, abbreviations, words, numbers that mean something to them personally.
 4. Ask them to use colours or to draw something if they want. Then, ask learners to exchange their mind maps with other learners and let them ask questions about their mind maps. Induce them to draw, to use colours, to express themselves.

2. Teaching principles

For working with students aged 55 and beyond, there is not a *right* way to teach a certain group of people or an individual a language. We know that certain processes of learning occur similarly amongst all learners but nevertheless, learning is also a highly individual process. As teachers however, we do have the possibility of implementing certain guidelines that help structure a class. These guidelines have been developed by institutions like Goethe-Institut (1998) and “Zentralstelle für das Auslandsschulwesen” (2009).

Action-orientation

This didactic-methodical concept is probably the most relevant method in modern language teaching. It perceives the student as an individual who interacts in a social environment. The necessity of knowing and understanding the student’s authentic living context is of great importance and thus also applies to senior learners. A



language is not learned simply for the sake of learning the language; the teacher offers the relevant lexical and linguistic tools for the student to be able to cope with an authentic situation in everyday life. In more or less homogeneous classes, like in those where students are members of a similar age group, it is thus more straightforward for the teacher to define

these language tools as it is assumed that learners deal with similar life conditions. These could be: Finding one’s way around the supermarket or bakery, having small-talk with one’s neighbour, being able to talk about one’s family, asking for one’s way around the city, learning how to complain about something, understanding letters received by the government, as well as finding age-suitable leisure courses or other information online or even knowing which English TV channels to watch.

These authentic situations should always represent the environment in which the students want to use their English. Most English learning books are designed for younger students and are also regionally bound. Therefore, some content may be irrelevant for senior learners which stresses the need for material specifically designed for this age group. Authentic regional materials should also be integral parts of the teacher’s material repertoire. They ought to motivate and invite learners to discuss

content and language and find solutions on their own. The exercises should therefore always be openly designed, and communicative success should take a high stance. The overall formal correctness of the language use is always bound to the communicative success, i.e. grammar and vocabulary are not just learned *per se*, they are always connected to the higher goal of solving concrete problems in communication.

Transparency is key when teaching a class that is action-orientated. In order for students and teachers to observe the language learning process, teachers define the advances in language learning through enlisting the competences acquired in a lesson. These can be formulated with sentences like "The student can ...". An example would be: "The students can ask for the price of an item in a store" or "The student can express preferences and desires". These competences should be defined at the beginning of a class and can be provided as a tool of self-reflection for the students to observe their own language learning process. Especially older students, who may have learned other languages in their youth with different teaching techniques may not be accustomed to more modern styles of teaching. Many have learned a language in a frontal teaching setting with only little partner or group work, or hardly any playful moments, focusing primarily on grammar and less on communication in a social context. Teaching styles also vary from culture to culture. Therefore, providing clear and transparent answers to a student's question: „What am I learning?“ is essential in teaching a foreign language.

TIPS FOR TEACHERS

- Make sure students are equipped with the linguistic skills to solve an exercise, e.g. present communicative strategies first before starting the exercise.
- Involve students actively, e.g. through group work where all senior learners have a chance to share their opinion or experience.
- Offer constructive feedback.

Intercultural-orientation

Therefore, it is important to provide authentic situations in which senior students can test their newly acquired language skills in a different cultural setting and observe

similarities and differences in respect to their own culture. The objective is for the students to test and develop knowledge and strategies to deal with real life situations. Students should learn ways to communicate respectfully and openly in a different cultural environment.



The classroom can provide a safe space to discuss cultural differences observed in real life situations that students may have experienced.

Its implementation is possible by letting students describe situations and therefore opening a discussion for intercultural exchange. The teacher can offer different materials like pictures, films, projects or even role-play to help senior students become aware of and understand the situations.

And finally, the lessons should be orientated along with the biographies of senior students.

Other languages which the students learned in the past also play an indispensable role in language learning. They help students identify certain structures and meanings in the new language. Older students should not feel overwhelmed by learning a new language but should feel motivated in seeing commonalities to things they may have already learned in the past. And the language learning tools may also trigger interest in dealing with one's own language and culture.

TIPS FOR TEACHERS

Prepare for and ask some of the following questions:

- How can my students get to know the new community?
- How can my students express their emotions in an adequate way?
- How and when can the learners express their observations about the new culture?
- Are the materials interesting enough to induce discussions?
- Where could conflicts occur? And how can I prepare for them?

Learner-orientation



As learners in a higher age group often have „a lot to say”, the teacher might wish to provide a platform where learners can express their experiences, knowledge, and thoughts. The role of the teacher can be understood as that of an organizer in the background, offering information and help when

needed.

Learners are given the possibility to choose the subjects and communicate ideas about their own learning preferences. Some students may prefer haptic or physical access to language by matching together cards or standing in a line to understand the sentence syntax. Others might like to sing a song, clap their hands or move to understand the language melody and rhythm or even grammar. Some might be especially interested in acquiring media competencies by working on a computer or finding one’s way around one’s smartphone, for example. Creating an email address and writing emails in the target language can be a beneficial side effect of the language course for people to be able to connect with younger age groups. The language course can become a gateway for gaining more competencies outside of the four linguistically typically relevant competencies like hearing, reading, listening and speaking (see above for action orientation).

Of course, the slow learning pace is the most critical aspect the teacher has to take into account when working with senior students. Patience is required as well as constant repetitions of learned content. Basic grammatical terms or even basic language learning strategies may have been forgotten or never learned at all. Teaching a language to an advanced age also means considering revising basic learning principles: e.g. how to learn vocabulary or how to find language resources in everyday life.

In a learner-oriented setting, the teacher pays particular respect to individual learning motivations, goals and needs. Classwork can be varied by having the students work together in groups or pairs. In this way, students are required to take responsibility for their own learning process and speed. However, older students may not be

accustomed to these learning formats and thus need to be introduced to these working styles progressively.

TIPS FOR TEACHERS

- Teachers can ask themselves: Which of the activities that I am carrying out can be carried out by the students themselves?
- Provide tasks that vary in quantity and quality to allow for internal differentiation. Students can therefore autonomously choose which kind of tasks are suitable for them.

Finally, it goes without saying that all learning methods are interconnected and influence one another. The three methods discussed, the action orientation, the intercultural orientation and the learner orientation are just a few of many possibilities of accommodating students of ages 55 and above.

3. Teacher's Competencies

In IO1 of the MEANING project, extensive research was carried out to discover the needs of senior learners in respect of language learning. This guide section now looks at how those learner needs can be translated into transcribable teacher competencies.



Effective language teaching all comes down to the preparation of the teacher. Learning a new language for seniors can be challenging, especially if it is their first time. Still, there are many different ways to help engage senior learners and activities which make learning a new language much more enjoyable. When teaching a language, the teacher must look at a range of factors from obvious linguistic devices- common keywords, connectors and common phrases that will be used daily- to the psycho-social factors of the senior students. Applying all these principles will allow the students to grasp the basics of the language they are learning and feel comfortable while studying.

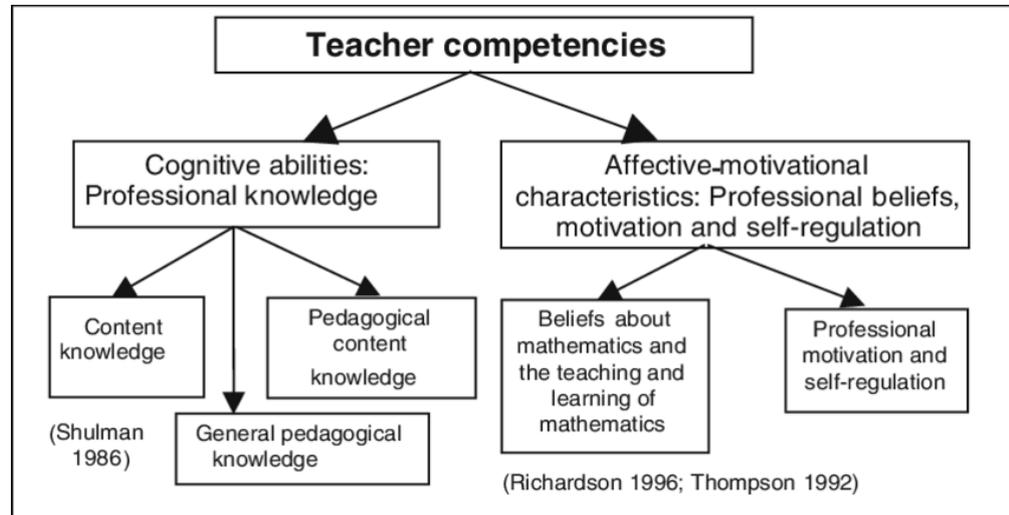


There are different factors that must be considered throughout the teaching and learning of a new language, these factors – all put together – are the key to effective language teaching for senior learners. To understand these factors fully, they have been listed and explained below in accordance with the research undertaken on this topic. Of course, there are many different ways to teach a language, and for some people, these factors may not be the appropriate method of teaching and learning, but according to research, these are some points which will help teach a new language to adults.

Teacher's competencies

1. Ensuring older students can hear the material being taught by speaking loudly and speaking clearly throughout. Be sure not to yell or shout at the students as this may cause uncomfortableness within the class. This is especially important as adults will need to hear clearly and understand the content and the pronunciation of the language. It will be difficult for them to grasp the pronunciation of a language instantly, but it will help them to have already tackled areas they are unsure of in the long run.
2. Using large print on all documents handed to the class allows the teaching to be more inclusive of those with sight problems. This of course does not apply to **ALL** adult learners. Not all of them suffer with sight problems but it will ensure that all the students are catered for if the print is of a larger font.
3. Modelling the work and making sure the students fully understand and can carry out the work as shown. When the work is modelled, including the pronunciation of the words, the students can see exactly how the teacher would like a particular task to be written or spoken. Without modelling, the students cannot be expected to produce perfect work if they have not been shown – in detail – how to carry out their tasks.
4. Teachers must develop a habit of regularly recycling new lexical and grammar constructions, also concept-checking. This is because as people mature, retention of ideas is much weaker and what is learned in one lesson can be either forgotten two lessons later or hidden away in the student's *passive* knowledge. Keeping new material alive- *active*- is of great benefit to senior learners.

Picture 3.1. Teacher competencies.



Teachers role

1. Meeting with other teachers to discuss different techniques and strategies to implement in a classroom. When meeting with other teachers, they can discuss what strategies they find are useful and what they can do to help each other. In this way, they could also separate work – where one teacher will plan one and another plans something else so that the quality of each activity is perfected as the teacher has more time to spend on only one activity, while the other teacher does the same.
2. Understand different cultures when teaching to ensure they can connect appropriately with their students – the term ‘cultural bridge’ is essential here as it is a term used to describe the teacher who is technically their ‘bridge’ between the two cultures and can help students with the differences and similarities of the two different cultures. In which case, the teacher must be well knowledgeable on the cultures and ensure the students understand what the culture is about. Activities around food, clothes and lifestyle would be interesting and revolve around culture. Cultural differences also exist between people of the same country but of different age. Teaching seniors may involve a 25 yr. old teacher with a 70 yr. old student. There are bound to be ‘cultural’ differences here.

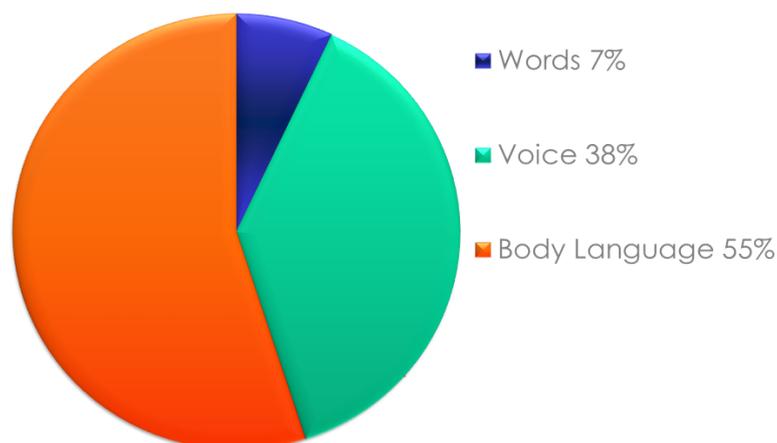
3. Assign appropriate homework that will relate to the students well and they can practice with their peers around them – this includes topics they most commonly talk about in their own language. If they have work based on their interests, hobbies and conversations that interest them, they are more likely to stay engaged and enjoy the learning.
4. Create individualised plans for the students to ensure they are all receiving the correct support. These individualised plans may seem like a lot more work, but it is important for the teacher to know her students and to ensure they all receive the support that suits them. Some students may excel in the learning and some may find it difficult, it is important to have challenging work for those who excel and more support for those who don't so that all students stay persistently engaged in the work.
5. Ensure pronunciation fluency is taught correctly and that students understand fully. Teaching pronunciation is important from the beginning of a course as they will have time to perfect it but it must be known from the beginning to ensure that they do in fact have the most time they can to ask questions and perfect their pronunciation.

1. Rapport-Building

- 1.1. Learning the student's names and having them get to know each other with language learning activities. This may seem like a very simple point, but learning their names and maybe one of their interests shows that the teacher does in fact care about the individuals in their class and makes it much easier to begin conversations with them, and talk to them about themselves.
- 1.2. Use group activity work to get the students working together and get to know each other. Doing this could also increase their pronunciation with each other and they can tell each other whether their pronunciation is correct or the terms they are using are.
- 1.3. Personalise lessons to individuals ensuring the content matches what the students understand and what topics they need to learn next. This applies to the homework mentioned above too.

-
- 1.4. Add personality to the lesson – make sure the students get to know who you are as a teacher and a person. It is important that the students know who the teacher is as a person so that they can have conversations and not feel so intimidated.
 - 1.5. Learn students' interests and make lessons about the interests to maximise engagement.
 - 1.6. When first meeting students, you can apply the psychological principles of *pacing* and *mirroring*. Mirroring is the art of copying someone's body language, breathing and facial gestures in order to connect with them. Research shows that good friends naturally display very similar gestures. By mirroring another person's body language you are sending out the subliminal message that 'We are the same. Experts say that if a person switches their posture, you should wait at least 2 seconds before you copy them. Pacing is the same idea but it applies to auditory expression-speed of speech, intonation and pitch.

Picture 3.2. The key aspects of building rapport



Source: naturallyloyal.com <https://bit.ly/2Z3FKpO> (accessed 18/10/2021)



2. Creating a friendly, safe environment.

- 2.1. Community-building all year round – ensuring that activities and strategies that allow learners to express their thoughts and ideas are being used throughout. This will mean that each student is comfortable within the classroom and can express themselves fully. If the student does not feel comfortable it will be harder for them to learn the content.
- 2.2. Admit when you don't know, there will be times teachers also need to double-check themselves and it's okay to show that vulnerability to the learners. This will also show them that even native English speakers don't know every single thing there is to know about their language. Being vulnerable shows that the teacher is just a learner exactly like the students. This is especially important with senior learners because they have 'been around the block' and can often spot a deception.
- 2.3. Model writing and reading for the students, so they always know exactly what is expected of them always and how the teacher wants it to be presented or said.
- 2.4. Be patient with the students as it may be hard or embarrassing for them to speak out loud or they may be afraid to get an answer wrong. Patience will allow the student to find the answer for themselves with some thinking time and feel less pressured if they are constantly being interrupted.
- 2.5. Use eye contact, facial expressions, proximity and humour as a form of non-verbal praise, however, ensure the humour is appropriate as humour differs highly across cultures and languages and may occasionally come across as rude if the student does not understand certain humour.

3. Teacher's preparation:

- 3.1. Follow 3 P's – plan ahead, prepare, practice. Write lesson plans beforehand so that if the teacher goes off course, they can quickly get back on track by looking at the schedule. The last P – practice – is essential when teaching a language because the teacher would have prepared the lesson, and practising means running through the lesson as if the students were there and thinking of questions that may be asked. It is especially relevant for teachers of senior

-
- students to anticipate students' responses and allow for slower retention and any phonological issues.
- 3.2. Practice by doing a quick read-through before lessons, so the material is fresh in your mind. This relates to the previous point of the 3 P's, especially practice.
 - 3.3. Learning goals need to be realistic but ambitious. There is no point in making the learning goals something that can never be achieved. It will mean that the students feel intimidated, unmotivated as they cannot reach their goal and are generally unsuccessful. It is important to keep the goals realistic to ensure the students do not fall back.
 - 3.4. Motivation is the key to success. Keep motivating the students to ensure great understanding and better quality of learning. The best motivation is positive feedback. If students understand they are doing well, they will be motivated to keep trying and challenge themselves.

4. Requirements/recommendations for qualification

- 4.1. Courses that produce recognised qualifications all over the world are the best for this kind of job. These courses include (but are not limited to): TEFL (Teach English as a Foreign Language) and CELTA (Cambridge University). CELTA is the original TESOL/TEFL certificate course and has been running for 40 years.
- 4.2. There are also many other courses available at different institutions. For example, colleges and universities have courses available for all levels of learners and online courses are available which will also give the needed qualifications.
- 4.3. The competencies encouraged on these courses are an understanding of modern methodology, a thorough awareness of grammar and phonology, differentiation, how to exploit resources, correction techniques and micro-skills like board work and technology.
- 4.4. It is also recommended, and in some countries, essential to have some training in safeguarding in order to be aware of how to maintain a safe environment and what measures to take in the case of a medical emergency.

5. Teacher's skills – empathy, communication, assertiveness, conflict mediation, planning (soft skills):

- 5.1. Examples of soft skills include public speaking, leadership, conflict management, interpersonal skills, communication skills, stress management, time management and decision making. To give a concrete example, it's worth considering the type of conflicts that could arise in the classroom. These could be fundamentally opposing views about religion, politics or morality. Here it is important for the teacher to remain impartial (regardless of their personal opinion). Other examples would be the skill of diplomatically stopping students from dominating discussions, steering conversation so that they are inclusive of all. It is also perhaps human nature to have favourite students, however, the teacher's manner, body language and treatment of students should be maximally inclusive to all.
- 5.2. All of these skills are important for a teacher to possess when teaching as these skills are important for when the students leave the classroom. These skills also have an adaptability aspect which means teachers have to be adaptable to be able to teach the soft skills needed within a classroom. For example, conflict management – a teacher must adapt to the situation to be able to diffuse any conflict. This diagram below shows soft skills fit in with the overall teacher competencies.

Figure 3.3. Overall teacher competencies

Knowledge	Hard skills	Soft Skills
<ul style="list-style-type: none"> • Methodology • Grammar • Lexis • Phonology • Learning styles • Teaching terminology • Theoretical foundation for teaching listening, reading, speaking and writing • Ability to simplify knowledge into relatable, digestible, teachable chunks. 	<ul style="list-style-type: none"> • Giving instructions / instruction checking • Concept checking • Error correction • Classroom management • Behaviour management • Lesson planning • Using technology • Research skills • Using resources appropriately • Monitoring students 	<ul style="list-style-type: none"> • Building rapport (connection!) • Building motivation • Presence • Empathy with students / Understanding their worldview (including cultural differences) • Using the hard skills at the appropriate time and in the appropriate way • Body language • Self-evaluation • Desire for professional

		development
--	--	-------------

6. Suggested additions 6

- 6.1. Be aware of the physical environment of the classroom and how it can be optimised to improve the learning experience of your students. Take into account their needs – this could include ensuring easy accessibility. Other learners may be sight or hearing impaired, and it is advisable to take note of their individual needs and seat them accordingly nearer to the front of the class so that they can both see the board and hear the teacher clearly.
- 6.2. Try not to alienate your students with technology. Although many older students will embrace technology and will use equipment such as electronic dictionaries and mobile phones, others may experience an excessive use of technology in class as a barrier to their learning. Keep classes simple where possible, and make sure there is an alternative to any technology-driven aspects of your lesson. Many textbooks include online research group projects, designed for the class to interact using mobile phones – for older students it may be advisable to provide books or print-outs as an alternative.
- 6.3. When planning lessons, pay close attention to timing. Allow flexibility in your plan to allow for any activities which may take longer due to the inclusion of older students. This could include making allowances for delays caused by technology, or for any aspect of the lesson content that may need more focus, explanation or practice. Overall, be prepared for the fact that your lesson may operate at a slower pace than you may be used to with younger students.
- 6.4. Ageism is the discrimination and stereotyping of an individual on the basis of age, and it can be a violation of their human rights. Although it may be necessary in class to make allowances for individual learners based on their age-related needs, it is important not to single them out or patronise them. Do not assume that your older students are incapable of anything, but be prepared to accommodate accordingly using the methods outlined throughout this document. Be sure to treat your older students with dignity and fairness

⁶ <https://www.barefootteflteacher.com/blog/perfect-tefl-teacher>



and ensure that they are included in the class and treated as any other student.

- 6.5. Be aware of any sensitivities that may be present in older students as a result of historical events of a religious, political, cultural or socio-economic nature that may have occurred throughout their lifetimes. Some lesson or conversation topics may be of a sensitive nature and it is worth considering the impact the topic may have on their well-being. Causing discomfort or distress to students could be a significant impediment to their learning experience.

4. Student assessment and feedback

Assessment is a crucial element of learning as it helps students acquire knowledge and learn. Assessment can be challenging while considering senior learners and adults who finished their education a long time ago. Being again in the shoes of a student might not be accompanied by very positive memories. Moreover, nobody likes to be assessed and evaluated as it often compares to other students or benchmarks. On the other hand, learning without assessment and feedback cannot be accomplished and cannot succeed. All students should see how they are doing in a class as it gives them the possibility to determine if they understand the material. Assessment can be a tool that influences the learning process, and it helps motivate and engage students. How can language teachers use assessment in adult and senior language learning?

Teachers can use different types of assessment such as:

- **A pre-assessment or diagnostic assessment** aims to assess the students' skills and competencies before starting the teaching process. A teacher collects data and, based on that data, creates a teaching process. While working with adult learners and seniors, it might be beneficial to start from the pre-assessment of language competencies (placement test). It may be more difficult in this group of learners than in younger learners as adults and seniors often have a lowered self-assessment and self-consciousness and declare that they do not know the language at all.
- **Formative assessment** – its goal is to provide feedback based on students' learning. A teacher monitors learning. Adult learners may need regular evaluation and feedback from the monitoring of their learning.

Summative assessment – a long term benefits assessment, a test of students' learned knowledge, skills and attitudes. Students and teachers may need to finish a learning process or a semester with a final examination. Some students do not feel comfortable compared with others, so the assessments can be delivered by sending individual emails or making self-assessment according to a key given by a teacher. It may be crucial with that group of learners.



We can also distinguish the three other assessments but a teacher should be very careful with them with adult language learners.

- Confirmative assessment – an extensive form of summative assessment, the goal is to find out if the instruction is still a success after a period of time.
- Norm-referenced assessment- it is a comparative assessment when a teacher compares students' performance against the average norm or against the average grade of the region, school, national level.
- Criterion-referenced assessment - It measures student's performances against a fixed set of predetermined criteria or learning standards. It checks what students are expected to know and be able to do at a specific stage of their education.
- Ipsative assessment that measures the performance of a student against previous performances from that student. It is a method to increase self-confidence of a student who improves his/her results by comparing to his/her previous results. ⁷

We can also distinguish between two types of assessment **Assessments of Learning** and **Assessments for Learning**.

⁷<https://www.onlineassessmenttool.com/knowledge-center/assessment-knowledge-center/what-are-the-types-of-assessment/item10637>

Assessments of learning are checking the knowledge at the end of a unit/semester and evaluating a student's understanding **by comparing his or her achievement against a class-, district-, or national benchmark or standard.**⁸

Assessments for Learning is a process in which students become more involved in the learning process, and it creates feedback to improve students' performance. Assessment for learning is when students are more active in their education, start thinking as a teacher, and begin to plan their studying.

Feedback is an integral part of an assessment for learning. Various types of feedback are available and different sources of feedback such as teacher feedback and peer feedback. **Assessments for Learning improves learner outcomes, increases confidence and independence.** Also helps to create a supportive and cooperative classroom. In this environment, everyone, including the teacher, should try new things without worrying that they might fail.⁹

Self-assessment

Self-assessment is an effective learning strategy especially with seniors and adult learners but it may sometimes seem difficult to implement as they are not used to self-assessment. They should first learn how to self-assess as this gives them the feeling of not being assessed, not being compared and it is the tool that facilitates the process of reflection on their learning. Both, a teacher and a learner benefit from self-assessment. It is a process in which students evaluate their learning, work and processes of their learning, they reflect on it and the process requires students to monitor their work. Self-assessment is a part of assessment for learning. Self-assessment increases the motivation and engagement of students, help them in gaining the ability to self-study and empower them and improve their communication skills.

⁸ 1 Eberly Center for Teaching Excellence & Educational Innovation at Carnegie Mellon University. "What is the difference between formative and summative assessment?" Accessed May 3, 2017.
<https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>.)

⁹ <https://cambridge-community.org.uk/professional-development/gswafl/index.html>

Types of self-assessment

European Language Portfolio- it is a tool to record and reflect on a student language learning and cultural experiences. With this tool a learner can provide a record of the linguistic and cultural skills they have acquired and it will also motivate students to improve their achievements. It can be used by a teacher at the beginning and at the end of the course to show the progress. It should also refer to [the Common European Framework of Reference for Languages](#).

All ELP contains the following parts:

- The Language Passport
- The Language Biography
- The Dossier

You can get more information and templates on the European Commission website:
<https://www.coe.int/en/web/portfolio/templates-of-the-3-parts-of-a-pel>

I can and I cannot activity – it is an activity to help students to reflect on what they can in the area of their language learning and what they cannot and still have to learn. The activity can be used by a language teacher at the beginning of each month and as a comparison tool with students' results from the past months. To help students with this assessment a teacher should prepare a list of language difficulties and a list of subjects and grammar that was taught with students.

Students' support

Teachers can help students, especially seniors, achieve their learning goals through a variety of behaviour, techniques and strategies. It is crucial to have high expectations of all students and showing them that you as a teacher expect they will succeed. A teacher should manage to create a social group of learners to feel the common goal – to study a language. While working with seniors and adult learners, praising any effort of all students makes a step towards learning, particularly for those who are failing or underachieving. Sensitivity is a key element while correcting seniors and adult

learners and praising even small steps in learning a language, encouraging them to speak and ask questions if they do not understand.¹⁰



PRAISE THEM – help them bounce back

Praising adult and senior learners is a powerful tool. They need it to succeed and to believe that they are able to succeed and to bounce back in the face of difficulties and failures.

Below you find a list of do's and don'ts while praising students taken from an article Using Praise to Enhance Student Resilience and Learning Outcomes.

Do's:

- Notice students' good efforts and strategies and praise them.
- Be specific about the praised behaviours and reinforce this behaviour with your feedback.
- Use praise to link the outcomes of an assignment to students' efforts.
- Talk explicitly and in detail about the strategies a student has used. Comment on which strategies were helpful, and which were not.
- Ask a student to explain his or her work to you.

Don'ts:

- Don't offer praise for trivial accomplishments or weak efforts.
- Don't inflate praise, particularly for students with low self-esteem.

¹⁰ HOW TEACHERS CAN HELP ALL STUDENTS SUCCEED BY MATTHEW LYNCH MAY 27, 2019
<https://www.theedadvocate.org/how-teachers-can-help-all-students-succeed/>

-
- Don't let a student feel ashamed of learning difficulties. Instead, treat each challenge as an opportunity for learning.
 - Don't ever say, "You are so smart." in response to good work. Instead, praise the work a student has done (e.g., "Your argument is very clear" or "Your homework is very accurate").
 - Don't comfort students following a failure by telling them that not everyone can be good at everything.¹¹

Feedback and feedforward

Working with adults and seniors may be sometimes difficult for a teacher to provide feedback. Addressing adult learners with their learning and studying issues proves difficult. Moreover, the learners are not willing to give peer feedback as they think that they are going to hurt each other's feelings and others might get angry. This may bring negative effects such as increased lack of feedback, knowledge and inefficient learning and teaching process and tensions between all groups. We may also look at other ways of giving feedback such as feedforward or pure approach.

When you give feedback, you focus on the past, on what has already happened and what can't be changed. When you receive feedback, you often feel personally attacked, which makes you defensive. Even if you would start off your feedback with something positive, the chances are that the person that receives the feedback thinks: "Ah, I already know what is happening here. First, I'll get a positive message. Next, I'll hear what I'm actually here for".

When you give feedforward, you focus on the future, on what you can create and still have an impact on. When you receive feedforward, you do not feel attacked because feedforward aims at offering help, highlighting positive behaviour and stimulating creativity. That approach is inspirational, it gives hope and new energy so that involvement increases. Teaching people what is right instead of proving them

¹¹ Helping students 'bounce back' in the face of difficulties by Carol Dwyer, PhD, Educational Testing Service Carol Dweck, PhD, Stanford University with Heather Carlson-Jaquez, MM, Virginia Commonwealth University <https://www.apa.org/education/k12/using-praise>

what they are doing wrong, has a more productive and energising effect. Raised resilience is the result.

Progression feedback (or feedforward) follows three simple principles.

Principle 1: from – to +

Feedforward is positive and goal-oriented which may help a language teacher in an adult learners group with a language learning process that requires regular repetitions and corrections. In feedforward negative phrases like correction of a missing s in 3rd person singular, are always first turned into positive goals before they are communicated. Because positively formulated goals bring about constructive reactions and cooperation while negative wordings evoke a defensive or negative response. With feedforward you only use positive phrases. For example, you can say: "I would like to receive active participation in discussion from everyone during our lessons instead of 'I notice that you are not actively participating'".

'I would like all of you to add s at the end of verbs in 3rd person' instead of 'You do not add s at the end of 3rd person'.

Principle 2: from person-oriented to contextual behaviour

Feedforward focuses on behaviour that works well in a specific context and not on personality traits (neither negative nor positive). When we focus on a certain desired behaviour in a specific situation, we address a growth mindset in ourselves and others. A growth mindset is the conviction that everyone – no matter who or where they are, which may be very important with senior learners – can improve, learn and develop.

Therefore, as a language teacher, you should develop a growth mindset among your adult learners. The growth mindset will say 'what can I do to get my students to be more progressing and successful' instead of saying 'they are simply not motivated'. The latter statement is the voice of the 'fixed mindset' that sees things as unchangeable; it is how it is. Feedforward is a tool to inspire learning and growth, motivation and energy, and resilience. A culture of growth mindset thus leads to

better performance, better cooperation and more learning satisfaction. So, feedforward does not contain any person-oriented compliments or criticism but focuses on behaviour that works well in a specific situation.

Principle 3: from stating to asking

The feedforward communication style uses positive, inviting, future-oriented and goal-oriented questions. And this motivates; the right questions lead to the right behaviour.

Let's take an example:

Suppose one of your adult students often forgets his/her homework and you want to talk to him/her about it. A feedback phrase would be: *"I've noticed that you do not do your homework and that makes me rather angry"*. The student will quickly become defensive and say: "I do not always forget to do my homework and I don't always get the right information either". A feedforward phrase that does work is the following: *"Could you please do your homework for the next time and try to devote half an hour each week for that, so I can give you an update of what is your progress before I move to the next chapter?"*. This phrase is positive, focuses on improvement, asks a question and explains why you're asking the question.¹²

Use the **PURE approach** to provide constructive peer feedback.¹³

Positive: First, highlight the strengths of the submission - what was done well? Give "happy comments" right away, and be considerate and constructive

Unique: Next, comment on interesting and unique aspects of the submission - what did you find interesting about it?

Revision: Third, be a "critical friend" - what suggestions you have for improvement or revision. The purpose is not so much "to grade" as to interact and suggest.

Education. Close by reflecting on what you learned and how you were educated from the submission as a feedback provider.

¹² Erasmus+ project SME tools to prevent Burnout <https://www.notoburnout.com/>

¹³ <https://www.coursera.org/learn/creativity-innovation/peer/Z3IYZ/excellence-measuring-your-creative-output> Dr. Kathryn W. Jablow, Dr. Darrell Velegol, Dr. Jack V. Matson, Dr. Armend Tahirsylaj,

5. Student motivation and engagement

As we have seen in the previous sections, senior learners are a specific category with particularities to consider in their learning. Whether it is face-to-face, online or blended learning, the motivation of older learners is different from that of younger learners.

Therefore, this section will focus on the different ways of motivating older learners and engaging them in their learning process.

Seniors' low participation in non-formal activities

A survey by Eurostat on adult participation in learning showed the results from measurements of adults between the ages 25 to 64 who participated in non-formal education and training. The results showed that between the years 2013 and 2019, the participation rate increased by 0,6% points (11,3% in 2019). In 2020, the share of people aged 25 to 64 participating in education and training in the last four weeks decreased by 1.6 percentage points compared with 2019 - part of the decrease could be related to the COVID-19 pandemic, i.e. cancellation of training activities.

Other information on education and training provided from the Adult Education Survey (AES) shows the percentage of adults who participated in learning activities during the reference period of 12 months. The most recent results from July 2016 and March 2017 showed that in the EU, 43,7% of people aged 25 to 64 participated in education and training, where most of them took part in non-formal education and training. This survey didn't show differences between men and women's participation, except in Cyprus, Czechia, Hungary and Italy, where men showed a higher percentage and Estonia, Finland, Latvia, Sweden and Lithuania, where women showed a higher percentage. When comparing the age groups, the study reveals that the younger groups participation rate (aged 25-34) was 20% points higher than the rate of older groups (aged 55-64). This can be explained by the eternal factors that influence the decision-making process (mainly fostered by professional life) to join some training. Also, comparing the level of educational achievement, it appears that people with a tertiary level education have higher participation rates (65,4%) than people with lower secondary education (23,6%). Furthermore, the most common providers of

non-formal education (33,8%) were employers in the EU. Last, most of the activities (80%) were job-related. (Eurostat, 2020)

Figure 5.1. Participation rate in education and training

Participation rate in education and training, 2016 (*)

(% of the population aged 25 to 64 participating in formal and non-formal education and training in the last 12 months)

	Type of training			Sex		All types of training		Level of educational achievement (ISCED levels)		
	All	Formal (*)	Non-formal	Men	Women	Age		Lower secondary or less (levels 0–2) (*)	Upper secondary & post-secondary (levels 3 and 4)	Tertiary (levels 5–8)
						Age 25–34	Age 55–64 (*)			
EU	43.7	5.0	41.4	43.6	43.8	52.2	31.6	22.9	40.3	64.5
Belgium	45.2	6.8	41.4	44.2	46.2	59.3	29.2	20.3	40.2	65.2
Bulgaria	24.6	2.9	22.5	24.5	24.7	29.6	14.7	7.6	22.3	38.2
Czechia	46.1	2.5	44.6	49.5	42.6	51.9	29.1	16.2	42.5	66.5
Denmark	50.4	13.5	43.8	48.3	52.6	61.0	37.0	31.6	43.8	66.9
Germany	52.0	3.5	50.2	51.8	52.2	57.4	43.9	27.4	43.7	68.6
Estonia	44.0	6.2	41.2	37.0	50.7	52.9	30.4	23.5	35.4	60.6
Ireland	53.9	8.6	49.7	53.6	54.1	63.5	40.3	28.0	46.4	69.6
Greece	16.7	3.7	14.0	15.9	17.5	28.8	5.8	3.0	16.0	30.8
Spain	43.4	9.8	39.1	44.0	42.9	55.6	29.1	23.8	42.7	63.8
France	51.3	3.4	50.0	48.7	53.8	61.1	35.1	25.1	47.4	72.1
Croatia	31.8	4.0	29.8	32.5	31.1	44.0	15.7	7.4	25.7	61.3
Italy	41.5	3.0	40.6	44.0	39.1	49.8	33.0	21.2	46.6	72.0
Cyprus	48.1	3.0	47.2	56.6	40.4	57.9	29.9	24.4	41.9	64.2
Latvia	47.5	4.4	45.7	42.7	51.9	56.9	34.1	26.7	39.2	65.9
Lithuania	27.9	2.4	26.5	23.5	31.9	36.1	19.2	.	15.8	46.4
Luxembourg	48.1	8.6	45.3	48.1	48.1	58.5	29.8	21.1	41.2	69.8
Hungary	55.7	7.3	52.5	58.7	52.7	63.2	38.2	41.6	53.9	67.3
Malta	36.3	7.2	33.8	36.7	35.7	48.5	19.8	24.3	40.3	65.6
Netherlands	64.1	9.0	61.5	64.7	63.5	73.9	51.4	38.3	63.3	81.2
Austria	59.9	6.2	58.4	61.1	58.8	69.3	41.3	31.3	57.1	77.6
Poland	25.5	4.4	22.9	25.2	25.7	33.8	13.4	5.4	16.9	48.1
Portugal	46.1	4.0	44.4	47.6	44.7	60.3	28.6	31.5	56.7	71.0
Romania	7.0	1.7	5.6	6.4	7.5	13.9	1.5	1.0	6.3	15.8
Slovenia	46.1	6.0	43.6	44.1	48.3	56.4	27.3	14.7	40.6	71.0
Slovakia	46.1	1.5	45.0	46.8	45.3	54.3	30.3	.	43.4	61.7
Finland	54.1	14.2	47.7	48.0	60.2	67.6	34.3	36.3	50.3	66.0
Sweden	63.8	13.8	56.5	59.5	68.2	69.7	54.7	45.1	59.4	79.5
Norway	60.0	12.1	54.9	59.6	60.4	69.2	47.0	42.7	58.1	74.1
Switzerland	69.1	8.5	67.5	70.4	67.7	79.6	57.4	34.7	64.1	85.9
North Macedonia	12.7	4.0	10.4	13.5	11.9	20.6	5.4	1.0	10.3	36.3
Albania	9.2	1.7	8.2	8.8	9.5	17.3	3.5	2.0	7.0	32.3
Serbia	19.8	3.0	18.2	18.0	21.4	29.2	7.4	.	14.2	39.9
Turkey	20.9	5.0	17.8	24.8	17.0	31.3	6.5	11.4	28.7	48.9
Bosnia and Herzegovina	8.7	2.2	6.9	8.9	8.5	25.6	2.7	0.9	7.2	31.2

(*) Refer to the internet metadata file (http://ec.europa.eu/eurostat/cache/metadata/en/trng_aes_12m0_esms.htm).

(*) Slovakia and Albania: low reliability.

(*) Romania and Albania: low reliability.

(*) Greece, Croatia, Romania, North Macedonia, Albania and Bosnia and Herzegovina: low reliability.

Source: Eurostat (online data codes: trng_aes_100, trng_aes_101 and trng_aes_102)

In 2016, the percentage of working-age adults who participated in non-formal education and training was 42,1%, while informal education or training was relatively lower (5,1%). Concerning the type of education and field of study, it is shown that in 2016, 17,6% of the formal and non-formal education and training for adults was relevant to business, administration, and law. 15% of the activity was related to services, health and welfare, and arts and humanities. Last, other fields like engineering, manufacturing and construction show a record lower than 15%.

Regarding the participation in non-formal education in terms of gender, research has demonstrated that women tend to participate more in courses provided by community organizations (Hamil-Luker & Uhlenberg, 2002). Studies that used samples gathered

from specific non-formal courses, such as the Universities of the Third Age, also found that women participate more than men (Alfageme, 2007; Orte, Ballester & Touza, 2004).

Having these parameters in mind, we have to think about motivation and engaging senior learners in education activities.

Intrinsic and extrinsic motivation

Lisa Legault distinguishes intrinsic and extrinsic motivation as follows (Legault 2016) :

- Intrinsic motivation: “refers to engagement in behaviour that is inherently satisfying or enjoyable.”
- Extrinsic motivation: “refers to the performance of a behaviour that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself.”

In other terms, extrinsic motivation is the engagement in behaviour to earn a reward or avoid punishment, while intrinsic motivation is the engagement in behaviour for its own sake.

According to Legault, social context affects intrinsic motivation by “affecting perceived autonomy and competencies”. Thus, as long as the social environment uses behaviour control strategies, motivation will become less inherent as personal autonomy is compromised. Perception of competencies also affects intrinsic motivation; for example, positive feedback is likely to foster perceptions of self-efficacy and increase intrinsic motivation.

Lelouch, Bartolotti and Papet in their article « Motivation intrinsèque et présentation de soi à différentes instances dans une organisation » (Lelouch et.al. 2006) differentiate three different forms of intrinsic motivation:

- Intrinsic stimulation motivation, in which the person is motivated by the strong sensations he/she experiences in his/her professional activities.
- Intrinsic motivation for knowledge, in which the individual carries out his activities for the pleasure of learning new things.

-
- Intrinsic achievement motivation, in which the individual feels challenged.

These different types of motivation differ in the degree of self-determination that accompanies them. Intrinsic motivation corresponds to a high degree of self-determination, as it involves behaviours that are freely performed and for pleasure. On the other hand, extrinsic motivation has a lesser degree of self-determination due to external regulation since external pressures directly drive behaviour.

Student categories, different motivations (different seniors - different expectations)

Having the theoretical framework mentioned above in mind, the research carried out in the IO1 of the MEANING project has brought to light different things, especially in the motivation of senior learners. Senior learners are an extremely heterogeneous group: the expectations and needs are not the same for a young retiree seeing his son and family move to New York as for an 80-year-old who wants to practice a foreign language to stimulate his cognitive functions.

That said, some aspects of motivation for older learners are common to almost all seniors:

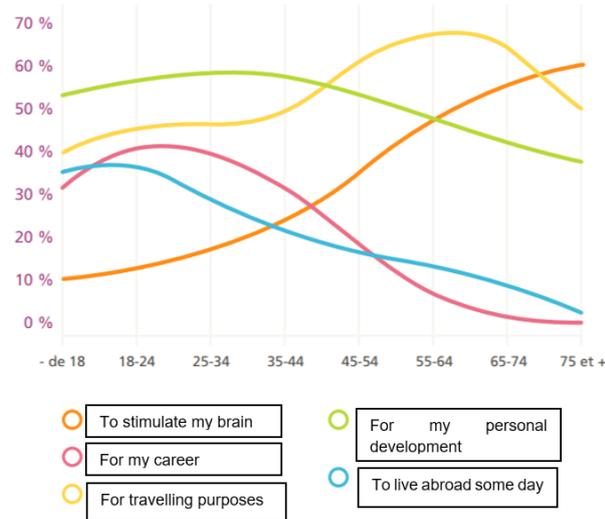
Nowadays, in the face of globalisation and the proximity between peoples generated by these phenomena, speaking a foreign language other than one's mother tongue has almost become necessary (Villarini and La Grassa 2010). According to Villarini and La Grassa, the consequence of these factors is that distances - both physical and human - between peoples, cultures and languages are shrinking in people's minds. In a world before the COVID 19 pandemic, the ease of travel through affordable and logistically accessible opportunities makes people want to learn foreign languages to communicate and express themselves. Similarly, thanks to the Internet, our daily lives are more exposed to foreign languages, whether through streaming videos or the possibility of watching a film in its original version with subtitles.

If we add to these parameters the increase in healthy life expectancy and the desire to enjoy an active retirement - both cognitively and physically - it seems that we are getting to the heart of the motivation of senior learners.

Another central point in the motivation of senior learners is their need for socialisation. Indeed, for some learners, these meetings during training sessions are natural escapes from a solitary daily life. The social dimension of learning is essential.

The graph here below summarises the results of a study conducted in 2014 by Ifop and Babel regarding seniors' motivations to learn another language:

Figure 5. 2. Seniors' motivation in learning another language



From a more technical point of view, recognising the skills acquired during training sessions is also an essential aspect of the learning of senior learners. Therefore, it is crucial to have a certification system in place - even if it is only a certificate that senior learners have completed the course. On the other hand, it is not advisable to set up formal tests that could adversely affect learners who have had a challenging experience with formal education providers. Research around the non-participation of seniors explains their non-participation through their previous negative experiences in school, insecurity, and distrust in their learning abilities (Árnason, 2015)

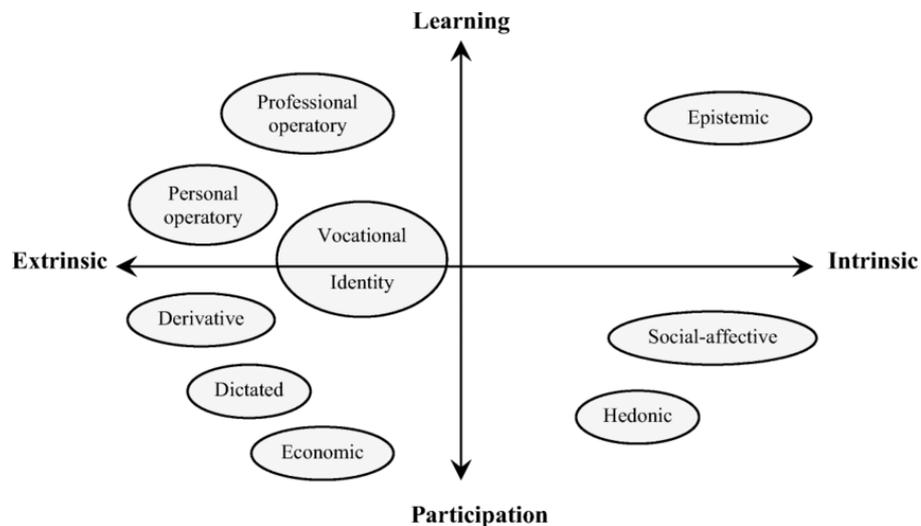
Differentiated motivations

Research on motivation in training is abundant and has been summarised by Philippe Carré in his book "L'apprenance, vers un nouveau rapport au savoir" (Carré, 2005).

In this book, Carré takes up a study on the reasons for his commitment to training in 2001.

He represents the motives for engagement in training on four axes as illustrated by the figure below:

Figure 5.3. Motives of training engagement according to Carré



The vertical axis divides the motives according to whether they are linked to the learning objectives or participate in the training itself.

The horizontal axis divides the motives according to whether they are linked to objectives outside the training (extrinsic) or confused with the training activity (intrinsic).

As stated below, seniors are a very heterogeneous group. We will try to define various seniors' profiles and their related motivations:

- Seniors in employment or looking to maintain a professional life
- Seniors with low skills
- Isolated seniors

Social styles and how to work with them

Taking into account the elements mentioned above as well as the physical limitations imposed by ageing on older learners (sensory, with impaired sight and hearing, and cerebral, with impaired concentration and memory), learning with older learners should take into account several things:

- The size of the group of learners: learning for seniors is a fun time; they are not obliged to be part of a learning process, and therefore it should remain a fun time. Seniors are more comfortable in small groups, which allows for more interaction and more individualised feedback.
- Recruitment: It is advisable to group learners by level to be as homogeneous as possible. The title/content of the workshop should be attractive and related to their concerns/hobbies/interests. In order to do this, try to find topics that learners can feel close to. The minimum level required to participate in the training should be specified before participants register. Participants should be available for the whole course to not be lost later if they miss a session.
- Course materials: senior learners need printed course materials so that they can work at home. Do not hesitate to give them homework to practise at home the knowledge acquired during the training sessions.
- Creating a learning community: with the information and communication technologies available today, it is easy to create a space for learners to share course topics freely. This space could be in the form of a WhatsApp group or a Facebook group.
- Trainer skills: patience, not being afraid to repeat, empathy and intergenerational communication are valuable skills for an adult trainer.
- A "success story": if possible, it may be appropriate to bring in a person who has previously completed the training to illustrate the skills that can be acquired. This "ambassador" can address the group and explain how the training was helpful to him/her, what he/she liked and how he/she reuses the knowledge acquired in their daily life.

TIPS FOR TEACHERS

There are several types of activities that work with older learners:

- Intergenerational activities: bringing together two categories of people who are often side-lined, "the young" and "the old". This can be 'reverse mentoring' where the older learner is trained in ICT by the younger pair in return for informal training on a subject that the older learner has mastered.
- Storytelling and role-playing: a great way of practising speaking skills in a language course. For example, one can imagine interviews in which the older learner gives evidence of an event that they have experienced. That seems to be a break in his/her history or an account of history (these activities can be implemented in an intergenerational setting).
- Non-formal activities: such as having tea, sharing life experiences, recipes, tips and tricks, good restaurants or ideas for activities to do with grandchildren. As a trainer, it is up to you to start a conversation and see how the situation develops. This increases the feeling of belonging to a group and thus combats loneliness and increases socialisation.

Follow **Annexe 5.1.** for good practices in seniors' engagement



6. Student learning techniques

Lifelong learning has become a buzzword in today's world. It includes professional development on the one hand, but also non-professional education such as instrumental lessons or language instruction on the other. In this section, we want to focus on learning in classroom contexts and thus disregard autodidactic learning.

Learning itself is to be understood as a cognitive process, which should serve to acquire knowledge and/or skills and, in the best case, to apply them. This process can but does not have to be supported by teachers, but it takes place partly outside consciousness. For this reason, the following three chapters will present various theoretical approaches and comment on them regarding the target group and its needs from the author's point of view and experience.

The target group will be narrowed down here to people older than 55 years old and want to learn a language for various reasons.

Behaviourism, Constructivism and Cognitivism - an outline

The **Behaviourism Learning Theory** is now generally considered to be outdated and will therefore only be briefly outlined. The behaviourist paradigm assumed that learning (and other behaviours) could be promoted through positive reinforcement. This resulted in the assumption for teaching that the more successful one learns, the more one prefers to learn (cf. WGU 2020). As a result, it was assumed that teachers have a central role as facilitators who prepare the learning material to be quickly learned. In this context, learners are in a passive situation where they merely react to stimuli (cf. Meir 2006: 10-11, Vontobel 2006: 2-3). Methodological approaches such as the "pattern drill" based on frequent repetition originate from this approach.

The basic idea of the **Constructivism Learning Theory** is that each person creates a subjective reality by embedding new knowledge into their prior knowledge and experiences.

Vontobel (2006: 4) describes: "Learning is an active construction process that has to be performed individually; this construction builds on already existing - individually

accentuated! - knowledge is based on individual action and experience, and is closely related to the individual lifeworld."

This means that one person can't pass on his knowledge to another person for the teaching context. Instead, content must be presented by the teacher so that learners can connect and construct the knowledge themselves in conjunction with their prior knowledge (cf. Höhne 2015). It is important to note that the learning process is understood here as an active action of the learners, and the teacher is merely supportive (cf. Meir 2006: 14-15, Vontobel 2006: 4).

The **Cognitivism Learning Theory** assumes that internal and external incentives influence learners. Specifically, this means that learners' thoughts and external stimuli, such as instructional contexts, are essential for the learning process. It is further assumed that the more learners become aware of their learning processes, the more they can memorize them (cf. Meir 2006: 13, WGU 2020).

This approach is of great importance for the teacher in that it assumes that conscious learning processes also lead to learners being able to formulate questions and needs. As a teacher, one can regulate well with groups of all ages and levels by consciously giving space for questions, training and feedback.

Very close to constructivism is the **Humanistic Learning Theory**, which assumes that all basic needs (physical and psychological safety, a pleasant learning environment, food and drink) must be met as best as possible to achieve maximum learning success (cf. WGU 2020). As a teacher, you can, of course, influence this by creating a safe space within your means, in which there is no judgmental, downbeat atmosphere but rather a positive and supportive one.

Also building on the Constructivism Learning Theory is **Connectivism Learning Theory**. In WGU (2020), it is described as follows:

"Connectivism is one of the newest educational learning theories. It focuses on the idea that people learn and grow when they form connections. These can be connections with each other or connections with their roles and obligations in their lives. Hobbies, goals, and people can all be connections that influence learning."

The teacher should use topics, materials, and questions that have maximum relevance to the students. Only this way can learners make positive connections between the content taught and their own experiences, interests, and needs. This approach can be supported by the use of different media, materials and teaching formats.

The CEFR and competence-oriented learning

In school education as well as in adult education, the levels of the Common European Framework of Reference and their descriptions are used as orientation and, at the same time, as objectives.

In their supplement to explaining the competence levels, the authors describe various competencies that are generally relevant for all learning processes. These include social skills, intercultural skills, and heuristic skills. They name the following three competencies as applicable for language learning (cf. CoE 2001: 108-130):

a) linguistic competencies

This refers to the ability to represent real-life situations as adequately as possible in linguistic terms. The higher the complexity of the linguistic means used, the higher the linguistic level. Linguistic means include vocabulary, grammar, phonetics, syntax and orthography. (cf. CoE 2001: 115-118).

b) sociolinguistic competences

This is described as the ability and knowledge to use the target language appropriately within the social dimension. This includes, for example, the expression of politeness, folk wisdom, register, turn-taking, etc. (cf. CoE 2001: 118-122).

c) pragmatic competences

These are the skills a person needs to present information appropriately (discourse strategy) and adapt verbally and non-verbally to the everyday situation (cf. CoE 2001: 123-130).

In doing so, the authors explain that "[a]ll human competencies contribute in one way or another to the language **user's ability** to communicate and may be regarded as aspects of communicative competence." (CoE 2001: 101 (marking by the author)). Hence, the focus is on communicative competence, in other words, the competence to

act. Learners should be able to cope with any linguistic situation rather than cope with it being linguistically correct. In the level descriptions, one finds, again and again, the so-called *can-descriptions*, which underline this action competence.

At this point, teachers often reach their limits because although learners are often able to express their needs, they sometimes downright refuse to do so. A particular shame and insecurity can often be discovered in everyday teaching - students want to speak without mistakes or not at all. As a result, some learners only talk when prompted, while others correct themselves repeatedly (sometimes to the point of making the actual statement unrecognizable).

However, since learners in this age group are usually able to think analytically, teachers can intervene here by repeatedly emphasizing that they can be understood and that it is not a matter of speaking error-free. Teachers should also ensure a positive learning environment with opportunities for speaking moments in smaller safe spaces (e.g., through small groups).

TIPS FOR TEACHERS

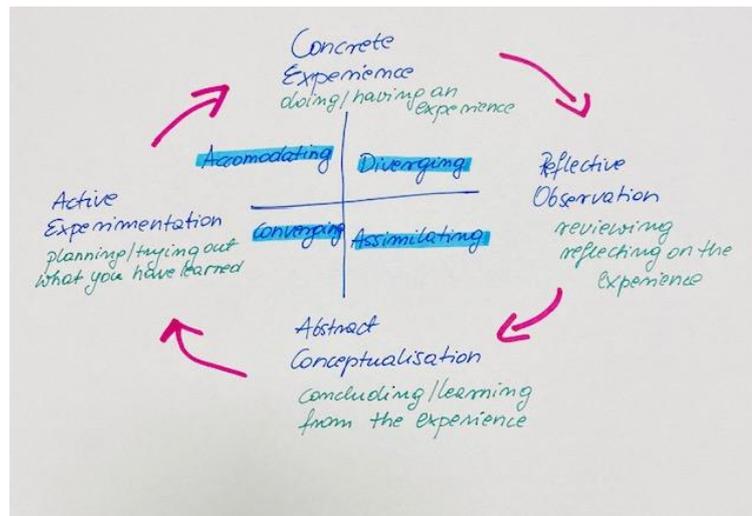
- Choose material that is relevant to your students' lives.
- Create a class atmosphere where it is okay to make mistakes.
- Make sure to let your students know that perfect grammar is no longer the goal of learning a foreign language.
- Focus on your students' communicative abilities and make the communicative goals transparent (e.g. asking for directions in a foreign language).
- Provide constructive feedback.

6.1 Learning styles & strategies

David Kolb experiential learning theory distinguishes four learning stages and four learning styles that are connected with these stages. Different people prefer or possess different learning styles. Teachers can adjust the way of teaching to the learners' learning styles but the best course of teaching and learning is to go through

the whole Kolb cycle. It is advisable for a teacher working with adults and seniors to be aware of the different learning styles.

Picture 6.1.1 Learning styles



On this basis, KOLB distinguishes four learning styles:

- Accommodating: Showing a combination of active experimentation and concrete experience. Learners/students prefer to take a practical, experiential approach. They will rely on others for information.
- Diverging: Learners/students have a preference for concrete experienced and reflective observation. This type of learner/student tends to look at problems from all sides and keep seeing new ways. They are best at finding practical uses for ideas and theories.
- Assimilating: Combining reflective observation and abstract conceptualisation, this learner/student prefers a logical approach. They need a clear explanation rather than a practical opportunity. These learners/students are interested in ideas and abstract concepts.
- Converging: Those learners/students are good at and prefer abstract conceptualisation and active experimentation. They are best in finding practical uses for theories. This type of learner/student likes to try out approaches in practice. They are less concerned with people and interpersonal aspects than technical and practical aspects.

A language teacher should go through a whole Kolb cycle if it is possible. It can be effective for learning grammar or lexis. Learners should go through all four stages of the model.

- Concrete experience: Experience with new vocabulary, grammar, dialogue, role play
- Reflection/observation: allowing participants to reflect on their experiences
- Exploring theory: explanations and theory.
- Active experimentation: getting participants to use the idea in practice.

As a language teacher working with adult learners, you can use the model when you are bored with your way of working and feel that your learners are losing attention. Think about the methods that you use and do not use and if they fit with learning strategies. What can you do to provide all learning strategies? You can refresh your way of teaching by trying to implement the whole Kolb cycle. If you use it, you can change the starting stage of the process. Keep challenging yourself and your students.

TIPS FOR TEACHERS



Apart from the learning strategies mentioned above, well-experienced teachers found it easier to apply learning strategies for their language students. These strategies aim to help students study a language, memorise words, and progress their learning. A teacher may tell students about the learning strategies, how they can research and combine the strategies to reach the optimal learning situation.

These strategies can be:

- **Space out your learning** - it is forgetting and remembering again. Spaced learning is to plan your learning and divide the material into small chunks and repeat it. Ask your students to make a plan of studying material. Studying each day for 10 minutes is better than once a week for one hour. Teachers can



always help to plan a small part of a lesson for repetition of current material and previously learned material. **A student learns more about a subject each time the topic is reviewed or encountered.** The idea is that each time a student discovers the matter, the student expands their knowledge or improves their language learning.

- **Retrieval material** – ask your students to recall the material learnt without looking at their notes and materials. Explain to them before that they should concentrate and Focus during the explanation of the material. They can practice it at home, trying to explain the material to their family or a friend or ask them each time after a lesson to explain it to their neighbour.
- **Concrete examples** - Use specific examples to understand abstract ideas.
- **Dual coding** – combine words with visuals. It can be an infographic, a cartoon strip, a diagram, a graphic organiser, a timeline, anything that makes sense for your students and yourself. You may also ask your students to draw something. It can be an elementary drawing that helps to memorise a word or a concept. Remind students to include diagramming, sketching, and creating graphic organisers when they study at home.¹⁴

6.2 Homework and grammar

One of the most significant advantages of teaching senior learners, and frequently echoed by ESL/EFL teachers, is their intrinsic motivation to learn, which is invariably very high. It has also been identified as one of the essential factors in their successful language learning. It is reflected that they seldom miss a class, participate very actively in the lessons and almost always complete homework tasks.

¹⁴ <https://www.cultofpedagogy.com/learning-strategies/>

Learning Strategies



- **Cognitive**
 - Rereading
 - Highlighting
 - Reading aloud
 - Taking notes
 - Mapping information
 - Finding key vocabulary
 - Mnemonics
 - Etc.
 - **Metacognitive**
 - Predicting/Inferring
 - Self-questioning
 - Monitoring/Clarifying
 - Evaluating
 - Summarizing
 - Visualizing
- 

Picture 6.2.1. Cognitive strategies

<https://slidetodoc.com/strategies-strategies-learning-strategies-metacognitive-cognitive-scaffolding-techniques/>

This positive attitude and high motivation to complete extra-curricular homework can be harnessed to tremendous effect by teachers, provided the right kind of homework is given in a structured way.

Indeed, regular homework is often an indispensable learning aid for senior learners: research indicates that cognitive development, problem-solving and recall decline with ageing. Learning a new language thus becomes more difficult. Teachers can overcome this, and help senior students develop their cognitive ability in various ways. See Figure 1 for suggestions.

Students should be encouraged in their homework, where possible, to draw on their wealth of experiences and to use cognitive strategies they have used successfully in the past to consolidate their learning. Homework should build off what was learned or

practised in class that day, which will help them strengthen their memory by recalling the necessary information to finish the assignment.

Because senior learners particularly tend to enjoy the social element of learning a language, homework does not have to be limited to something they do themselves outside of class. You may assign them tasks that require a level of interaction, such as making a successful transaction, conducting an interview on a given topic, or creating and distributing surveys in English.

Perhaps it has been a while since your students have been in a classroom environment. Naturally, they will have certain limitations, so teachers need to maintain one thing above all else: *patience*. Older learners will probably, for example, require a little more time than younger learners to understand and absorb new grammatical structures, in addition to the memory factor mentioned above. So don't rush, and make it an enjoyable experience for them; keep in mind that the social element of English classes is often the predominant motivation for attendance.

Teachers must also show flexibility with the learning patterns of senior students. Often they prefer an analytical and formal approach to grammar, accompanied by a controlled practise before moving into fluent communication activities. Older students also tend to request more (detailed) explanations of grammar. Try to tailor your English lessons around what works best for them to keep them motivated and advanced. Let them ask questions (with sensible constraints) and let them take all the notes they need.

Teachers should integrate memory exercises into classes as much as possible. Utilise visual and auditory mnemonic devices, memory associations and examples to help senior learners rehearse and later retrieve vocabulary, grammar and expressions. Senior students often relish the chance to utilise new grammar to talk about their life experiences, whether in a spoken or written capacity. They should be encouraged to do so.

You can teach new grammar to senior students in a wide variety of ways:

 Systematic repetition, with different everyday contexts where possible. The students will probably expect this as a learning technique and already be familiar with it.

Employ large, clear visuals to consolidate new grammar where possible.

 Get to know and familiarise yourself with the cognitive strategies students have used before to integrate them in your teaching methodology.

 Incorporating games that involve all five senses and accommodate different learning styles. For example, cube games that promote memory improvement is a good way to build student confidence and practise sentence/grammatical structure. For older learners, success at game playing is itself an important step towards successful language learning. Building sentences with cubes allows students to become more aware of their strengths and weaknesses.

 Creative activities are extremely effective in the personal and linguistic development of senior students.

6.3 Repetition

Why repetition? It doesn't matter if you teach vocabulary, intercultural communication or grammatical structures: Different learning channels and a linguistic or emotional context of chunks (group of words) only promote a high learning result where the learning process is accompanied by efficient retention. This can be achieved by repeating information.

This includes repeating the foreign language vocabulary, forming sentences and listening to background music or even talking about what was learnt in class over breakfast with a friend or partner. The reason for learning success by repetition is evident in the following quote: "Learning means the multiplication and stabilisation of links between neurons in our brain." In this way, the learning topic gets to our long-term memory.

Why should I implement repetition with adult learners? For saving and using the information in communicative situations, the connection of different brain regions

is necessary. References in the cerebral cortex are made during language development in early childhood. In the case of adults, these connections are already interlinked. That's why a high energy input is necessary, especially when learning an entirely new language system. Therefore, repetition to stabilise new connections is more important and can take more time with adult learners.

There are two factors you have to keep in mind when considering strategies of repetition:

- **Rhythm:** You should repeat words up to a hundred times until they are memorised, ideally in a weekly and then in a monthly rhythm
- **Quantity:** The amount of input has to be limited because the working and short-term memory cannot process endless information in a short time.

Repetition in class: According to a study by Bernhard Jacobs, there is higher efficiency of retention with arbitrary control and with repetitive feedback. The learning effect in the study was lower in the experiment where learners had to activate knowledge without having the right or wrong answer visualised with repetition. This observation leads to the deduction that additive repetition of topics in class is of significant importance, where the teacher controls the selection, rhythm, and feedback. That's why it is recommended to check the learning progress in time intervals. Therefore, the teacher should avoid repeating 20 words from a chapter at once, especially if they were not practised by the students at home, as this would only lead to frustration. In contrast, learning success affirmed by acknowledgement would produce positive associations in the memory.

Repetition at home: The limited number, of course, hours in class is often not enough for learners with a full-time job. New information may be forgotten and displaced in our brain by information from daily working life. Especially if the students learn a foreign language, their mother tongue or second language is more prominent. That's why methods based on vocabulary boxes, sentences with blanks, sentence order, and text creation are ideal for homework after the class. But it has to be mentioned that the teacher should know the students' learning style to impart practical techniques of repetition to support the students in the organisation and implementation of the vocabulary training depending on their learning progress.

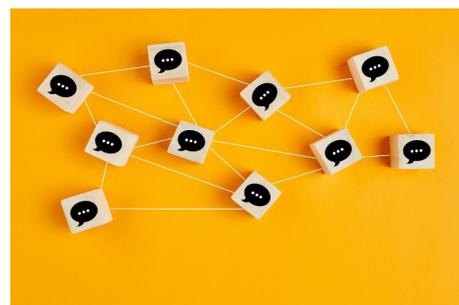
👉 TIPS FOR TEACHERS

Use repetition in class to

- reactive knowledge
- check that previously learnt content was understood
- support students in their learning
- lay the foundation for new content, starting with the already familiar and then moving on to similar but more advanced topics

6.4 Teamwork

What is it about? Teamwork is a type of work that exists additionally to individual work, partner work and working with the whole class as one group. Teamwork is intended for achieving the learning objective through task sharing.¹⁵



Why teamwork? In cooperative learning, students are inspired by thinking and feeling independent.¹⁶ Group involvement is essential in class for learners who want to prepare themselves to use a foreign language in daily situations, such as a job interview with native speakers, requesting tourist information, or discussing with friends in a pub. This kind of action-oriented teaching corresponds with the Common European Framework of Reference for Languages are essential for modern foreign language teaching and on which official language exams are based (i.e. Cambridge Certificate, [GMAT](#), [IELTS](#), [LCCI](#), [TELC](#), [TOEFL](#), [TOEIC](#)). It's not only the everyday working life that the proficiency-oriented class is made for.¹⁷ It also affects the

¹⁵ see Mario Sorgalla: Gruppenarbeit. Der DIE-Wissensbaustein für die Praxis (2015), page 2.

¹⁶ see *ibid.*, cited after: Kaiser 2008.

¹⁷ For more information on the importance of proficiency-oriented competencies in adult education see: Aiga von Hippel; Claudia Kulmus: Didaktik der Erwachsenen- und Weiterbildung (2018), page 67.



efficiency of retention. Especially in teamwork the learners are **motivated by mutual appreciation**¹⁸ among the members which can positively influence the **quality** and the **learning rate**. The wide-ranging expertise¹⁹ and division of labour²⁰ also benefit the quality and time-efficient factors of the learning process.

How to implement teamwork? It is vital to instruct learners thoroughly.²¹ Learners have to understand the aim of the exercise and how to achieve the result. Moreover, the evaluation criteria have to be clear²², and the topic has to be chosen according to the level of the students in class or the group.²³ To achieve an even contribution, a topic should be chosen that requires the input and perspective of every individual team member.²⁴ The success of the project work depends on the preparation, material, division of groups, output analysis and encouragement of the teacher.²⁵ The teams may be organized based on the teacher's decision (using the heterogeneity of the students), on the learners (using their intrinsic motivation), on chance or on where the students are seated in class (which is easy to organize).²⁶

For the implementation of the group work, Klippert proposes a process of planning, acting and evaluating which involves the students.²⁷

What has to be considered? It is important to keep in mind that not every person can learn efficiently in a group. In the VaLe research project ("Variation von Lernumgebungen") less than 25% of those attending a further training course identified themselves as group learners.²⁸ In addition, individual motivation can be

¹⁸ see Sorgalla: Gruppenarbeit, page 3, 5.

¹⁹ see *ibid.*, page 5.

²⁰ see *ibid.*

²¹ see *ibid.*, page 6.

²² see Ludwig Haag (i.a.): Kooperatives Lernen - kein Problem. Effektive Methoden der Partner- und Gruppenarbeit (für Schule und Erwachsenenbildung). 1. edition. ed. Anne A. Huber. (2004), page 16, 24.

²³ Heinz Klippert (Heinz Klippert (ed.): Teamentwicklung im Klassenraum. Bausteine zur Förderung grundlegender Sozialkompetenzen. 11. edition. (2019)) recommends the following seven types of exercises: controll and counsel, professionally difficult exercises, complex exercises, brainstorming, competition, puzzle exercises and role plays.

²⁴ see Sorgalla: Gruppenarbeit, page 6.

²⁵ see Klippert: Teamentwicklung im Klassenraum, page 44.

²⁶ see Sorgalla: Gruppenarbeit, page 6. See also: Haag: Kooperatives Lernen – kein Problem, page 22-24, for information on the composition of teams.

²⁷ see Klippert: Teamentwicklung im Klassenraum, page 176. See also Haag: Kooperatives Lernen – kein Problem, page 28-30, for more information on the division into groups.

²⁸ Vgl. Sorgalla: Gruppenarbeit, Seite 4



inhibited by the social interaction of teamwork. Discrepancies or distracting topics can slow down the working process.²⁹ The effectiveness and efficiency of that process depend on the methods, expertise, and the concentration capacity of the team members.³⁰ Moreover, teamwork is more labour intensive than other working arrangements.³¹

TIPS FOR TEACHERS

Use teamwork to:

- activate your students' different experiences on a topic
- encourage the sharing of students' opinions and views
- have students complete different tasks in a short amount of time (e.g. each group has one specific tasks whose results they get to share with other groups) rather than have each students complete all tasks
- increase team spirit in class

²⁹ see *ibid.*, page 5.

³⁰ see *ibid.*

³¹ see *ibid.*

7. Distance learning – tools and methodology

A language learning system needs significant upgrading due to the rapid development and spreading of ICT in the educational process, especially when the educational process has to be **adopted for older language learners**.

Distance learning (e-learning, online learning, digital learning, Mobile-assisted language learning) was developed before the appearance of the Internet. Gradually, in connection with the fast progress of information technologies and the Internet, it developed into what we have today.

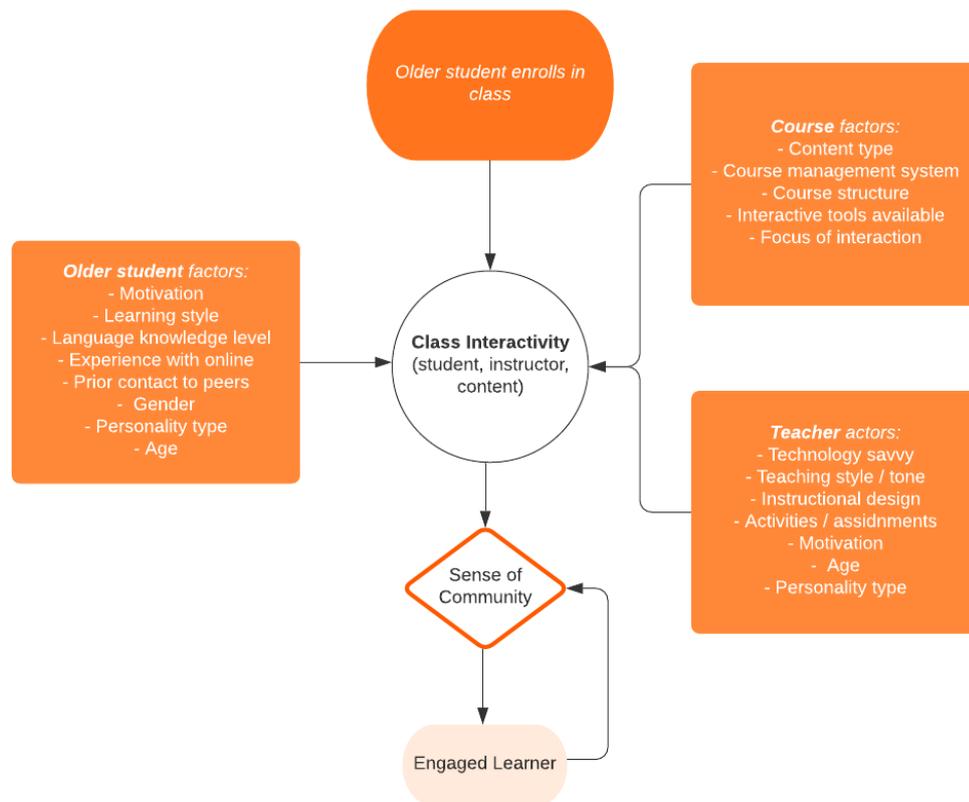
With the rapid development of information and communication technologies, modern education has changed strategic and tactical guidance. **Teacher's competencies** (discussed in previous sections), **the aim of the course, course development principles, the structure of the course** are the ones that have to be considered while developing a distance learning course for seniors.

Aim of the course

The aim of the courses should be clearly defined. It could include practical mastering of the English system and rules of its operation in foreign communication situations, formation of senior learners' linguistic and cultural skills to operate the material and acquired skills in daily-life situations, and the work. Learning a foreign language in the course comprehensively implements **practical, cognitive-educational, emotional-developed, professional, and educational goals**.

While developing the aim of the course, the goal would be to have an engaged learner who learns through a sense of community. Therefore older learners' type (motivation, learning style, experience online), course (content type, structure), and instructor factors (technology savvy, motivation, personality type) play significant roles.

Picture. 7.1. Class Interactivity



Structure of the course

Distance learning is learning that requires a computer and the Internet to practice. Online learning can include online courses, gamified quizzes, listening, speaking, writing, etc.

It can be of different types:

- a person learns independently using online resources or software learning materials;
- a person learns by receiving information and instructions online from lecturer many other persons;
- a person learns by communicating individually with another person via email, etc.

At the development stage of the distance course, teachers should consider the appropriate principle of interaction of the content and topics of practical workshops. Teachers should consider **economic, technical, and methodological factors**. It

should be made among **different types of training materials and tools**, print materials (texts and practical tasks), multimedia (audio-visual) means, "support" tools (computer conference, telecommunication projects). Then we should determine the **course structure**, arrange a system of exercises, and determine forms of feedback.

In order to create the practical structure of distance learning courses, teachers should consider including such blocks:

1. **The learning** block includes a set of units (modules), of course, aimed at developing and improving foreign language communicative skills (speaking, listening, writing, and reading).
2. **Communication** block provides the possibility of communication of older learners and teachers, and other participants. The implementation of the communication process can take place via email, forum, chat, and webinars.
3. **The informational** block provides information on user requests: general information (annotation and curriculum of the course), glossary (grammar handbook, vocabulary of unfamiliar words), and application of authentic educational texts and links on educational materials on the Internet.
4. **Estimation** block allows teachers to create various types of tests for older learners' knowledge evaluation and use a rating system. Monitoring and evaluation of the distance course could be made by an automatic program (tasks with regulated answers) and by the teacher.

Distance learning requires the use of certain facilities: Internet, digital devices (laptops/tablets; tablets; mobile phones), software (Moodle, MS Teams, Zoom, GoogleMeet, etc.). Other means of distance learning: file-sharing; email service; real-time communication via live communication apps; video service and video conferencing; interactive whiteboard; course calendar, etc. All other valuable tools discussed in *section Useful ICT tools for language teachers*.

The teacher also can have a mixture of various forms for distance learning. He/she could consider **(1) full-distance learning** - only distance learning methodologies (organizational forms, methods, and tools) are used in educational activities; **(2) open online courses** - the prepared content is placed in the system, the participant

logs in and learns at a convenient time (e. g. MOOC.org); **(3) mixed** - when distance learning methods supplement traditional forms of training.

Additional learning activities could be recommended for older learners for additional learning: **(1) social network** - E-learning activities in communication with the group/community in social network, discussion groups; **(2) Language cafes** in libraries (volunteers, librarians, etc.); etc.

Preparation of a distance learning course

The following steps are recommended for the preparation of distance learning:

1. Online platform selection. Before you start, you'll need to decide on a platform to deliver your online classes.
2. Technology requirements. As a teacher, it is necessary to administer the course, create materials, broadcast your class, interact with your older learners and grade their work. For efficiency, the teacher and older learners also need laptops, desktop computers, or professional tablets.
3. Introductory / pilot training. It is necessary to dedicate a portion of the first-class helping older learners get to grips with the technology. It could even take half of the first session; it would save time explaining things to individuals over and over again.
4. Resources. It is necessary to make an analysis of user needs and adopt topic choice.
5. Learning objectives. It can be difficult for older learners to adjust to online learning, especially when joining the language class from their homes. It is an advisory for the teacher to bring older learners into the lessons by starting all classes with learning objectives.
6. Creating a routine. For example, it is recommended to start with a warmer activity that involves all the older learners (a game, a review, or a few older learners-centred discussion questions), then going into your class objectives and reviewing homework or project work. Also, ensuring to mix study with energising games or mini-breaks and have older learners share their ideas.



-
7. Delivering instructions. It is recommended to deliver instructions to all older learners verbally and in written format. It is also possible to ask older learners to confirm their understanding in chat boxes and speak to individuals if they are unclear about what to do.
 8. Management of the classroom. Online classrooms can be easier to manage than physical ones.
 - a. asking older learners to mute their microphones while delivering input;
 - b. asking older learners to close all other windows on their computers, so they are only focused on your class.
 - c. asking older learners to write their questions in the chatbox – either publicly or privately – so they feel comfortable and supported throughout the lesson.
 9. Getting older learners engaged. It is harder to engage with your older learners when teaching over a webcam connection. Therefore, it is advisory to:
 - a. exaggerate expressions and tone of voice slightly so older learners stay alert and interested in what is being said;
 - b. ask every single older learner in the class to respond to teachers questions by typing in the chatbox;
 - c. incorporating fun digital tools such as Quizzes and Games;
 - d. use a spinner to nominate older learners for tasks and questions to build a sense of fun and suspense;
 - e. the teacher should consider how to include other older learners via informal ways of participation.
 10. In-class group work. Mixing up your activities keeps things interesting:
 - a. put older learners in pairs or groups to work together in designated chat rooms;
 - b. the teacher can drop in and out of these rooms to monitor how things are going. Also this could involve giving feedback just as in a regular class.
 - c. allow your older learners to work on collaborative writing.

Language Learning through Art

Several benefits of distance learning in using visual arts to teach language are discussed. How can existing literature, standards-based learning frameworks, and virtual resources for using visual thinking strategies (VTS) with art help to improve language skills?

VTS are used for exploring artwork to improve the language output of speaking and writing for older learners. VTS ask three questions of learners:

- What is going on in this picture?
- What do you see that makes you say that?
- What more can we find?

Older learners' oral and written production about various artworks demonstrated increased critical thinking skills, cultural awareness, and collaboration with peers.

See the example in **Annexe 7.1**.

Language learning through Short Films

Research has shown that short films have much to offer language teachers in helping learners develop their knowledge of the language and cultural awareness. Short movies come in all shapes and sizes: commercials, movie trailers, music videos, animated stories or stories made into a movie. Short movies are a form of art that permits the artist to communicate many things in a short amount of time, using dialogue, music, images and sounds. Learners can start and stop a short movie at any time. Moreover, because they are short, they are a great way to practice listening and thinking in English, even if learners do not have much time to study. Short films are great for learning a lot of new vocabulary words and phrases in a short amount of time.

1. **Audible sighs and body language** - films can help people understand foreign words and phrases by giving them various visual and auditory clues such as facial expressions, body language and paralinguistic respiration (gasps, moans, sighs).

-
2. **Inferring from sound** - changes in music, background sound or use of effects allow learners to make predictions about the development of the plot and the language being used.
 3. **Accurate pronunciation** - in conventional language learning course books and texts, the conversation can seem somewhat contrived.
 4. **Using language like a native** - learners are also introduced to a real-life conversation and everyday language and vocabulary through exposure to dialogue.

Please follow the example of a lesson incorporating short films in annexe 8.2. and Short Movies resources in **Annexe 7.3.**

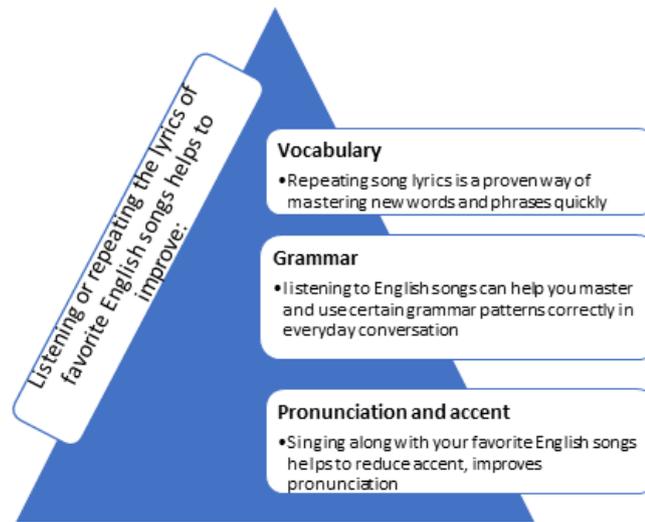
Language learning through music

English skills that will improve learning English with music: listening comprehension, reading comprehension, vocabulary, speaking, fluency, grammatical structures. Music is fun, can create a relaxed atmosphere. **There is a difference between simply listening to English songs and learning from them.** Music stimulates learning and memorisation naturally. When music "sticks in a head", - it plays a role in short and long-term memory. This helps us learn the words, phrases, and grammar that goes along with it, focusing on pronunciation. Relationship with music is powerful and hugely rewarding, affects our emotions, making it easier to remember.

Targeted choice of music is essential: it depends on the learner's age, language level, music interest. Perhaps heavy metal is not the best place to start - singers will not pronounce the lyrics clearly.

Also, music can invite discussion to reveal our point of view on specific topics.

Picture. 7.2. Language learning through Music



Language learning through Storytelling

Storytelling is a practical and powerful teaching tool for language learning. Storytelling is one of the oldest forms of human communication and is an effective tool in the development of language skills also in a foreign or second language. Benefits of storytelling:

1. Improves Pronunciation.
2. Expands Vocabulary.
3. Improves Grammar (Listening, Reading and Writing skills).
4. Helps to build confidence when speaking in a non-native language.
5. Increasing active participation in the language learning process.

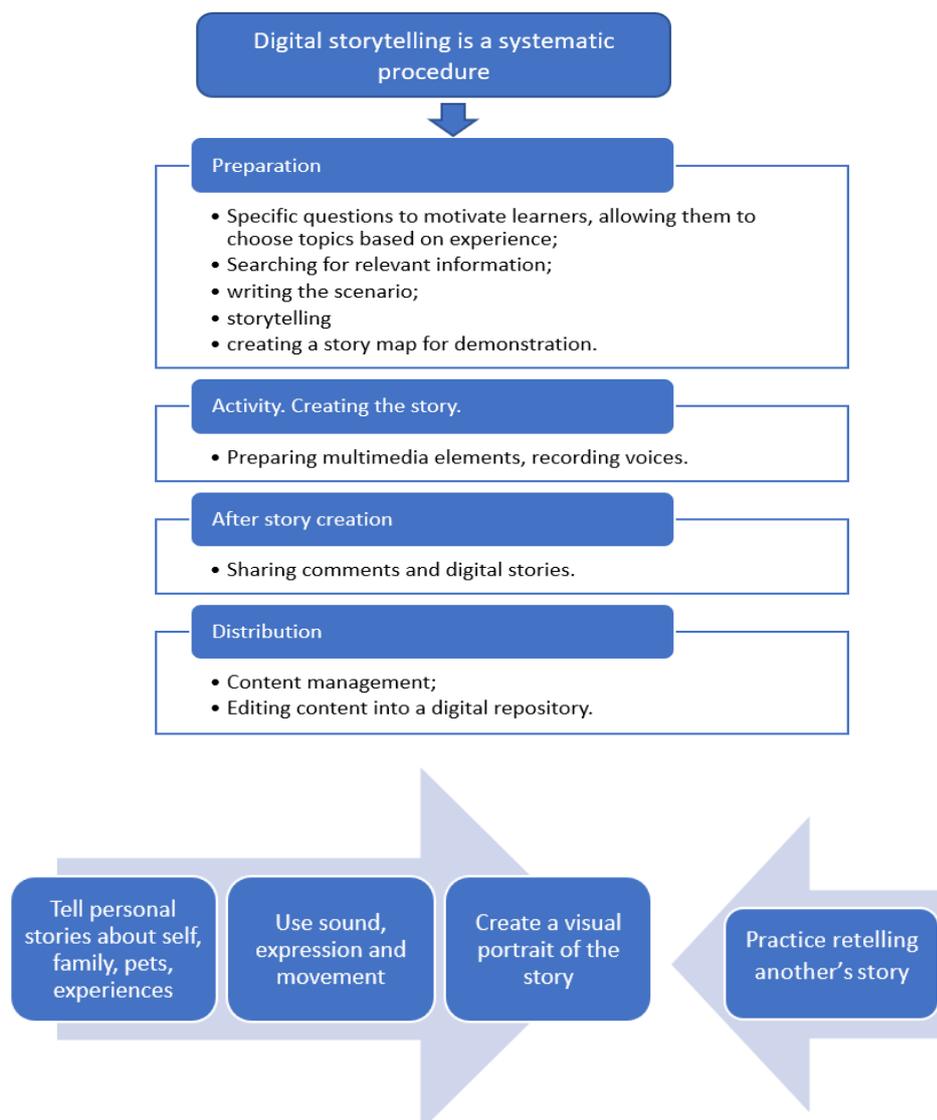
Storytelling can be more effective than traditional methods of language teaching using textbooks. When language skills are taught in a fun, engaging way, it increases learners' interest in listening to stories, speaking, writing, and reading. Storytelling formats:

1. Paper-based.
2. Oral.
3. Digital.

In addition to traditional printed stories and oral stories, digital stories are also used in second language teaching. Digital storytelling consists of computer programs that enable learners to create their own stories based on personal experience. Digital storytelling contains a mixture of computer-based images, text, recorded audio

narration, video clips, or music. Nevertheless, the learner's storytelling is more important than the technology. Technology can enhance a story.

Picture. 7.3. Digital storytelling



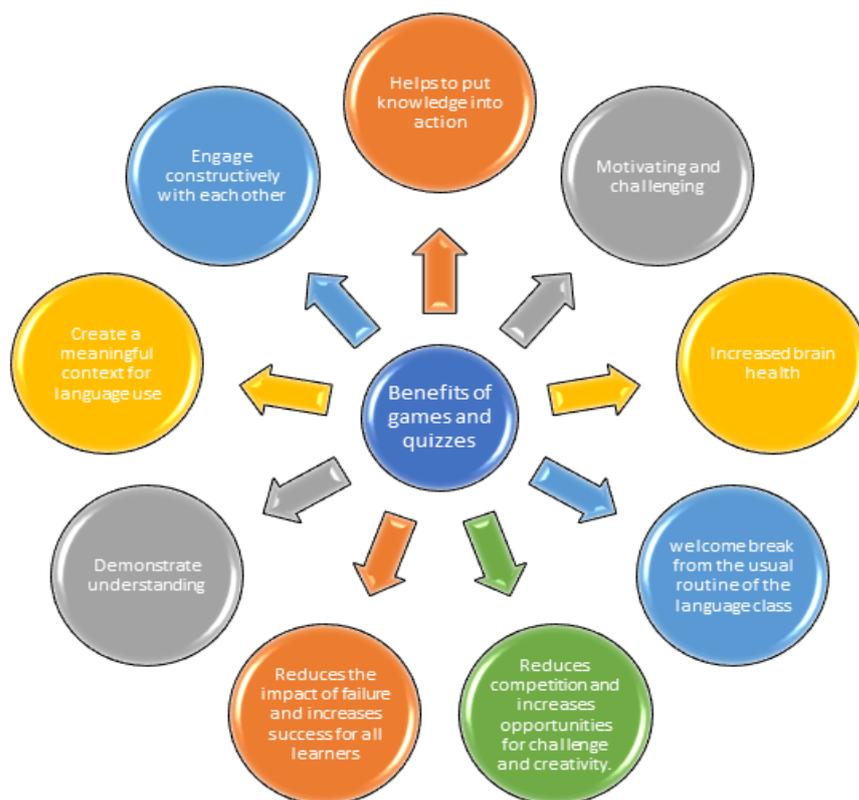
Language learning through Quizzes and Games

If older learners' teachers want to take online learning content to the next level, the best way is to visualise the learning process. Different combined activities in the learning process guarantee learning success. Fun, engaging learning makes it easier to deepen learners' knowledge and retain what they have learned. One creative way

to engage and keep older learners' attention is teaching through Games and Quizzes. Pre-planned games and quizzes help to put their knowledge into action. Also, the inclusion of games in a lesson plan is a way to reduce the stress of learning a new language.

Games Are Not Just About Having Fun. One of the main things to remember when using games in the classroom is that they must be used for a purpose. Games provide one way of helping the learners to experience language rather than merely study it.

Picture 7.4. Benefits of Games



Games play a vital role in language learning classrooms, even though many teachers are unaware of them as a learning strategy. However, games offer a lot of potential benefits to the learning process of your older learners. Firstly, games prevent the lesson from being ordinary and boring. Conversely, they create a successful and positive classroom environment where older learners and their learning are central. Games are always fun for the learners, so they attract their interest, unlike many ordinary lessons. Even shy and reluctant learners often react positively to them. This

increases the motivation of your older learners and encourages them to get involved in the lesson and continue working.

Games provide language practise in the various skills: speaking, writing, listening and reading. They encourage older learners to interact and communicate. They create a meaningful context for language use. Its ability to motivate, engage, and interest learners in language content mean that classic activities such as Pelmanisms and board races are a staple in many teachers' armouries.

Foreign language learning games can be considered as a framework to provide a meaningful context for language acquisition. Older learners can improve their understanding of written and spoken English via games and learn new words, structures, pronunciation, and spelling, all while having a great deal of fun.

In many cases, adults are even more nervous than children when communicating in a foreign language. Games help to be more creative and spontaneous when using the language, helping overcome shyness and enhancing their communication skills. It is crucial to create a friendly environment where you can ask questions, not be afraid to make mistakes and express your thoughts.

Use games/quizzes:

- **Before** lessons begin, games can be used to warm up the class; The quiz provides a good lead-in for either a lecture or discussion of the material.
- **During** the lesson, games give older learners a break when dealing with a complex topic; Playing a game can provide a welcome break from the learning routine and lead to faster results and a happier classroom.
- Also, the games and quizzes can be **part of the lesson** structure.
- **At the end** of class, when you have a few minutes left – to relax learners, to consolidate the lessons learned, for repetition.

For Games and quizzes, examples follow **annexe 7.6**.

Also, follow **annexes 7.7** and **7.8** for helpful ICT tools for digital learning.

Literature

Arnason, H., Valgeirsdóttir, H. (2015). Why do people with little formal education not participate in lifelong learning activities? The views of adult educators.

Carré, P. (2005), *L'apprenance, vers un nouveau rapport au savoir*. Dunod.

Legault, L. (2016). Intrinsic and extrinsic motivation. *Encyclopedia of Personality and Individual Differences*.

Louche, C., Bartolotti, C. & Papet, J. (2006). Motivation intrinsèque et présentation de soi à différentes instances dans une organisation. *Bulletin de psychologie*.

Villarini, A., La Grassa, M. (2010), *Apprendere le lingue straniere nella terza età*, Guerra.

Höhne, S. (2015). *Lernpsychologie. Lernen und Gedächtnis – einfach erklärt*.

Konstruktivismus. Gesehen:

<http://www.lernpsychologie.net/lerntheorien/konstruktivismus> (accessed: 03.06.2021)

Meir, S. (2006): *Didaktischer Hintergrund. Lerntheorien* Gesehen:

<https://lehrerfortbildung->

[bw.de/st_digital/elearning/moodle/praxis/einfuehrung/material/2_meir_9-19.pdf](https://lehrerfortbildung-bw.de/st_digital/elearning/moodle/praxis/einfuehrung/material/2_meir_9-19.pdf)

(accessed: 04.06.2021)

Vontobel, P. (2006). *Didaktisches Design aus lernpsychologischer Sicht*. Gesehen:

https://www.sciencetonic.de/media/015_digimedia/050_konzepte/LIT_0210_Didaktisches_Design_Vontobel_2006.pdf

(accessed: 04.06.2021)

Western Governors University (WGU) (2020). Five Educational Learning Theories.

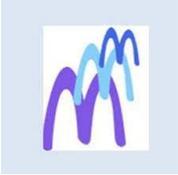
Gesehen: [https://www.wgu.edu/blog/five-educational-learning-](https://www.wgu.edu/blog/five-educational-learning-theories2005.html#close)

[theories2005.html#close](https://www.wgu.edu/blog/five-educational-learning-theories2005.html#close) (accessed: 04.06.2021)

Annexes

Annex 5.1. Good practices in seniors' engagement

The following good practices have been identified in seniors' motivation and engagement.

Name	About	Website
<p>Association E-Seniors</p> 	<p>The aim of the E-SENIORS association is to fight against e-exclusion by providing access to and training in information and communication technologies for seniors with the purpose of:</p> <ul style="list-style-type: none"> • bridging and shrinking the digital gap between generations; • caring for elders by fighting against senior isolation, and; • opening new horizons for the efficient use of free time. <p>The main offer has consisted in group courses on ICTs for seniors in different public locations.</p>	<p>e-seniors.asso.fr/</p>
<p>Les talents d'Alphonse</p> 	<p>Les talents d'Alphonse is a start-up that offers seniors the opportunity to share their know-how with the younger generation. It connects "curious" people who want to learn a skill with seniors who want to share their experience. This enhances seniors' self-esteem and social inclusion.</p>	<p>lestalentsdalphonse.com/</p>
<p>Association M3-Cube</p> 	<p>The association aims to be a catalyst for ideas and actions that promote intergenerational and intercultural communication.</p>	<p>facebook.com/M3CubeAsso/</p>



Annex 7.1. Example of lesson incorporating VTS

Beginning Language Learner



The Tale of Kings. K. Ciurlionis.

Reading: Search for topics on websites, in libraries, or using other sources with a partner from a list.

Describe what an image represents.

Essential Questions: "What's going on in this picture? What do you see that makes you say that? What more can we find?"

Activities: Ask older learners to break the ice and chat with friends to see what virtual museums they like and why. Take notes on the museum exhibits and send the notes as a text message to the class or to the teacher. Use the camera feature to copy and store favorite works of art. Create a scavenger hunt for finding interesting exhibits. Make drawings of paintings seen and share with others.

Intermediate Language Learner



Friendship. K. Ciurlionis.

Writing: Integrate information from multiple sources to list, summarize information, and/or produce poems or short stories.

Essential Questions: "What is the story being told? What do you think happened before this scene? What do you think happened next? What emotions do you notice in the artwork? What is the meaning or message? What title would you give this artwork?"

Activities: Use the device's voice recorder to share stories about artwork. Do collaborative writing in which older learners create a story together by sharing and adding one text message at a time.

Advanced Language Learner

Writing: Answer questions to agree or disagree with current issues from models depicted visually or graphically.

Create works of art about events in the home, school, or community life.

Essential Questions:



Fairy tale. K. Ciurlionis.

1. Describe: What do you see? How are the elements of line, colour, texture, and shape used?
 2. Analysis: How is the work arranged? How did the artist use contrast, emphasis, unity, and balance?
 3. Interpretation: What mood or message does the art communicate to you? How did the artist use color, space and contrast?
 4. Judgement: Is this a successful work of art? How does the message of the art make you feel?
- Activities: Use a mobile phone to keep a multimedia blog about personal experiences, museums visited, and favorite exhibits. Do a language exchange where two older learners who want to learn each other's languages work together and swap text messages. Act as a tour guide for a virtual museum.

Annex 7.2. Example of lesson incorporating short films

Film title. Short description.	Benefits & Use in learning
<p>"Dotty" - Short Movie with Dialogue A younger woman helps an elderly woman with her mobile phone. This short movie is a nice picture of how technology affects people and relationships across generations.</p>  <p>https://vimeo.com/128544536</p>	<p>Vocabulary: to unlock your mobile, the start button, the menu button, to go to the main menu, to text, to enter your PIN, to scroll up/down, to select, to press a button, to delete or to get rid of it, to predict or to be predictive</p> <p>Discussion questions:</p> <ol style="list-style-type: none"> 1. Pay attention to how the younger woman gives instructions to the older woman. How would you describe using your tablet, computer or other pieces of technology to someone who didn't know how to use them? 2. How would you describe the young woman? 3. What is the message of this movie?
<p>"Allegro" - short Movie with Some Dialogue. This short movie is about an older man learning English and the different techniques he uses to do so.</p>	<p>Vocabulary: sticky notes, headphones, textbooks, luggage, slippers, pajamas</p> <p>Discussion questions:</p> <ol style="list-style-type: none"> 1. What are some of the techniques the old man uses to learn English? Have you tried using some of them for your own learning? 2. Why is the old man learning English?



<https://youtu.be/zO6AUFdgcgU>

3. This short movie is also a commercial. What is the company selling? How does the story help sell the service or product?

“Paris / New York” - Short Movie with No Dialogue

In this video, images of Paris and New York are shown side-by-side, or next to each other. It’s a video about life in both cities and what the food, transportation, people, culture and views are like.



Paris



<https://vimeo.com/108552265>

Vocabulary: bridge, neon lights, graffiti, metro/subway, cuisine, diversity, historic, skyscrapers, skyline, to-go/take-away cups, cocktails

Discussion questions:

1. This video is a nice comparison of the two cities. What adjectives would you use to describe Paris? New York?
2. Based on the video, how are they alike or similar? How are they different?
3. “Paris / New York” is also a commercial. Like the other commercials we’ve seen, before you saw the logo and advertisement at the end, what did you think the company was selling? How does the story help sell the service or product?

Annex 7.3. Short Movies resources

Movies resources	Description
<p style="text-align: center;">P I X A R</p> <p>https://www.pixar.com/short-films/#short-films-launch</p>	<p>Pixar is famous for including their short movies at the beginning of their more well-known, full-length feature films. Many of their longer movies started as shorts.</p>
<p style="text-align: center;"></p> <p>https://www.shortoftheweek.com/</p>	<p>Short of the Week is a website that highlights recent short movies from independent filmmakers. As the name indicates, there’s a new short movie posted to the website every week.</p>

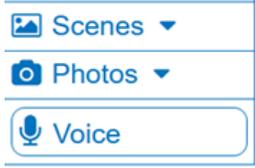
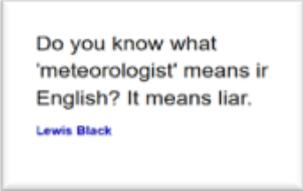
Annex 7.4. Tools for learning from lyrics

Tools	Description
<p>Spotify: iTunes Google Play</p>	<p>You can search for artists, songs, and various albums, and use music to improve your English skills. As you listen to the song, sing and follow along with the lyrics (*the words in the song*) to practice speaking (pronunciation, production of sounds, confidence producing language, etc...). Additionally, use this app to explore English music, find new artists and increase the opportunities to hear English in your everyday life. You can listen on the go, at home, almost anywhere if you have headphones. Even if you have music in the background and are listening passively, this will still have a positive impact on your overall skills and fluency.</p> <p>When you hear unknown vocabulary, use the dictionary app to find the definitions and meanings.</p>
<p>Genius Song Lyrics+ Music Knowledge: iTunes Google Play</p>	<p>This is a great addition to Spotify because you can look up and read song lyrics with this helpful app! Additionally, you can watch music videos as you listen and read the lyrics as you follow along. Similar to Spotify, you can search for artists, songs, or even by lyrics. So, if you remember a part of a song, but don't know the artist or title, you can still find it if you know a couple of the words!</p> <p>By reading the lyrics along with the song, you can also practice reading comprehension. However, this app will give you, even more, reading practice because you can read more about the song, lyrics and get some background history and information.</p>

Annex 7.5. Digital tools for storytelling

Title & Link	Description	Logo/visualisation
<p>Storybird</p>	<p>Promote writing and reading skills through storytelling. Read, write, publish comics, poetry, picture books, and stories. Storybird's writing curriculum offers 700+ lessons, quizzes, and writing prompts.</p>	



<u>StoryJumper</u>	It is a tool that enables creation of online storybooks. Learners can use clip art, photographs to add a visual element to the story. Create a book; design characters for your books; add your voice; 3D animated books; collaborate.	
<u>Prezi</u>	Use it as a brainstorming tool. Endless visualisations can be added. Prezi Video shows your content right alongside you as you present your story. Many templates, icons, images.	
PowerPoint, <u>Google Slides</u> , <u>Canva</u> , <u>Crello</u>	Slide presentation software	
<u>OneLook Thesaurus</u>	This tool lets you describe a concept and get back a list of words and phrases related to that concept. Type in your description and see the related words.	
<u>Brainy quote</u>	To strengthen your writing, you may want to include a good quote from a writer, politician or famous person.	
<u>Writing Prompts</u>	Free writing prompts based on current events.	<p>If You Could Have Any Animal Feature, What Would It Be?</p> <p>A trunk, a tail, wings or stripes? How about the acute vision of an owl? Or the speed of a cheetah? What characteristics or traits of an animal would you choose — at least for a day?</p>



<p><u>StoryBuilder</u> for iPad</p>	<p>Story Builder offers a rich and fun environment for improving the ability to create a narrative.</p>	
<p><u>Comic life</u> (app for mac and Windows)</p>	<p>Creative tool for visual storytelling through comics.</p>	

Annex 7.6. Games and Quizzes in English language learning

Games type	Description	Examples
<p>Icebreakers and warmers</p>	<p>It is important for learners to feel comfortable with each other, confident in themselves and focussed on the language lesson rather than on other distractions. We would also like them to be creative, risk-taking, thoughtful, communicative, happy to work together with other learners.</p>	<p>Getting to know each other: The next learner repeats what the first learner said and adds his or her own information.</p> <p><i>I'm Tomas and I like to read books > You're Tomas and you like to read books. I'm Adam and I have a dog. > ...</i></p> <p>Examples of other types of information to add: Family, home area, job; likes and dislikes; reason for learning English; ...</p> <p>Questions and questionnaires: questions are used to find out more about other people in a group. Brainstorm questions. For example: Where do you live? What's your job? Have you got children? What's your hobby? What's your favourite food/music, etc? Are you married? What is your greatest fear? What would you do if you found a lot of money?</p> <p>Things in common: Finding out and reporting on what you have in common with other people. Find someone who likes the same music as you. Find someone who likes the same hobbies as you. Find someone who has a pet. All of us Most of us Some of us A few of us None of us</p>



Speaking

(spoken games can turn into written ones as needed and vice versa)

It is a useful activity for teaching the English of a specific activity (business, medical institution, transport, airport, manufacturing, various service areas). Teacher preparation includes scenario planning.

The games in this section offer a reason for speaking, and thus they can give learners a confirmation and confidence resulting from the successful use of the language or a warning signal on the unsuccessful use of the language.

Learners might make mistakes in their use of the language. Not to interrupt the speaker, wait until he or she has finished or note the mistake and give focussed practice on that point at another time.

Truths and a Lie about ... (myself; my country; any object, phenomenon; ...) Ask to say three statements about themselves and then find out which one is not true. At the same time, you can also join in and tell your older learners three statements about you and they need to guess which one is a lie.

Finish the Sentence. One beginning of a sentence has many different endings.

Guess, speculate. (need a picture) Speculating about the contents of a partially obscured picture using expressions of uncertainty (I think it is a ...) and certainty (It's a ...).

Describe and draw. Describe and identify. (will need a picture or a drawing on paper of a few quite simple and clearly defined objects). Aim is to help to make a good copy of the picture. This is in order to provide a model both for how to communicate clearly and helpfully, and for the sort of language which might be required. Older learners describe the picture and tell the one volunteer or teacher how to draw it.

Treasure map.



Photo: <https://pixabay.com/photos/map-compass-journey-treasure-map-6583691/>



	<p>Verbal Relay Games</p> <p>There can be a lot of variation, the teacher's readiness to think about the target word for the "relay" and to think in advance about possible difficulties, additional questions to help keep learners active. The game can be used with different English times for learning, consolidation, vocabulary expansion.</p>	<p>The essence of the game is to say as many correct sentences as possible with the given word in turn. It is played until it is repeated or until nothing new is invented.</p> <p>An example is given the word: Apple.</p> <p>It grows on apple trees > Its the fruit > It is eaten all over the world > Sold in shops, farmers markets > It is used in many dishes;</p> <p>It is possible to complicate the task by presenting a sentence that needs to be expanded instead of a single word: Animals living in Africa; Traditional food in my country; ... Variation: given one word, and each learner must say a sentence with one more word.</p>
<p>Listening. Understanding</p>	<p>Being able to understand and recognise the words and phrases you hear is a key listening task.</p>	<p>Bingo: Match. You must cross out the word you hear. Phonetics: teacher read out <i>mouth</i>; they cross out <i>mouth</i> but <i>not mouse</i>. (Thirteen and Thirty, ect.) Opposites: teacher reads out <i>big</i> and they cross out <i>small</i>. To make the game more challenging, you might want to put each item into a sentence, so that the learners must listen carefully for the words.</p> <p>Odd-one-out. Tips: The words used should reflect the interests of the older learners.</p> <p>Don't say which answer is correct until this discussion is finished – let's have a debate; or because there may be no one correct answer.</p> <p><u>English podcasts</u>: different levels, the episodes are divided into different sections, from fictional drama and jokes to quizzes and language advice. Maybe as a self-learning activity.</p>



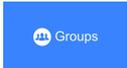
<p>Writing visible language =</p>	<p>Writing helps communicate better in text. Writing skills can be used MSN Messenger, Skype on the Internet so that older learners can actually chat to each other on the Internet.</p>	<p>Write a description of a riddle Even beginners can write descriptions by listing single words or short phrases. (Round. Hot. In the sky.= Sun. White. I am smaller than a butterfly. I collect pollen and nectar. I sting painfully. = Bee)</p> <p>Write dialog Create a dialogue between two characters: tourists of different nationalities; teenagers and Grandparents; Famous people; bees and flowers; ...</p> <p>Write a letter Write a letter to one person of the group via the media.</p> <p>Story: who was when where. The story follows a question formula, which specifies which question each player should answer confidentially. Each player's answer is used to develop a story, often resulting in laughter. Who; with whom; when; where; what they did; what the consequences are.</p> <p>Hangman spelling Game main: Spelling a word. Focussing is on letter order and placement in words.</p> <p>Lose the vowels tchr → teacher; wrd → word; lrn → learn; ...</p>
<p>Quizzes and Online computer games for language learning</p>	<p>This activity requires more teacher effort and preliminary work, preparation. But the effort pays off because you can save it for future lessons. There are also many resources online where you can find ready-made quizzes or remake your own. You can easily turn any subject into a fun game that involves all of your older learners.</p>	<p><u>BBC learning english quizzes</u> <u>English club</u> A wide range of quizzes covering a variety of topics: <u>Grammar</u>; <u>Vocabulary</u>; <u>Pronunciation</u>; <u>Listening</u>, <u>speaking</u>, <u>writing</u> quizzes, and more...</p> <p><u>Quiz your English app.</u> A fun way to practice, improve and test English by competing against learners from all around the world.</p> <p><u>Many things.</u> Quizzes, word games, word puzzles, slang expressions, anagrams, a random-sentence generator, and other computer-assisted learning activities.</p> <p><u>Using English:</u> Grammar Quizzes & Worksheets <u>Activities:</u> Quizzes, tests, exercises, and puzzles. <u>Quizlet</u>. <u>World Wall</u>. The easy way</p>

		to create your own teaching resources.
Online computer games, apps	Learning digital technology enables older learners to develop effective self-directed learning skills. They are able to identify what they need to learn, use online resources, and apply the information.	Online games can offer a wide range of activities: vocabulary expansion, grammar learning; reinforcement of speaking, pronunciation, listening; quizzes, crosswords, etc. <u>Google Play apps & games</u> Some of the apps/games: <u>Knudge.me</u> : English Vocabulary, Grammar, Idioms, Phrasal Verbs. <u>Sayings Master</u> : sayings, vocabulary, proverbs. <u>Learn English By Video</u> . <u>Memrise</u> : native speakers, useful everyday phrases, listening, memory test, etc.

Annex 7.7. Useful ICT tools for language teachers

Virtual Classroom Software for live interactive online courses		
Logo	Title & Link	Description
	<u>MS Teams</u>	For distance learning. Host up to 100 participants - 60 min.
	<u>Zoom</u>	For distance learning. Host up to 100 participants - 40 min
	<u>Moodle</u>	Moodle, the open-source learning management system



		used by hundreds of millions of learners worldwide, is the heart of the world's most customisable and trusted online learning solution.
Collaboration and sharing		
	<u>Google workplace</u>	Google Workspace's (formerly G Suite) secure collaboration and productivity apps for businesses of all sizes. Includes Gmail, Drive, Meet and more.
	<u>Weebly</u>	This free websites lets you make your own website with images, media and links very easily and intuitively.
	Facebook Groups	Create participants' groups and collaborate inside.
	<u>Padlet</u>	This platform allows English teachers to create a single page and add short texts, links, audio or PDF files. Teachers can use it to prepare resources to share during class or for homework, and learners can post assignments, and collaborate in brainstorming activities. The platform offers a range of options including private and public boards.
	<u>Etherpad</u>	For group document creation. Etherpad is a highly customizable open-source online editor providing collaborative editing in really real-time.
	<u>Dropbox Paper</u>	Co-editing tool that brings creation and coordination together in one place.
	<u>Padlet</u>	Allows older learners to view a prompt and respond on an online discussion board.
Organise		
	<u>Google Calendar</u>	Schedule curriculum https://support.google.com/calendar/answer/2465776?hl=en&co=GENIE.Platform=Desktop
	<u>Google Keep</u>	Create, edit, organize and share notes and list; reminder & sharing settings. https://support.google.com/keep?hl=en#topic=6262468

	<u>Google Tasks</u>	Create a task or list; Reorder or hide tasks. Etc. https://support.google.com/tasks?hl=en#topic=7675628
	<u>Evernote</u>	Remember everything and tackle any project with your notes, tasks, and schedule all in one place.
Audio, podcast and video		
	<u>VIC</u>	The digital audio player.
	<u>Audacity</u>	The digital audio editor. Most language teachers use this tool to create short audio clips for class, and it is also good for editing learner recordings.
	<u>Soundcloud</u>	This open platform is a good place to share audio files, which teachers or learners can upload and save privately, share to a select audience, or open to the world.
	<u>Themoth</u>	Storytelling, listening
	<u>Animoto</u>	Simple video-making. Although the free version only allows the making of two-minute videos.
	<u>Scratch</u>	Scratch is a free programming language and online community where you can create your own interactive stories, games, and animations.
	<u>Pear Deck</u>	This website is the perfect way to make your Google Slides interactive. Try using the Pear Deck Chrome extension for listening and drawing activities: Add a Pear Deck interactive "Drawing" slide and read a description aloud.
	<u>Lyrics training</u>	Allows older learners to view a music video and type out the lyrics according to what they hear.
Questionnaire, survey, feedback		
	<u>Google Forms</u>	For online surveys, questionnaires, and tests. Set up a new form or quiz; Edit and format a form or quiz; Send your form for people to fill out, etc.
	<u>Slido</u>	Slido is an easy-to-use Q&A and polling platform. It helps people to get the most out of meetings and events by bridging the gap between speakers and their audiences. From internal communications professionals to trainers, team leaders, conference organizers, and individual

		presenters, Slido is used by anyone looking to enable open conversation at a live meeting, whether in-person or virtual.
	<u>Mentimeter</u>	Build interactive presentations with the easy-to-use online editor. Add questions, polls, quizzes, slides, images, gifs, and more to your presentation to create fun and engaging presentations.
	<u>Kahoot</u>	Kahoot! is a quiz-based learning platform that works for hybrid learning and flipped classroom situations by making learning fun and engaging. This free cloud-based tool makes for a very useful way to bring learning online without compromising, but actually enhancing, teaching.
	<u>Quizizz</u>	A quiz is a form of game or mind sport in which players attempt to answer questions correctly about a certain or variety of subjects. Quizzes can be used as a brief assessment in education and similar fields to measure growth in knowledge, abilities, or skills. They can also be televised for entertainment purposes, often in a game show format.
	<u>Quizlet</u>	Quizlet also offers vocabulary games in which older learners match words with corresponding pictures.

Annex 7.8. Other tools for mastering the English language

Logo	Title & Link	Description
Websites (grammar, listening, writing, dictionary, etc.)		
	<u>Loecsen</u>	To learn thematic phrases
	<u>Language guide</u>	Expand dictionary
	<u>Language gaps</u>	Learn different languages through singing
	<u>Advanced English</u>	Grammar learning pages



	<u>lessons</u>	
	<u>English Grammar Exercises and Quizzes</u>	Youtube channels for learning English
	<u>BBC Learning English</u>	BBC Learning English
	<u>Coursera</u>	Teachers, classmates, lectures, homework and group discussions, all online. The courses offered on Coursera are run by professors from world-renowned institutions, and it's even possible to earn a certificate from many of the courses if you want to pay.
Mobile apps (Android, iOS)		
	<u>ELSA Speak</u>	ELSA (English Language Speech Assistant) is an English-speaking app that helps to learn to speak English in an American accent. With our AI speech assistance technology, learn English pronunciation error-free.
	<u>italki</u>	1-on-1 lessons in more than 150 languages
	<u>preply</u>	Preply is the best platform for private online lessons with a flexible payment system and affordable prices.